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,

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 also started 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, 920 -6th/7th/8thgrade students were enrolled at the school, with classes arranged on a traditional schedule/year-round calendar.

Student Enrollment by Ethnic Group 2007-08	
	Percentage
African American	3.6%
American Indian	0.3%
Asian	21.4%
Caucasian	59.0%
Filipino	3.7%
Hispanic or Latino	6.7%
Pacific Islander	0.5%
Multiple or No Response	4.8%

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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	82	89	51	943	968	1141
Suspension Rate	8.5%	9.7%	5.2%	4.0%	3.9%	4.4%
Expulsions	0	2	1	5	10	26
Expulsion Rate	0.0%	0.2%	0.1%	0.0%	0.0%	0.1%

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			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	28	29	31	4	2	2	35	32	30	2	8	10
Mathematics	29	30	30	5	4	3	15	18	17	8	11	10
Science	31	32	31	2	-	2	17	15	18	16	15	13
Social Science	30	30	31	-	-	-	26	24	26	3	6	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 2007-08 enrollment for Iron Horse Middle School was 981.

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
6th	319	303	334
7th	278	325	314
8th	364	292	333

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.

Deferred Maintenance

For the 2007-08 school year the district spent $1,404,716 for district-wide deferred maintenance. This represents .5% of the district's general fund budget. In 2008, the SRVUSD governing board approved $1,566 for the school's P-15 roof. In addition, the district targeted $136,247 in projects at multiple sites, which included roof, paving and floor repairs, HVAC replacements and upgrades to the Energy Management Systems.

School Facility Conditions				
Date of Last Inspection: 07/11/2008				
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: August 2008
- Date Last Reviewed with Staff: August 2008

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 2006-07. We have just completed the Science adoption in 2007-08 and are currently reviewing Math materials which will be implemented into the classroom curriculum in the fall of 2009.

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?dir=100%20 Chart%20of%20Textbooks&id=6&termREC_ID=&rn=8384091&leftDir=3&t ype=d&uREC_ID=42495

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	Foreign Language	McDougal Littell	2004	Yes	0.0%
7th-8th	Foreign Language	Prentice Hall	2004	Yes	0.0%
7th	History/Social Studies	McDougal Littell	2006	Yes	0.0%
6th	History/Social Studies	Teacher's Curriculum Institute	2004	Yes	0.0%
8th	History/Social Studies	Teacher's Curriculum Institute	2005	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2000	Yes	0.0%
8th	Mathematics	McDougal Littell	2001	Yes	0.0%
6th-8th	Reading/ Language Arts	Prentice Hall	2002	Yes	0.0%
6th-8th	Science	Prentice Hall	2007	Yes	0.0%

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 currently in a demolition/construction phase.)

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 at 824-2820.

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.

Iron Horse has many support providers and support services available to assist our students in accessing the core curriculum:

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	2.0
Band/Music Director	1	.67
Counselor Intern	1	.20
English Language Development (ELD) Teacher	1	.167
Librarian	1	1.0
Library Media Assistant	1	.25
Nurse	1	0.2
Police Officer	1	As Needed
Program Specialist	1	As Needed
Psychologist	1	0.6
Psychology Interns	1	.20
Resource Specialist	3	2.33
Resource Specialist Assistant	2	1.4
Special Day Class (SDC) Teacher	1	1.0
Special Day Class Aides	7	7.0
Speech/Language/ Hearing Specialist	1	0.338
Teacher for the Severly Handicapped	1	1
Technology Technician	1	.50
Visually Impaired Assistant	1	.75

