

Iron House Elementary School

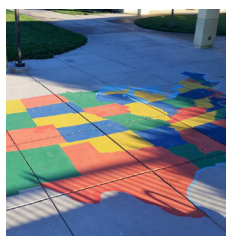
Grades K-5
CDS Code 07-61762-0110684

Sean Brown
Principal
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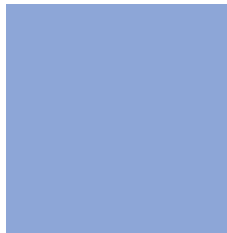
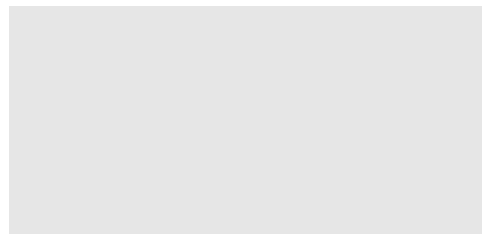
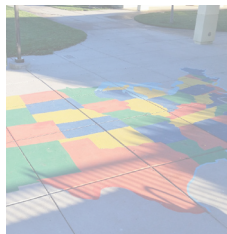
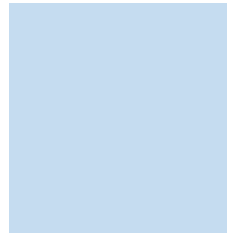
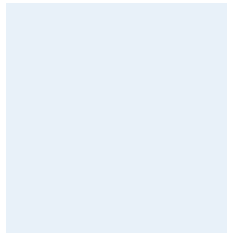
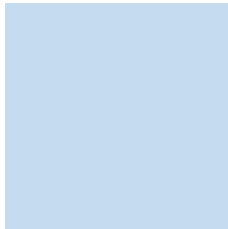
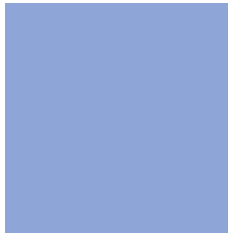
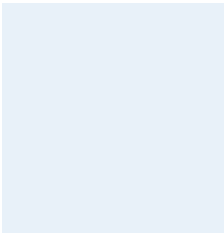
Para español, visita www.uesd.k12.ca.us.



Oakley Union Elementary School District

91 Mercedes Lane Oakley, CA 94561 ▪ www.uesd.k12.ca.us

Greg Hetrick, Superintendent ▪ ghetrick@uesd.k12.ca.us ▪ (925) 625-0700





Principal's Message

Dear Iron House parent,

Thank you for your involvement in our wonderful school. We strive to be collaborative partners with parents in the education of our students. As an Iron House parent, we encourage your participation in your child's education. There are many opportunities for you to be involved. You may participate in many ways such as volunteering in the classroom, attending 2nd Cup of Coffee, or the Parent Teacher Association (PTA). Please know your involvement sends a message to your children that school and their education is important.

As your principal, my objective is to provide all our students with an opportunity to succeed. I will ensure this is accomplished by building and maintaining strong, trusting relationships with all stakeholders of our school community. I promise to be available to you, recognizing that my primary responsibility in the role as principal is to serve this school community and our students. I promise to you I will always put students first in any and all decisions I am involved in making at Iron House Elementary School.

Our three specific areas of focus this year will be the continued implementation of our newly adopted language arts program, including ELD program shifts; increase student math achievement through effective teaching strategies and targeted interventions; and technology. I am so impressed with our entire school community's commitment to these, especially our commitment to our RIPS! (Respect, Integrity, Perseverance and Support) values.

There is no substitute for meaningful home-school communication. Expect us to contact you if there is a problem. Expect us to contact you if there is great news about your child that his or her teacher wants to share with you. Likewise, please feel free to visit, call, or email us when you have a question, a concern, or something you want us to know about your child's life at school or at home.

A critical factor in the success of our students is regular attendance. Please do everything you can to ensure your child practices healthy habits, eats well and is here every day and on time. Please do not hesitate to contact me if there is anything I can do to support you with this.

