



Iron Horse Middle School

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Michelle Cooper, Principal



School Accountability Report Card

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Principal's Message

Dear Iron Horse Families,

The season of summer has just begun and now I feel I can slow down for a moment and reflect on my first year as principal of Iron Horse. One of the most important responsibilities I feel I have as principal is to keep the Iron Horse Community informed on how we are serving our students in their educational experience. I can best accomplish this by taking every opportunity to communicate how we are progressing towards our five main goals for this school year. Middle school is a busy time in a child's (and parents') life, filled with drama and distractions, so every so often it is necessary to stop and refocus on the purpose of us all being here at Iron Horse.....to learn and to grow.

Iron Horse's Five Main Goals to Achieve Our Mission:

1. Understanding Pre-Adolescence

Developmentally speaking, adolescents are a breed of their own. They are changing whether we like it or not ☹. It is our responsibility as adults who work and live with these special youngsters to inform ourselves on what makes them "tick." Our fabulous librarian, Judy Linhares, has created a list of parent resources (and stocked several books in the library!) that support parents in gaining a better understanding of this unique stage in your child's life.

2. Increasing Parent Involvement

Attending PTA meetings is a great first step in getting involved in your child's school. These meetings not only share important information but they give parents an opportunity to share their thoughts and ideas as well. We will also be starting a new "Parent Patrol" program in fall, 2008. We are asking all parents to volunteer at least one day a year to help supervise the school campus during lunchtime. This new program will allow parents to see for themselves how great their child's school truly is while serving as a positive role model for our student body. A "win, win" opportunity!

3. Communication and Collaboration

Our school newsletter, our weekly Lyres communication "What's Up?" and e-mail are just some of the ways we communicate with our parents. We are currently in the process of training all of our teachers on the new exciting communication tool called "School Loop." Information about School Loop will be shared with parents at registration in August and over the course of the new school year.

4. Increasing Academic Achievement and Enrichment Opportunities

The Iron Horse teachers continue to do what they do best in the classroom and are always looking for new ways to improve student learning. Currently, all departments have created plans on how to utilize the latest in technology to engage students in their learning and to support all students in meeting and/or exceeding grade level standards. I continue to be impressed with our teachers' dedication to improving student learning.

5. Respect, Responsibility and Accountability

Students are becoming increasingly familiar and comfortable with the policies and procedures expected of them at Iron Horse. Even those students who need extra support in following the school rules are accepting their consequences in a mature manner and are genuinely trying to improve. Also exciting is that we are continuing our Super Jaguar program for the 2008-09 school year. We are very proud of our Super Jaguars as they represent what we value the most.....a strong work ethic, superior citizenship, and service for others. Iron Horse students simply rock!

Sincerely,
Michelle Cooper

School Profile

Iron Horse Middle is one of eight middle schools in the San Ramon Valley Unified School District. Curriculum is focused on California State Standards for grades 6th, 7th, and 8th. The school supports cultural awareness on a daily basis through its diverse literature selections and community building student activities.

During the 2006-07, 950 -6th/7th/8thgrade students were enrolled at the school, with classes arranged on a traditional schedule/year-round calendar.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	3.9%
American Indian	0.2%
Asian	21.0%
Caucasian	59.8%
Filipino	3.3%
Hispanic	6.3%
Pacific Islander	0.7%
Multiple or No Response	4.9%

Discipline & Climate for Learning

Iron Horse Middle School strives to maintain a safe, orderly and disciplined learning environment with high behavioral standards. To that end, our discipline policies are designed with the well being and safety of the student body in mind. California Education Code and San Ramon Valley Unified District policies are implemented, reiterated and enforced with our student body at both the classroom and administrative levels.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	69	82	89	1085	943	968
Suspension Rate	6.84%	8.53%	9.67%	20.88%	17.46%	17.18%
Expulsions	3	0	2	10	5	10
Expulsion Rate	0.30%	0.00%	0.22%	0.19%	0.09%	0.18%

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	29	28	29	4	4	2	43	35	32	1	2	8
Mathematics	29	29	30	3	5	4	19	15	18	11	8	11
Science	30	31	32	-	2	-	26	17	15	9	16	15
Social Science	30	30	30	1	-	-	31	26	24	1	3	6

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained.

Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

The total 2005/2006 enrollment at Iron Horse Middle School was 961. This chart illustrates the enrollment trend by grade level for the past 3 school years.

