Iron Horse Middle School

2010-2011 School Accountability Report Card

Joe Nguyen, Principal

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Principal's Message

Dear Iron Horse Middle School Community:

I would like to personally invite you to visit our school. To provide you with a word picture of our campus, I will share our vision statement with you:

As visitors set foot on the Iron Horse Middle School campus, they will be greeted by a community of learners, including staff, students, and parents that develop and nurture the building of life skills including self-discipline, responsibility, cooperation, compassion, and respect for others that will ensure both personal and academic growth.

We have a learning environment where the driving force is putting forth personal best effort to achieve excellence. Our learning community supports comfortable risk-taking from all stakeholders encouraging the demonstration of the "5 C's" (critical thinking, curiosity, creativity, communication, and collaboration) as the springboard to learning essential skills.

Each of our classrooms provides a rigorous standards-based program and a unique learning opportunity in an atmosphere where creative approaches to teaching and learning is every teacher's goal. Our highly qualified teachers integrate technology, the arts, and active learning strategies to engage all learners. Our teachers engage in being learners themselves in collaboratively developing their skills and keeping their teaching strategies at the cutting edge. The school leadership commits to providing all necessary instructional materials, equipment, collaboration time, and resources to provide an equitable and high quality learning environment for students.

At Iron Horse, the individual needs and interests of our diverse learners are valued and supported. Teachers, passionate about fostering positive relationships with our students, motivate students by stating clear expectations and by teaching them to be successful self-managers in both social and academic settings. Student learning is assessed using both formal assessments and informal observation of student performance, performing at the proficient/advanced level in all areas. Driven by the data from our common assessments and observations, students requiring further support receive targeted instruction/intervention from our cohesive learning community. Our goal is to enable all Iron Horse students to become citizens who feel personally successful in contributing positively to our global community.

Iron Horse is a great place to learn and grow where students will build a foundation and a love for life-long learning through the daily dedication of our staff, students, and community.

Warmly,

Joe Nguyen
Principal

School Profile

Iron Horse Middle School, Home of the Jaguars, is located in the heart of the City of San Ramon, California, and is one of eight middle schools in the San Ramon Valley Unified School District. Currently, 44 teachers and 32 staff members serve 970 6th, 7th, and 8th grade students enrolled for the 2010- 2011 school year.

Iron Horse Middle School opened for the 1996 - 1997 school year, and in its twelve year history has carried on a proud tradition of developing the whole middle school child with a strong focus on academic excellence. As a community, Iron Horse is passionate about maintaining the clear and important connection between academic growth, emotional support, and meeting the specific needs of adolescents. In order to do this, Iron Horse provides a rigorous, standards-based academic curriculum balanced with an exceptionally strong and varied electives program, all of which is supported by an extensive counseling support system. Curriculum is supplemented with programs and interventions designed to support at risk students through the difficult middle school years and through adolescence.

In order to foster individual student achievement at Iron Horse, an extraordinarily strong focus is placed on collaboration among the highly qualified teaching staff. Collaboration is focused at the department level, but also occurs at grade level, or through teacher leadership in specialized collaboration groups such as the Principal's Cabinet or the Intervention Committee. Additionally, Iron Horse focuses on ensuring that every student receives the support he or she may need to succeed in middle school, providing specialized intervention on a variety of levels and sharing strategies amongst teachers to ensure every student's success.

Iron Horse is also preparing to educate students in the 21st century through an expanded focus on technology. Community partnerships with organizations such as the PTA and the Education Fund have worked with our administration to provide technology, such as document cameras and computer-based presentation stations for all of our Core Academic classrooms. This use of technology, along with an up to date network infrastructure, has been embraced by our staff, and has led to the continual development of innovative, creative, and engaging lessons.

Iron Horse is equally proud of its electives and extracurricular programs, which include several high interest electives, a state of the art technology laboratory, and full video production studio. Extracurricular activities include clubs tailored to various student interest, and both intramural and after school sports programs, all of which are highly attended.

In its thirteen-year history, the Iron Horse community has been the proud recipient of two National Blue Ribbon Awards and three California Distinguished School Awards, and our Special Education program has been a California Technical Assistant and Training Leadership (CalSTAT) site for 9 years.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	2.5%
American Indian	0.1%
Asian	22.4%
Filipino	2.7%
Hispanic or Latino	10.9%
Pacific Islander	0.8%
White	49.8%
Two or More	10.8%
None Reported	-

Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (http://data1.cde.ca.gov/dataquest), and/or Ed-Data website.