Lastly, and most importantly, I pride myself on having an open-door policy. Please do not ever hesitate to drop in or call me if there is anything I can do for you. If I am not immediately available, please see Mary Bowers in the front office, and she will locate me for you.

I look forward to our continued work together this year as partners in the education of our students.

Sincerely,

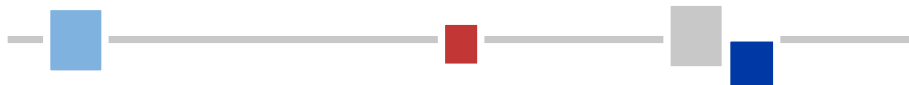
Sean Brown, Principal

School Mission Statement

At Iron House Elementary School, we are proud of the high academic and behavior expectations we have of ourselves and our students. We believe that all students will be successful when provided clear, consistent expectations and positive recognition is awarded for making the right choices.

School Vision Statement

To ensure academic success for all our students, providing a safe environment for all, where all feel welcomed, respected and valued.



School Safety

All Iron House School employees strive for a safe campus. We practice situational drills monthly, and the staff reviews the disaster plan annually. Each classroom has a comprehensive disaster kit in addition to disaster information cards that give teachers at-a-glance information about the type of situation. In addition, we practice escape routes, and students are accounted for at every disaster drill. Teachers received classroom backpacks with first-aid kits, flashlights and disaster supplies. Teachers are required to take these out during situational drills.

We require visitors to check in at the office and wear a visitor's pass at all times. In order to sign students out, identification is required of people who school employees do not recognize.

The school safety plan was reviewed, updated and discussed with school faculty August, 2019. At the same time, our disaster kits were updated with fresh supplies.

Our campus supervisors and staff work diligently to ensure the campus is safe at all times. Students are expected to have appropriate behavior at all times. Students who follow the rules are recognized by classroom incentives. A counseling approach is taken with students referred to the office for a conference with an administrator. We determine consequences by the nature and severity of the behavior.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

The mission of the Oakley Union Elementary School District is to provide a quality education to all students while working in collaboration with our educational community.

District Vision Statement

The Oakley Union Elementary School District is a diverse learning community committed to educating and empowering today's learners and tomorrow's leaders in a safe and inclusive environment.



Governing Board

Kim Beede, President

Lisa Brizendine, Clerk

Erica Ippolito, Member

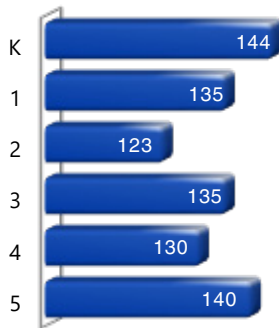
Larry Polk, Member

Richie Masadas, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

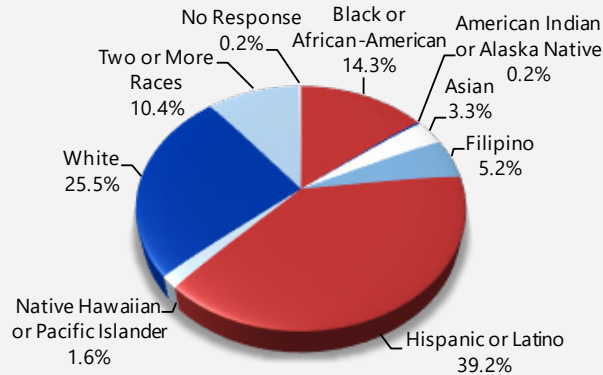


Enrollment by Student Group

The total enrollment at the school was 807 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