	Enrollment Trend by Grade Level		
	2004-05	2005-06	2006-07
6th	356	319	303
7th	336	278	325
8th	317	364	292

School Facilities

Iron Horse Middle School opened its doors to 417 students on September 5, 1996. We currently have 920 6th, 7th, and 8th grade students. The community gymnasium project was completed in fall of 2001 and as a result Iron Horse boasts a triple sized community gymnasium facility. This seven-year-old facility is designed with state-of-the art computer and technology capabilities, and has a the capacity to accommodate 1000 students.

Iron Horse is situated on ten acres and has exclusive use of additional acres, which are part of the City of San Ramon's Central Park, and include regulation athletic fields, a quarter-mile track, and sand volleyball courts. The school facility also includes five fully equipped science labs, two computer labs, a technology lab, a home economics lab, a learning center, and an art lab, as well as a state of the art media center and locker room facility.

For the 2006-07 school year the district allocated \$2,620,727 for the district-wide deferred maintenance program. This represents 1.3% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 07/1, /2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Safe School Plan

Iron Horse Middle School has established procedures that help ensure a safe and orderly campus for students. Monthly emergency drills are practiced by all students and staff and visitors to the campus are required to check in at the office. A recent survey indicates over 95% of our parent community feel that our school is a safe environment. Iron Horse has appropriate procedures and equipment in place in case of a general emergency.

The school safety plan is updated annually. A School Resource Officer from the City of San Ramon is assigned to the school and is available during school hours. We are equipped with an emergency voice mail system should the need arise to contact all members of our parent community. In addition, parental emergency information is available on our website.

- Date of Last Review/Update: Nov. 2007
- Date Last Reviewed with Staff: Nov. 2007

Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2007. Science adoptions will be implemented in the fall of 2008 with math adoption in classrooms the following year.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
7th-8th	Foreign Language	McDougal Littell	2004	Yes
7th-8th	Foreign Language	Prentice Hall	2004	Yes
6th-8th	History/Social Studies	McDougal Littell	2006	Yes
6th	History/Social Studies	Teacher's Curriculum Institute	2004	Yes
7th-8th	History/Social Studies	Teacher's Curriculum Institute	2005	Yes
6th-8th	Mathematics	McDougal Littell	2000	Yes
8th	Mathematics	McDougal Littell	2001	Yes
6th-8th	Reading/ Language Arts	Prentice Hall	2002	Yes
6th-8th	Science	Prentice Hall	2001	Yes

For a complete list of textbooks and literature used by schools in the district, go to http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=42495&type=d&termREC_ID=&id=6&rn=8384091.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. (The Walnut Creek Library is under demolition/construction.)

Science Lab Equipment

Iron Horse has Science Lab classrooms stocked with an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.



Curriculum Development

In addition to their regular classroom assignments, many of our teachers participate on various committees both at the site and district level. Teachers participate as lead teachers, mentors, special task force committee members, and presenters at both local and statewide workshops. Our teachers also serve as advisors for student programs, extra-curricular activities, and special events. We currently have teachers who serve on the following district committees:

Math Task Force, GATE Advisory Council, Assessment Task Force, District Climate Committee, BTSA (Beginning Teacher Support) Coordination, LEAD Network Coaching Program, Curriculum Council, District Technology Committee, District Health Committee, Teacher Leader Program, District Literacy Leadership Team, Science Task Force, History Task Force, and the District Library Task Force.

Counseling & Support Staff

It is the goal of Iron Horse Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:500. Iron Horse has two full time counselors, Cathy Carle and Jennifer Benz. The table lists the support service personnel available at Iron Horse Middle.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	1.167
Librarian	1	1.0
Library Media Assistant	1	.25
Nurse	1	0.2
Psychologist	1	0.6
Resource Specialist	3	2.33
Resource Specialist Assistant	1	1.4
Speech/Language/Hearing Specialist	1	0.338

Physical Fitness

In the spring of each year, middle schools in the district are required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards.

Percentage of Students in Healthy Fitness Zone 2006-07 Test Results	
7th Grade	
School	
School Overall	68.8%
School (Boys)	65.4%
School (Girls)	72.2%
District	
District Overall	46.0%
District (Boys)	41.4%
District (Girls)	51.2%
State	
State Overall	29.4%
State (Boys)	27.2%
State (Girls)	31.8%

Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.



