

# Center Joint Unified School District Wilson C. Riles Middle School

Grades 7 through 8  
Joyce Frisch, Principal



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## 2011-12 School Accountability Report Card *Published January 2013*

Center Joint Unified School District  
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[www.centerusd.org](http://www.centerusd.org)

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## Principal's Message

I invite you to explore Wilson C. Riles Middle School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Wilson C. Riles Middle School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Wilson C. Riles Middle School is quite proud of its rigorous academic programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create safe, responsible and respectful students.

## Mission Statement

The mission of Wilson C. Riles Middle School is to develop our students' academic, emotional, and social skills for success today and in the future.

## School Profile

Wilson C. Riles Middle School is located in the northern region of Roseville and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2011-12 school year, 718 students were enrolled, including 15% in special education, 7% qualifying for English Language Learner support, and 65% qualifying for free or reduced price lunch. Wilson C. Riles Middle School achieved a 2012 Academic Performance Index (API) score of 795.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	13.23 %	Grade 7	361
Amer. Indian or Alaskan Native	1.81 %	Grade 8	357
Asian	8.91 %		
Filipino	2.09 %		
Hisp. or Latino	19.92 %		
Pacific Islander	1.81 %		
Caucasian	51.39 %		
Multi-Racial	2.09 %		
Total Enrollment			718

## Student Achievement

### Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2012 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/star2012infpkt.doc>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Wilson C. Riles Middle School			District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	49	54	57	54	53	57	52	54	56
Math	34	40	47	48	49	51	48	50	51
Science	67	66	68	60	54	56	54	57	60
Social Science	43	47	53	45	46	47	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	Wilson C. Riles Middle School							
	African- Amer.	Alaskan Native	Amer. Indian or Asian	Cauca- sian	Filipino	Hisp. or Latino	Multi- Racial	Pacific Islander
Language Arts	53	77	77	59	82	47	46	33
Math	38	54	66	51	59	34	42	33
Science	63	*	83	72	*	57	*	*
Social Science	56	*	74	56	*	40	*	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12							
	CJUSD	Wilson C. Riles Middle School					
	All	All	Male	Female	English Learners	Econo- mically Dis- advan- tagged	Students with Dis- abilities
Lang. Arts	57	57	51	64	20	52	49
Math	51	47	43	51	18	40	28
Science	56	68	67	68	8	62	47
Social Science	47	53	54	53	5	46	20

### Physical Fitness

In the spring of each year, Wilson C. Riles Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2011-12			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh	21.50%	20.10%	18.20%
Ninth			

### Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

**Growth Targets:** For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2009	2010	2011
Statewide Rank	5	5	5
Similar Schools Rank	4	3	6

Results generated from 2009, 2010, and 2011 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2009-10	2010-11	2011-12
Schoolwide - All Students	5	18	15
African-Amer.	5	48	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	-6	-6	5
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	-9	24	20
Students with Disabilities	-2	44	33
Economically Disadvantaged	10	19	19
English Learners	15	*	*

Results generated from 2010, 2011, and 2012 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
	2012 Growth API		
	School	District	State
African-Amer.	774	750	710
Amer. Indian or Alaskan Native	847	820	742
Asian	891	842	905
Filipino	903	867	869
Hisp. or Latino	727	755	740
Pacific Islander	656	751	775
Caucasian	816	817	853
Multi-Racial	649	748	849
Economically Disadvantaged	768	771	737
English Learners	734	760	716
Students with Disabilities	633	635	607
All Students	795	796	788

### Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2011-12 AYP cycle, elementary and middle schools must achieve a 78.4% or higher proficiency rate in all subgroup populations for English/Language Arts and 79% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 740 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2011-12		
<i>Did the school and district meet or exceed 2012 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	WCRM	CJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	N/A	No

Reported data based upon performance of all subgroups for each of the areas listed

### No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2011-12, Wilson C. Riles Middle School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
	WCRM	CJUSD
PI Status	In PI	In PI
Implementation Year	2011-2012	2011-2012
Year in PI	Year 2	Year 2
No. of Schools Currently in PI		3
% of Schools Currently Identified for PI		33.3%

### Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through automated telephone messages, email, flyers, parent conferences, progress reports, the school marquee, school website, and Homelink. Contact the school office at (916) 787-8100 for more information on how to become involved in your child's learning environment.