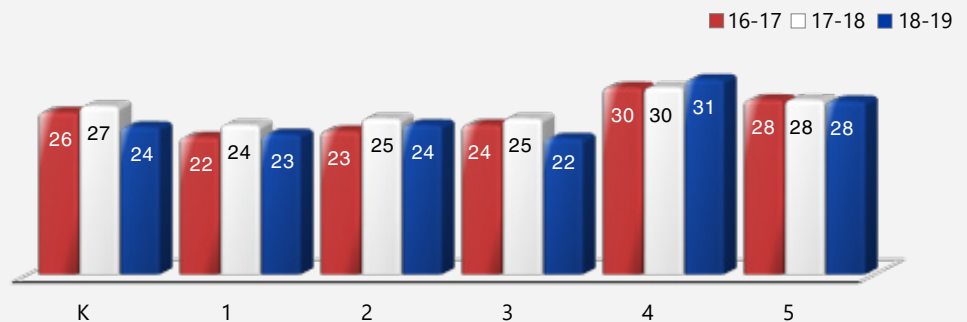
Socioeconomically disadvantaged	44.40%
English learners	13.90%
Students with disabilities	12.40%
Foster youth	0.70%
Homeless	0.00%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Iron House ES			
	16-17	17-18	18-19
Suspension rates	1.4%	1.0%	1.4%
Expulsion rates	0.0%	0.0%	0.0%
Oakley Union ESD			
	16-17	17-18	18-19
Suspension rates	2.7%	2.8%	3.9%
Expulsion rates	0.1%	0.1%	0.1%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		5			5			6	
1		5			5			6	
2		5			5			5	
3		5			5			6	
4		4			5			3	1
5		4			4			5	



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Iron House ES		Oakley Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Iron House ES		Oakley Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	31%	36%	39%	39%	50%	51%
Mathematics	25%	28%	27%	27%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Iron House ES
		Grade 5
Four of six standards		26.8%
Five of six standards		28.3%
Six of six standards		23.6%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–5.

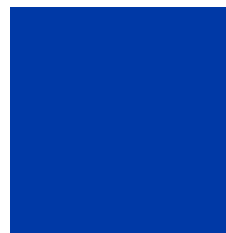
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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

CAASPP Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	401	391	97.51%	2.49%	36.06%
Male	231	224	96.97%	3.03%	36.16%
Female	170	167	98.24%	1.76%	35.93%
Black or African-American	63	61	96.83%	3.17%	36.07%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	23	23	100.00%	0.00%	65.22%
Hispanic or Latino	168	164	97.62%	2.38%	32.32%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	94	92	97.87%	2.13%	35.87%
Two or more races	33	31	93.94%	6.06%	35.48%
Socioeconomically disadvantaged	197	189	95.94%	4.06%	29.63%
English learners	75	72	96.00%	4.00%	33.33%
Students with disabilities	58	53	91.38%	8.62%	13.21%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

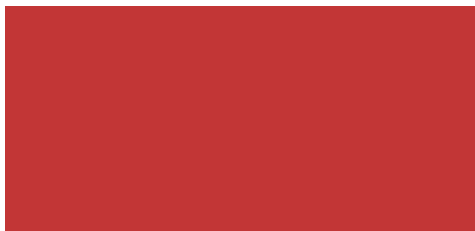
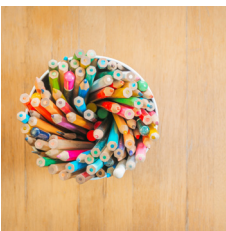




CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	401	391	97.51%	2.49%	28.13%
Male	231	224	96.97%	3.03%	32.14%
Female	170	167	98.24%	1.76%	22.75%
Black or African-American	63	61	96.83%	3.17%	24.59%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	23	23	100.00%	0.00%	60.87%
Hispanic or Latino	168	164	97.62%	2.38%	23.17%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	94	92	97.87%	2.13%	29.35%
Two or more races	33	31	93.94%	6.06%	29.03%
Socioeconomically disadvantaged	197	189	95.94%	4.06%	19.58%
English learners	75	72	96.00%	4.00%	20.83%
Students with disabilities	58	53	91.38%	8.62%	13.21%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
Health	◇

Textbooks and Instructional Materials

The district has a process for adopting curriculum from the most recent state-approved list consistent with the Curriculum Frameworks and Instructional Materials cycles. Site curriculum leaders develop criteria for the selection of published curriculum. They then review the published, standards-aligned materials that were adopted by the State Board of Education. From this field, several programs that meet the developed criteria are selected for the pilot. Teachers pilot the selected programs, and after the piloting, teachers meet to identify the textbook series that will be adopted.