California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Math									Science			Social Science		
	6			7			8			6			7			8			8					
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	06	07	05	06	07				
All Students																								
School	79	84	74	81	82	88	79	81	82	83	76	72	76	76	75	74	84	72	72	74				
District	79	80	79	80	82	84	77	79	81	78	76	77	69	79	74	76	82	69	74	76				
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35				
Males																								
School	74	82	72	80	74	83	80	77	78	82	79	68	78	75	79	77	84	77	75	73				
District	77	78	78	76	78	81	74	74	78	81	77	77	69	80	77	78	84	72	76	77				
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36				
Females																								
School	85	86	78	84	91	92	78	85	87	83	73	77	75	77	72	72	85	67	70	74				
District	82	83	81	84	87	87	80	84	85	76	74	76	70	78	72	74	80	66	71	73				
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33				
African American																								
School	44	*	*	*	81	82	*	*	71	56	*	*	*	50	82	*	76	*	*	59				
District	54	69	57	53	60	62	59	54	63	53	49	39	47	45	60	54	49	57	54	51				
State	24	29	29	29	29	32	24	27	27	22	23	24	19	22	22	21	25	17	19	20				
Asian																								
School	92	89	78	93	94	93	84	92	88	94	81	89	91	94	83	87	92	79	85	83				
District	87	86	88	90	91	91	83	86	89	90	84	91	84	93	84	88	92	79	83	89				
State	60	66	67	66	67	71	58	62	64	69	72	72	69	72	69	65	70	54	58	62				
Filipino																								
School	55	85	67	73	*	77	79	60	*	73	77	73	73	*	69	73	*	64	60	*				
District	74	88	69	63	84	85	69	68	75	80	77	72	54	83	83	76	75	60	76	70				
State	53	60	60	61	60	66	51	54	56	56	59	59	52	58	57	52	58	42	46	49				
Hispanic																								
School	71	68	53	71	58	76	82	67	71	75	64	26	50	54	71	60	71	55	53	57				
District	68	68	63	66	69	66	62	59	75	70	67	50	51	66	58	64	72	52	62	69				
State	22	26	28	28	28	32	23	25	26	26	29	29	23	28	27	23	28	17	20	21				
Caucasian																								
School	77	85	76	78	80	88	76	79	82	79	76	73	70	75	73	70	83	70	68	72				
District	80	79	80	80	83	85	79	80	80	78	75	76	69	79	74	75	82	69	74	74				
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52				
Students with Disabilities																								
School	43	32	29	29	59	48	27	23	31	35	32	25	29	41	30	19	35	37	27	27				
District	40	40	46	30	47	41	26	27	34	38	39	43	21	42	30	30	43	29	34	34				
State	10	12	12	10	11	12	8	9	10	11	12	12	8	10	9	11	13	9	10	10				
English Learners																								
School	*	*	31	*	*	*	*	*	*	*	*	46	*	*	*	*	*	*	*	*				
District	33	33	28	37	35	27	10	38	19	62	37	40	26	60	35	49	44	10	38	20				
State	7	8	9	9	9	10	6	6	6	13	14	14	11	13	13	9	12	5	6	6				

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may call the Iron Horse Middle School office at 925.824.2820 and ask for either Judy Upchurch (08-09 PTA President), Jenise Falk (Assistant Principal), Chris George (Assistant Principal), or Michelle Cooper (Principal).



CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country.

In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	8	9	7	
All Students				
Actual Growth	29	-1	4	912
Asian				
Actual Growth	18	1	-6	957
Caucasian				
Actual Growth	27	7	10	906

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
Reading			Math			
7			7			
05	06	07	05	06	07	
All Students						
School	78	74	87	87	87	88
District	79	79	80	82	86	86
State	46	46	47	49	50	51
Males						
School	76	66	85	89	86	90
Females						
School	81	83	90	85	87	86
African American						
School	*	75	73	*	75	82
Asian						
School	88	83	90	97	97	92
Filipino						
School	73	*	77	82	*	85
Hispanic						
School	64	50	76	79	71	81
Caucasian						
School	74	74	89	82	86	88
Students with Disabilities						
School	29	50	57	33	50	48

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA).



Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

The San Ramon Valley Unified School District has no schools in Program Improvement.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Iron Horse Middle had 40 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	42	40	40	1214
Without Full Credentials	0	1	1	46
Working Outside Subject	0	0	0	5

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	4	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	4	0	0
Vacant Teacher Positions	0	0	1

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	86.20%	13.80%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

Substitute Teachers

Each teacher is responsible for contacting the substitute service when he/she is absent. The district has a substitute handbook, and the regular classroom teacher provides daily lesson plans. The district has made a significant effort to reduce the amount of time students are served by a substitute. At the same time, the district recognizes that there are many occasions when a substitute is necessary and has taken steps to insure an adequate pool of well-qualified substitutes is available.