### **Opportunities to Volunteer**

Chaperone Field Trips  
Fundraising Activities  
After School Tutoring  
Library Volunteer  
Office Volunteer  
Book Fairs  
PTA Events

### **Committees**

English Learner Advisory Council  
District English Learner Advisory Council  
Parent Teacher Association  
School Site Council  
BEST Committee

### **School Activities**

Back to School Night  
Open House  
Sports Events  
Student Performances  
8th Grade Dance at Sacramento State  
Fall / Spring Drama Performances  
Fall / Spring Music Performances  
Canned Food Drive  
Honor Roll Breakfast  
Fundraising  
PTA Family Nights  
Pennies for Patients  
Performing Arts Nights  
PTA Jog-A-Thon

## **School Facilities & Maintenance**

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Wilson C. Riles Middle School's original facilities were built in 2005; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and two evening custodians are assigned to Wilson C. Riles Middle School. The day custodians are responsible for:

- Classroom cleaning
- Lunch area setup/cleanup
- Office area cleaning
- Restroom cleaning
- Common use area cleaning
- On call as needed

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- Restroom cleaning
- Multipurpose room cleaning
- Library cleaning
- Kitchen cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	2005
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	28
Portable Classrooms	37
Restrooms (sets)	7
Library	1
Art Rooms	2
Computer Labs	2
Gymnasium	1
Multipurpose Room	1
Music Room	1
Staff Lounge	1
Staff Workroom	1

### **Deferred Maintenance**

Wilson C. Riles Middle School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2011-12 school year, Wilson C. Riles Middle School received \$16,562 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Heating/Air Conditioning Systems
- Electrical Systems
- Other Systems

### **Facilities Inspection**

The district's maintenance department inspects Wilson C. Riles Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Wilson C. Riles Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, October 22, 2012. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Monday, October 22, 2012			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)		✓	
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage		✓	
7. Fire Safety		✓	
8. Electrical (Interior & Exterior)		✓	
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom		✓	
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	500 Bldgs - Room 509 broken top hinge plate
(4)	300 Bldg
(6)	600 Bldgs - East exterior wall needs paint on patches
(7)	400 Bldg - Back rooms very cluttered
(8)	300 Bldg - West transformer humming
(11)	300 Bldg

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

**Rating Description**

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

**Campus Supervision**

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, teachers, and the campus monitor patrol the campus, entrance areas, and designated common areas. Administrators, the campus monitor, and noon duty supervisors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, teachers, and the campus monitor monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Wilson C. Riles Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

**School Site Safety Plan**

The Comprehensive School Site Safety Plan was developed for Wilson C. Riles Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in February 2012.

**Classroom Environment**

**Discipline & Climate for Learning**

Wilson C. Riles Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	WCRM		
	09-10	10-11	11-12
Suspensions (#)	283	241	185
Suspensions (%)	24.21 %	21.95 %	25.73 %
Expulsions (#)	10	7	1
Expulsions (%)	0.86 %	0.64 %	0.14 %
CJUSD Middle Schools			
Suspensions (#)	283	241	185
Suspensions (%)	24.21 %	21.95 %	25.73 %
Expulsions (#)	10	7	1
Expulsions (%)	0.86 %	0.64 %	0.14 %

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.*

**Teaching Load**

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.0	14	32	10
Math	26.9	11	27	7
Science	30.5	*	26	11
Social Science	30.7	2	31	14
Subject	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	23.7	12	18	3
Math	26.2	7	11	10
Science	29.4	3	16	6
Social Science	30.9	4	8	15
Subject	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	22.9	17	12	8
Math	24.3	13	12	10
Science	28.8	3	19	3
Social Science	31.1	3	8	15