The district has adopted standards-based textbooks and instructional materials for all of the core subjects for students in grades K-8. The district has affirmed that every student has access to their own textbooks and instructional materials to use in class and to take home. English learners receive English Language Development through the National Geographic Reach for Reading curriculum in kindergarten through fifth grade. The 6-8 grade English learners use the Collections curriculum published by Houghton Mifflin Harcourt.

Each student in grades K-8 have access to current, state-adopted, standards-based textbooks and other instructional materials. Our district purchases a textbook in each of the curriculum areas for every student.

All teachers receive training on the use of the textbooks and instructional materials and are expected to use the materials with their students. At the end of each year, schools inventory their textbooks and plan for additional textbooks for new students or replacement textbooks for those materials lost or damaged. In addition, at the beginning of the year, schools indicate textbook needs as additional students enroll. Additional textbooks are ordered by our district throughout the year to meet the needs of our students.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
English language arts	<i>Reach for Reading; National Geographic Learning (K-5)</i>	2017
English learners	<i>Reach for Reading; National Geographic Learning (K-5)</i>	2016
Mathematics	<i>Common Core Mathematics; Wiley-Houghton Mifflin (K-5)</i>	2015
Science	<i>California Science; Macmillan/McGraw-Hill (K-5)</i>	2008
History/social science	<i>History-Social Science for California; Scott Foresman (K-5)</i>	2007

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/18/2019

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2019-20 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

Parental Involvement

One of the most critical factors in the success of your child's education is you! Being involved in their education simply "puts money in the bank" when it comes to their long-term success. Parents are encouraged to be involved in their child's education by joining the Parent Teacher Association (PTA), volunteering in classrooms, attending field trips, participating in our English Learner Advisory Committee (ELAC), being a member of our School Site Council or many other opportunities. Parents are an integral component to the success of our school by coordinating book fairs, fundraisers, classroom donations and special events, just to mention a few.

For more information on how to become involved at the school, please contact Principal Sean Brown at (925) 625-6825.

◇ Not applicable.





School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	7/3/2019	
Date of the most recent completion of the inspection form	7/3/2019	

Professional Development

This year, the focus of our staff development days are creating a positive school climate and culture, using data to drive teaching and learning and to increase our technology integration/blended learning opportunities for students. We continue to help teachers strengthen their understanding of social emotional learning, positive behavior supports, response to intervention, trauma informed practices, inclusive practices and designing lessons which remove barriers to learning and provide equity and access for all students.

Additionally, professional learning has continued to focus on helping teachers understand the English language arts (ELA)/English language development (ELD) Roadmap along with refining designated and integrated ELD practices to support English language learners. These professional development opportunities support instruction in English language arts and math for all students, with additional support for students with disabilities, behavioral challenges and struggling readers. Finally, our district has provided training for the new History/Social Studies adopted curriculum for middle school staff.

All teachers are given professional development opportunities through our scheduled staff development days, minimum days, and frequent on-site and off-site workshops and conferences. Furthermore, our district has early release Wednesdays at all of our schools in order to provide additional collaborative learning and planning time district-wide for teachers.

All staff development days support professional learning opportunities in best practices and student engagement strategies for teaching all content areas, assessments/data analysis of students, and Response to Intervention in the areas of academics, attendance and behavior.

Based on teacher and administrative input and data from state and local assessments, our district focuses on the areas of social-emotional learning, Response to Intervention, math strategies, writing and integrating/blending learning opportunities with technology. Embedded within these topics is a focus on strategies across the curriculum to keep student engagement high and the concept of designing lessons that reach all students in the classroom.