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		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																					
School	**84**	**74**	**78**	**82**	**88**	**81**	**81**	**82**	**85**	**76**	**72**	**73**	**76**	**75**	**78**	**74**	**84**	**88**	**72**	**74**	**75**
District	80	79	81	82	84	85	79	81	81	76	77	76	79	74	78	76	82	87	74	76	75
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Males																					
School	**82**	**72**	**75**	**74**	**83**	**74**	**77**	**78**	**82**	**79**	**68**	**77**	**75**	**79**	**77**	**77**	**84**	**88**	**75**	**73**	**76**
District	78	78	79	78	81	80	74	78	78	77	77	78	80	77	77	78	84	87	76	77	77
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
Females																					
School	**86**	**78**	**80**	**91**	**92**	**88**	**85**	**87**	**89**	**73**	**77**	**69**	**77**	**72**	**80**	**72**	**85**	**88**	**70**	**74**	**73**
District	83	81	84	87	87	89	84	85	84	74	76	73	78	72	78	74	80	87	71	73	72
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Socioeconomically Disadvantaged																					
School	*	*	*	*	*	**73**	*	*	**67**	*	*	*	*	*	*	*	*	**75**	*	*	**75**
District	56	60	40	44	59	61	51	47	55	50	60	26	41	48	58	60	50	73	42	47	52
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
African American																					
School	*	*	**50**	**81**	**82**	*	*	**71**	**64**	*	*	**50**	**50**	**82**	*	*	**76**	**64**	*	**59**	**57**
District	69	57	62	60	62	63	54	63	55	49	39	50	45	60	36	54	49	53	54	51	51
State	29	29	33	29	32	35	27	27	31	23	24	26	22	22	24	21	25	35	19	20	22
Asian																					
School	**89**	**78**	**86**	**94**	**93**	**92**	**92**	**88**	**89**	**81**	**89**	**85**	**94**	**83**	**88**	**87**	**92**	**93**	**85**	**83**	**84**
District	86	88	89	91	91	92	86	89	87	84	91	88	93	84	90	88	92	94	83	89	85
State	66	67	71	67	71	73	62	64	69	72	72	75	72	69	71	65	70	78	58	62	64
Filipino																					
School	**85**	**67**	**64**	*	**77**	**92**	**60**	*	**93**	**77**	**73**	**64**	*	**69**	**75**	**73**	*	**93**	**60**	*	**79**
District	88	69	79	84	85	87	68	75	84	77	72	70	83	83	71	76	75	90	76	70	80
State	60	60	65	60	66	67	54	56	63	59	59	60	58	57	59	52	58	70	46	49	53
Hispanic or Latino																					
School	**68**	**53**	**74**	**58**	**76**	**61**	**67**	**71**	**80**	**64**	**26**	**65**	**54**	**71**	**61**	**60**	**71**	**85**	**53**	**57**	**50**
District	68	63	65	69	66	67	59	75	69	67	50	56	66	58	56	64	72	77	62	69	63
State	26	28	33	28	32	34	25	26	31	29	29	31	28	27	30	23	28	38	20	21	23
Caucasian																					
School	**85**	**76**	**76**	**80**	**88**	**80**	**79**	**82**	**86**	**76**	**73**	**70**	**75**	**73**	**79**	**70**	**83**	**87**	**68**	**72**	**75**
District	79	80	81	83	85	85	80	80	82	75	76	75	79	74	76	75	82	88	74	74	74
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53
Students with Disabilities																					
School	**32**	**29**	**32**	**59**	**48**	**31**	**23**	**31**	**50**	**32**	**25**	**32**	**41**	**30**	**25**	**19**	**35**	**54**	**27**	**27**	**46**
District	40	46	37	47	41	43	27	34	40	39	43	33	42	30	35	30	43	52	34	34	41
State	12	12	13	11	12	12	9	10	11	12	12	13	10	9	12	11	13	17	10	10	11
English Learners																					
School	*	**31**	**0**	*	*	*	*	*	*	*	**46**	**13**	*	*	*	*	*	*	*	*	*
District	33	28	24	35	27	34	38	19	16	37	40	30	60	35	41	49	44	52	38	20	12
State	8	9	13	9	10	10	6	6	8	14	14	16	13	13	14	9	12	18	6	6	6

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

Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 81% of fifth, seventh and ninth grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards. For this school's percentage comparisons, see the chart and data tables below.