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. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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 Cynthia Byers (10-11 PTA President), Maureen Allison (Assistant Principal), Dan Bledsoe (Assistant Principal), or Joe Nguyen (Principal).

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**		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	69	96	159	966	1086	940
Suspension Rate	7.0%	10.2%	16.6%	3.6%	3.9%	3.2%
Expulsions	1	0	0	17	8	14
Expulsion Rate	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%

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.

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

Enrollment Trend by Grade Level			
	2008-09	**2009-10**	**2010-11**
6th	316	296	327
7th	343	315	313
8th	320	333	317

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. SRVUSD schools, in varying degrees, also have the benefit of parent volunteers on campus, in the classroom, and for extracurricular activities such as field trips.

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												
				Classrooms Containing:								
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
6	-	-	27	-	-	-	-	-	9	-	-	1
By Subject Area												
English	28	30	26	3	-	5	19	-	18	5	-	3
Mathematics	28	30	27	2	-	5	14	-	11	6	-	5
Science	31	29	30	3	-	1	7	-	13	12	-	8
Social Science	28	30	30	1	-	1	18	-	17	2	-	3

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. 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
West Ed. Continuing Networks of Reading Apprenticeship Program
Computer and New Technology Training
Smart Technologies Training
National Mathematics Conference
California Science Teachers Association Conference
Northern California Home Economics Conference
Bay Area Writing Project
Reciprocal Teaching
Chapman University Extended Teacher Education
San Francisco Academy of Art
Confratute for gifted student educators
California League of Middle Schools Conference
International Environmenental Education Symposium
California School Library Association Conference District Standards and
   Language Arts Workshop
Computer Using Education Technology (CUE)
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.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	38	43	38	1215
Without Full Credentials	4	1	0	2
Working Outside Subject	1	1	0	6

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			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
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	100.0%	0.0%
District	98.2%	1.9%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	98.2%	1.9%

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 counselors, Cathy Carle (3-days/week) and Jennifer Benz (full time).

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	1.6
Assistant Principal	2	2.0
Band/Music Director	1	.50
Counselor Intern	1	.20
English Language Development (ELD) Teacher	1	.167
Librarian	1	1.0
Nurse	1	0.2
Paraeducator for the Severely Handicapped	4	3
Police Officer	1	As Needed
Program Specialist	1	As Needed
Psychologist	2	0.6
Psychology Interns	1	.20
Resource Specialist	2	2.0
Resource Specialist Assistant	4	2.588
Speech/Language/ Hearing Specialist	2	0.863
Student Activities Director	1	.167
Teacher for the Severly Handicapped	1	1
Technology Technician	1	.50
Visually Impaired Assistant	1	.875

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 . Sister Schools 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.

Since 2008, Iron Horse has been implementing 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 Cynthia Byers (PTA President 10-11) at 824-2820.

Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners and special needs students 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 completed the Science adoption in 2007-08. New Math materials were implemented into the classroom curriculum in the fall of 2009.

SRVUSD held a public hearing on October 18, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

The table displays information collected in October, 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Please refer to Textbooks and Instructional Materials on the district website http://srvusd.net/cms/resources?d=x&folder_group_id=1276351828080&group_id=1276351828080&id=1276351828183 or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2011-12 school year.

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%
6th-8th	History/Social Studies	McDougal Littell	2006	Yes	0.0%
6th	History/Social Studies	Teacher's Curriculum Institute	2004	Yes	0.0%
7th-8th	History/Social Studies	Teacher's Curriculum Institute	2005	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2008	Yes	0.0%
8th	Mathematics	McDougal Littell	2000	Yes	0.0%
6th-7th	Mathematics	McDougal Littell	2008	Yes	0.0%
6th-8th	Reading/ Language Arts	Prentice Hall	2002	Yes	0.0%
6th-8th	Science	Pearson/ Prentice Hall	2008	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/ files/07618046113336Textbooks_1.pdf

Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the students. Inventory may include, 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 some sort of heating device. For more information, please call the school office.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability on campus and in the home, 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

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: December 2009
Date Last Reviewed with Staff: August 2010

School Facilities

Iron Horse Middle School opened its doors to 417 students on September 5, 1996. We currently have 970 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 nine-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.

Maintenance and Repair

District maintenance staff ensures that the work necessary to keep the school in good repair is completed in a timely manner. A work order process is used to ensure efficient prioritization and repair service. (Highest priority is given to safety items and emergency repairs.)

Deferred Maintenance

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

School Facility Conditions				
Date of Last Inspection: 11/19/2010				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

For the 2010-11 school year the district allocated $1,204,292 to deferred maintenance, representing .55% of the district's general fund budget. District-wide projects included painting, paving, roofing, flooring, heating, ventilation, air conditioning upgrade and general repairs.