Our district employs several teachers on special assignment (TOSA). We have one TOSA/Coach for each of the following areas: special education, literacy and math to help support teachers with meaningful lesson design and student engagement in their classrooms.

Professional Development Days	Three-Year Data		
	2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement	3	3	3

School Facilities

Iron House School was built in 2006. It currently has 25 classrooms and an administration building that can accommodate approximately 800 students. Currently, approximately 504 students attend the K-5 school. The school has a multiuse room with a stage, including a state-of-the-art sound system and lighting system, and is wired for the internet. In addition to the multiuse room, students use a covered outdoor eating area when the weather permits. We have changed all interior lighting to more durable energy-efficient fluorescent T8 lamps, and most of the exterior and parking lot lighting was changed to LED lamps.

The school also has a huge outdoor field that connects to Delta Vista Middle School field and is used by the community for many games and events. The multiuse room is also used for events such as school community and other community meetings.

The students and staff are proud of their beautiful elementary school and work toward keeping it clean. Students pick up litter and pull weeds. Student lunch monitors clean and pick up after lunch in the cafeteria. Our custodian is on the lookout for graffiti and items that need work orders to ensure the campus stays looking beautiful and safe. Our district maintenance department keeps up-to-date on repairs, safety issues and maintenance.

Student safety is a priority at Iron House Elementary School. If a person is on campus without a parent or visitor's badge, they are required to check in at the office. School personnel supervise all recesses, lunchtimes and dismissal times. In addition, our custodian is on the grounds throughout the day and keeps a watchful eye out for out-of-place people or students.

We believe in ...

- Setting goals and high expectations for the success of all our students
- Following the Golden Rule
- Standing up for what is right
- Purposely creating and maintaining a safe environment
- Appreciating and celebrating differences
- Partnering with parents for the success of our students



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Oakley Union ESD	Iron House ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	219	30	31	21
Without a full credential	7	0	0	0
Teaching outside subject area of competence (with full credential)	2	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
	Iron House ES			
Teachers	17-18	18-19	19-20	
Teacher misassignments of English learners	0	0	0	
Total teacher misassignments	0	0	0	
Vacant teacher positions	0	0	0	

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.500
Library media teacher (librarian)	1.000
Library media services staff (paraprofessional)	0.000
Psychologist	0.000
Social worker	0.000
Nurse	0.333
Speech/language/hearing specialist	0.500
Resource specialist (nonteaching)	0.000

Types of Services Funded

The following is a list of federal- and state-funded programs provided to students at OUESD:

- Every Student Succeeds Act, Title I
- Title II (Supporting Effective Instruction)
- Title III (for Limited English Proficient Students)
- Grade Span Average (GSA)
- Special Education
- National School Lunch Program
- Child Development
- California State Lottery
- Medi-Cal Billing Option
- Supplemental
- IDEA
- Local Control Funding Formula

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on 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 at a workstation, and the ability to print documents.



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Oakley Union ESD	Similar Sized District
Beginning teacher salary	\$46,447	\$49,378
Midrange teacher salary	\$74,426	\$77,190
Highest teacher salary	\$94,635	\$96,607
Average elementary school principal salary	\$122,818	\$122,074
Average middle school principal salary	\$136,846	\$126,560
Superintendent salary	\$189,624	\$189,346
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	6%	6%



Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Iron House ES	\$5,863	\$61,932
Oakley Union ESD	\$7,862	\$52,416
California	\$7,507	\$77,619
School and district: percentage difference	-25.4%	+18.2%
School and California: percentage difference	-21.9%	-20.2%

School Motto

At Iron House, we are all about the Eagle Way R.I.P.S.

Respect: Respecting ourselves and others,

Integrity: Doing the right thing, even when no one is watching,

Perseverance: Always striving to do our personal best, and

Support: Supporting each other to meet the three above expectations every day.



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$6,349
Expenditures per pupil from restricted sources	\$486
Expenditures per pupil from unrestricted sources	\$5,863
Annual average teacher salary	\$61,932



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Iron House Elementary School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

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