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.

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results	
7th Grade	
School	
School Overall	51.5%
School (Boys)	47.4%
School (Girls)	55.6%
District	
District Overall	43.4%
District (Boys)	40.5%
District (Girls)	46.3%
State	
State Overall	32.9%
State (Boys)	30.2%
State (Girls)	35.7%

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

CAT/6 Norm Referenced Test
% At or Above 50th Percentile

	Reading			Math		
	7			**7**		
	06	07	08	06	07	08
All Students						
School	74	87	77	87	88	83
District	79	80	81	86	86	85
State	46	47	49	50	51	52
Males						
School	66	85	73	86	90	81
Females						
School	83	90	81	87	86	85
Socioeconomically Disadvantaged						
School	*	*	55	*	*	82
African American						
School	75	73	*	75	82	*
Asian						
School	83	90	85	97	92	92
Filipino						
School	*	77	50	*	85	92
Hispanic or Latino						
School	50	76	65	71	81	70
Caucasian						
School	74	89	79	86	88	82
Students with Disabilities						
School	50	57	38	50	48	31

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

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				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	9	7	8	
All Students				
Actual Growth	-1	4	7	919
Asian				
Actual Growth	1	-6	7	964
Caucasian				
Actual Growth	7	10	7	913

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). 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	

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 (2008-09)	-	-
# 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 2007-08 school year, Iron Horse Middle had 38 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	40	40	38	1270
Without Full Credentials	1	1	3	64
Working Outside Subject	0	0	0	20

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			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	1
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	1
Vacant Teacher Positions	0	0	0

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	96.6%	3.4%
District	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

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
- 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 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
- Community Based English Tutor, RS 6285
- Career Technical Education, RS 6377
- Art, Music & PE, RS 6761
- Instructional Materials Realignment, RS 7156
- Instructional Materials ELL, RS 7157
- Peer Assistance and Review, RS 7271
- Teacher Credentialing Block Grant, RS 7392
- Professional Development Block Grant, RS 7393
- School Site Discretionary Block Grant, RS 7396
- Selected grants from the San Ramon Valley Education Foundation

District Expenditures

In 2006-07, the most recent year for which data is available from the state, California spent an estimated $8,486^ per student which was far below the national average of $9,100.^ The more current San Ramon Valley Unified district figures (from 2007-08 FY audited financial statements) indicate an average of $8,004 spent to educate each student, based on total expenditures of $210,039,426 .

Classroom Education costs accounted for 67% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 3%; and District Administration/Business Operations 6%. Our district of 24,243* 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.

^ NEA
* 06-07 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$5,241
From Restricted Sources	$635
From Unrestricted Sources	$4,606
District	
From Unrestricted Sources	$4,890
Percentage of Variation between School & District	5.81%
State	
From Unrestricted Sources	$5,300
Percentage of Variation between School & State	13.09%

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 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	$66,605
District	$64,728
Percentage of Variation	2.89%
School & State	
All Unified School Districts	$65,008
Percentage of Variation	2.45%

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 2006-07		
	District	State
Beginning Teachers	$41,843	$40,721
Mid-Range Teachers	$65,872	$65,190
Highest Teachers	$82,062	$84,151
Elementary School Principals	$110,071	$104,476
Middle School Principals	$120,717	$108,527
High School Principals	$117,071	$119,210
Superintendent	$210,373	$210,769
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.1%	39.9%
Administrative Salaries	5.8%	5.5%

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, Parent Patrol, Business Support of School Programs, Cross County Program, Discovery Center, San Ramon Valley Education Foundation, San Ramon Parks and Community Services, Rotary 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 started a "Parent Patrol" program in which parents 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 Judy Upchurch (PTA President 08-09) at 824-2820.