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Wilson C. Riles Middle School revolve around the California State Content Standards and Frameworks. During the 2011-12 school year, Wilson C. Riles Middle School held staff development training devoted to:

- Academic Vocabulary
- High Quality First Instruction

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Wilson C. Riles Middle School supports ongoing professional growth throughout the year on weekly early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2011-12 school year, Wilson C. Riles Middle School's teachers attended the following events hosted by the Center Joint Unified School District:

- Marzano's Academic Vocabulary

Wilson C. Riles Middle School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### Staff Development Days Three-Year Trend

2009-10	2010-11	2011-12
3	3	1

### Instructional Materials

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

On Wednesday, September 19, 2012, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #4/2012-13 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2012-13 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English/Language Arts with ELD Materials</b>		
2009	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
<b>History-Social Science</b>		
2006	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
2007	McDougal Littell, <i>McDougal Littell California Middle School Social Studies Series</i>	0 %
<b>Math</b>		
2008	Glencoe/McGraw-Hill, <i>Algebra</i>	0 %
2008	Glencoe/McGraw-Hill, <i>California Mathematics: Concepts, Skills, and Problem-Solving - A Pre-Algebra Course</i>	0 %
2008	Glencoe/McGraw-Hill, <i>Geometry</i>	0 %
<b>Science</b>		
2006	Holt, Rinehart and Winston, <i>Earth, Life and Physical Science</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

## Professional Staff

### Counseling & Support Staff

Wilson C. Riles Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff

to Wilson C. Riles Middle School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2011-12		
	No. of Staff	FTE
Counselor	1	1.0
Campus Monitor	2	1.5
Health Clerk	1	0.6
Library Technician	1	1.0
Psychologist	1	0.8
Speech Therapist	1	0.5

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2011-12 school year, Wilson C. Riles Middle School had 24 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2011-12		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Wilson C. Riles Middle School	98.9 %	1.1 %
<b>District Totals</b>		
All Schools	99.2 %	0.8 %
High-Poverty	99.2 %	0.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	WCRM			CJUSD
	09-10	10-11	11-12	11-12
Total Teachers	55	43	24	174
Teachers with full credentials	55	43	24	174
Teachers without full credentials	0	0	0	0
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	1	1	0	0
Total teacher misassignments	1	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	WCRM	CJUSD
	12-13	12-13
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2011-12		
	WCRM	CJUSD
Doctorate	0.0 %	1.4 %
Master's degree plus 30 or more semester hours	18.2 %	24.9 %
Master's degree	0.0 %	1.4 %
Bachelor's degree plus 30 or more semester hours	78.8 %	69.0 %
Bachelor's degree	3.0 %	3.3 %
Less than Bachelor's degree	0.0 %	0.0 %

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,528	\$38,725
Mid-Range Teacher Salary	\$60,187	\$59,717
Highest Teacher Salary	\$76,936	\$77,957
Superintendent Salary	\$148,201	\$149,398
<b>Average Principal Salaries:</b>		
Middle School	\$99,256	\$98,545
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	45%	37%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2010-11 school year, Center Joint Unified School District spent an average of \$7,753 of total general funds to educate each student (based on 2010-11 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2010-11 school year, the district

received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2010-11					
	Dollars Spent per Student				
	WCRM	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	1056	4838	N/A	N/A	N/A
Total**	\$5,498	\$5,812	94.60	N/A	N/A
Restr.†	\$1,449	\$1,494	96.93	N/A	N/A
Unrestr.††	\$4,049	\$4,317	93.79	\$5,455	74.23
Avg. Teacher Salary	\$66,758	\$68,094	98.04	\$57,019	117.08

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## SARC Data

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Wilson C. Riles Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Wilson C. Riles Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Wilson C. Riles Middle School is North Highlands-Antelope Library, a branch of Sacramento Public Library.

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

WebSite: <http://www.saclibrary.org>

Number of Computers Available: 21

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2012.