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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	10	10	10
Similar Schools	10	10	8
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	4	8	4
Asian			
Actual API Change	19	-5	13
White			
Actual API Change	3	8	8

Growth API						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	935	930	22,060	922	4,683,676	778
Black or African American	24	791	468	819	317,856	696
Asian	205	986	5,619	974	398,869	898
Filipino	26	936	651	920	123,245	859
Hispanic or Latino	99	876	1,819	868	2,406,749	729
White	470	928	11,940	911	1,258,831	845
Two or More Races	101	926	1,464	919	76,766	836
Socioeconomically Disadvantaged	59	804	796	822	2,731,843	726
English Learners	86	890	1,599	906	1,521,844	707
Students with Disabilities	73	720	1,851	736	521,815	595

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. 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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	81	82	84	83	83	84	49	52	54
Mathematics	80	84	82	76	78	78	46	48	50
Science	91	87	92	86	85	88	50	54	57
History/Social Science	78	83	86	78	78	81	41	44	48

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	84	78	88	81
School	84	82	92	86
African American/ Black	60	60	*	*
American Indian	*	*	*	*
Asian	90	94	97	96
Filipino	85	89	*	*
Hispanic or Latino	69	66	93	87
Pacific Islander	*	*	*	*
White	87	81	91	83
Males	81	79	92	84
Females	87	84	91	88
Socioeconomically Disadvantaged	54	52	80	81
English Learners	25	57	*	*
Students with Disabilities	57	40	*	28
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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). 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		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	No
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.

Federal Intervention Programs	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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 five of six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone 2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.8%	30.6%	31.6%

Scores are not disclosed when fewer than 10 students are tested

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 2009-10	District	State
Beginning Teachers	$44,376	$42,017
Mid-Range Teachers	$67,387	$67,294
Highest Teachers	$83,949	$86,776
Elementary School Principals	$115,032	$108,534
Middle School Principals	$118,686	$112,893
High School Principals	$126,598	$123,331
Superintendent	$240,000	$226,417
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.9%	39.4%
Administrative Salaries	5.4%	5.3%

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 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	$69,127
District	$65,678
Percentage of Variation	5.25%
School & State	
All Unified School Districts	$69,207
Percentage of Variation	-0.12%

District Expenditures

In 2009-10, California spent an estimated $8,826^ per student which was below the national average of $11,372.^ The San Ramon Valley Unified District figures (from 2009-10 FY audited financial statements) indicate an average of $7,901 spent to educate each student, based on total expenditures of $220,428,700.

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 27,899* 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.

^ California Budget Projection
* 2009-10 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$5,330
From Restricted Sources	$786
From Unrestricted Sources	$4,544
District	
From Unrestricted Sources	$1,065
Percentage of Variation between School & District	326.63%
State	
From Unrestricted Sources	$5,455
Percentage of Variation between School & State	-16.71%

District Revenue Sources

In addition to general state funding, elementary schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2009-10:

Gifted and Talented Education (GATE), RS 0207
Instructional Materials Realignment, RS 0208
Teacher Credentialing Block Grant (BTSA), RS 0212
Professional Development Block Grant, RS 0213
Targeted Instructional Improvement Block Grant (SIP), RS 0214,0216,0217
School and Library Improvement Program Block Grant (SIP) RS 0215
Supplemental Hourly Program, RS 0218
Instructional and Library Materials Grant, RS 0221
Governors Performance Award, RS 0401
API, EA 0402
Title I, RS 3010
State Fiscal Stabilization, RS 3200
Title II Teacher Quality, RS 4035
NCLB:Title III-Immigrant Education, RS 4201
Title III-Limited English, RS 4203
Early Mental Health Initiative, RS 6250
English Language Acquisition, RS 6286
Lottery Instructional Materials, RS 6300
TUPE 4-8, RS 6660
Economic Impact Aid, RS 7091
County Technology Academy Grant, RS 9011
Science Resource Grant, RS 9013
Chevron, RS 9014
S.A.F.E. Art, RS 9017
County Tech Academy Mini Grant, RS 9031
Sunset Development Company, RS 9037
Duffield Family Foundation, RS 9045
Wells Fargo, RS 9048
Internship Mentor Program, RS 9049
EISS Professional Learning, RS 9050
Lawrence Livermore National Lab, RS 9055
Selected grants from the San Ramon Valley Education Foundation
PTA and individual parent donations and contributions to site-based programs

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