Staff Development

Iron Horse Middle School staff members are committed to continually refining their skills as educators and believe wholeheartedly in practicing the philosophy of being a life-long learner. Every year our staff participates in three staff development days. During the past six years, our staff members have participated in a variety of diverse and meaningful professional growth experiences. A few examples are given below:

Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH) Conference

- Autism Society Conference
- Computer and New Technology Training
- Northern California Math Conference
- Northern California Home Economics Conference
- Whole Language Training
- Bay Area Writing Project
- Reciprocal Teaching
- Program Quality Review Training (PQR)
- Bay Area Writing Project
- Chapman University Extended Teacher Education
- San Francisco Academy of Art
- Confratute for gifted student educators
- California League of Middle Schools Conference
- International Environmental Education Symposium
- California School Library Association Conference District Standards and Language Arts Workshop
- Computer Using Education Technology (CUE)
- "Don't Laugh At Me" Program
- Asilomar Math Conference
- New York Reading and Writing Project Trainings
- Respect for All Project's Anti Bullying Program

All district teachers meet qualifications established by the California Commission of Teacher Credentialing. In addition, newly hired teachers must hold or be in the process of obtaining a Cross-Cultural Language and Academic Development (CLAD) certificate for teaching English language learners.



District Revenue Sources

In addition to general state funding, middle schools (6-8) in the San Ramon Valley Unified School District receive state and federal funding for the following categorical funds and other support programs: Economic Impact Aid/State Compensatory Education

- Economic Impact Aid/English Learner Program
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Tobacco-Use Prevention Education (TUPE)
- Gifted and Talented Education (GATE)
- AB 1802 (High School & Middle School Counselors)
- English Language Acquisition Program (ELAP), Grades 4-8
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title II, Part D: Enhancing Education Through Technology
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Title V: Innovative Programs
- Selected grants from the San Ramon Valley Education Foundation

District Expenditures

In 2005-06, the most recent year for which data is available from the state, California spent an estimated \$8,607[^] per student which was far below the national average of \$9,566.[^] San Ramon Valley Unified spent an average of \$8,048 to educate each student, based on total expenditures of \$192,497,211 (from 2006-07 FY audited financial statements).

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%. Our district of 24,670* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,241
From Restricted Sources	\$635
From Unrestricted Sources	\$4,606
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	337.15%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	6.82%

[^] NEA

* 06-07 CBEDS

Types of Services Funded

In 2004-05, the most recent year for which data is available from the state, California spent an estimated \$7,815[^] per student, which was far below the national average of \$8,618[^]. In 2005-06, our district spent approximately \$7,261 per student based on total expenditures of \$167,647,176. Classroom Educations costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 13%; Auxiliary Services 2%; District Administration/Business Operations 6% and Facilities 0%. Our district of 23,815* students spends less than the state average because we are a "low wealth" district, as defined by the state's complex funding formula for schools.

* 05-06 CBEDS [^] NEA Ed Stats

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$58,369
District	\$58,670
Percentage of Variation	0.52%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	2.78%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size.

Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$38,636	\$38,937
Mid-Range Teachers	\$60,824	\$61,080
Highest Teachers	\$75,773	\$76,443
Elementary School Principals	\$103,134	\$99,694
Middle School Principals	\$111,022	\$103,687
High School Principals	\$109,893	\$112,983
Superintendent	\$194,250	\$195,054
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.9%	40.1%
Administrative Salaries	5.3%	5.4%

Parent Involvement

The support of the Iron Horse Middle School parent and business community is vital to the success of our school programs. Countless hours of volunteer time, talent, funds, and resources are generously given to support our school and to benefit students in the following programs:

- Parent-Teacher Association
- School Site Council
- Iron Horse Middle
- School Education Fund
- Super Jaguars Community Service Program
- Business Support of School Programs
- Adopt-a-School Thanksgiving Drive
- Discovery Center
- San Ramon Valley Education Foundation
- San Ramon Parks and Community Services
- Rotart Club of San Ramon
- Chevron's Educational Volunteers
- Schwab Foundation for Learning Corporate Matching Fund Program
- Contra Costa County Food Bank Drive

During the 2008-09 school year, Iron HOrse will begin a pilot "Parent Patrol" program in which parents will volunteer to supervise lunch time activities throughout the school year. The goal is that every parent volunteer at least one 3 hour shift one day a year.

For additional information about organized opportunities for parent involvement at Iron Horse Middle School, please contact Cynthia Byers (PTA president 07-08) at (925) 487 - 0541 or Judy Upchurch (PTA president 08-09) at 824-2820.

