

Wilson C. Riles Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 a first-come, first-served basis. Other use restrictions may 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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Wilson C. Riles Middle School
Street	4747 PFE Road
City, State, Zip	Roseville, CA 95747
Phone Number	916-787-8100
Principal	Joyce Frisch
E-mail Address	joyce@centerusd.org
Web Site	www.centerusd.k12.ca.us/cusd/wcriles
CDS Code	34739730108621

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	916-338-6400
Superintendent	Scott Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

School Description and Mission Statement (School Year 2016-17)

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

As a school, we are focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high and obtainable expectations for students. Riles is proud of the rigorous academic, great athletic, and extensive extracurricular programs that actively engage all students and provide a well-rounded educational experience at the school. 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 successful, responsible citizens.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	337
Grade 8	323
Total Enrollment	660

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	12
American Indian or Alaska Native	0.9
Asian	7.9
Filipino	3.2
Hispanic or Latino	22.6
Native Hawaiian or Pacific Islander	1.8
White	47
Two or More Races	4.4
Socioeconomically Disadvantaged	63.2
English Learners	9.4
Students with Disabilities	15.8
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	31	30	31	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.8	0.2
High-Poverty Schools in District	99.8	0.2
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

All textbooks used in the core curriculum at Wilson C. Riles Middle School are currently aligned or being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Textbooks and instructional materials are provided to all students, including English learners, to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync	Yes	0
Mathematics	CPM Educational Program/2014	Yes	0
Science	Prentice Hall/2008	No	0
History-Social Science	MCDougal Littell/2007	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The administration and staff of Wilson C. Riles Middle School work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that requires attention, work orders are submitted and the situations are resolved in a very timely manner.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		1 ceiling tile stained in breakroom; kitchen to MP door frame has holes; holes in library wall
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		Box cover missing
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Fountain missing push button
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 308 has broken lock; Room 510 hinge broken

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	38	44	41	44	44	48
Mathematics	34	40	31	34	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	349	339	97.1	39.5
	8	328	319	97.3	49.4
Male	7	174	170	97.7	26.5
	8	144	137	95.1	43.8
Female	7	175	169	96.6	52.7
	8	184	182	98.9	53.6
Black or African American	7	47	46	97.9	34.8
	8	36	33	91.7	31.3
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	24	24	100.0	41.7
	8	26	26	100.0	57.7
Filipino	7	--	--	--	--
	8	13	12	92.3	75.0
Hispanic or Latino	7	78	75	96.2	33.3
	8	72	70	97.2	34.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	165	161	97.6	43.5
	8	154	152	98.7	58.5
Two or More Races	7	15	15	100.0	53.3
	8	12	11	91.7	18.2
Socioeconomically Disadvantaged	7	232	228	98.3	35.5
	8	195	190	97.4	43.4
English Learners	7	37	36	97.3	5.6
	8	16	16	100.0	6.3
Students with Disabilities	7	54	52	96.3	11.5
	8	46	43	93.5	7.0
Foster Youth	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	349	338	96.8	34.7
	8	328	318	97.0	46.5
Male	7	174	170	97.7	29.0
	8	144	137	95.1	47.5
Female	7	175	168	96.0	40.5
	8	184	181	98.4	45.9
Black or African American	7	47	45	95.7	17.8
	8	36	32	88.9	25.0
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	24	24	100.0	54.2
	8	26	26	100.0	65.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	7	--	--	--	--
	8	13	12	92.3	75.0
Hispanic or Latino	7	78	75	96.2	32.0
	8	72	70	97.2	27.1
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	165	161	97.6	39.4
	8	154	152	98.7	55.3
Two or More Races	7	15	15	100.0	33.3
	8	12	11	91.7	27.3
Socioeconomically Disadvantaged	7	232	227	97.8	32.3
	8	195	189	96.9	41.3
English Learners	7	37	36	97.3	2.9
	8	16	16	100.0	12.5
Students with Disabilities	7	54	52	96.3	5.8
	8	46	43	93.5	7.0
Foster Youth	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	75	76	79	56	57	60	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	328	319	97.3	79.3
Male	144	139	96.5	86.3
Female	184	180	97.8	73.9
Black or African American	36	34	94.4	55.9
Asian	26	26	100.0	73.1
Filipino	13	12	92.3	91.7
Hispanic or Latino	72	70	97.2	71.4
White	154	151	98.1	88.1
Two or More Races	12	12	100.0	91.7
Socioeconomically Disadvantaged	195	191	98.0	75.9
English Learners	16	16	100.0	56.3
Students with Disabilities	46	43	93.5	51.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.3	21.7	16

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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, the school website, and Parent Portal. Parents may also contact the school office at 916-787-8100 for more information on how to become involved in your child's learning environment. Wilson C. Riles is proud of our active PTA, SSC and dedicated parent volunteers. Some of the numerous opportunities to volunteer include: field trips, fundraising, jog-a-thon, the Scholastic Book Fair, library or office help, and PTA events. We invite parents to join us for all activities at the school including: athletic events, back to school night, open house, 8th grade dance at CSUS, music and drama performances, honor roll breakfast, assemblies, open tours, staff appreciation events and student performances.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	16.2	7.2	9.0	7.0	5.3	9.1	4.4	3.8	3.7
Expulsions	0.1	0.0	0.3	0.0	0.0	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Comprehensive School Site Safety Plan was developed for Wilson C. Riles Middle School in collaboration with local agencies and the district office. Components of this plan include child abuse reporting procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy and dress code policy. The Site Safety Plan was reviewed and updated in January of 2016. The Plan is reviewed with staff annually.

School administration and staff place a high priority on providing adequate adult supervision on campus before, during and after school. Administrators, campus monitors and noon duty staff monitor lunch time activity in the cafeteria and common areas. Riles is a closed campus and during school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Wilson C. Riles Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create an effective learning environment and minimize classroom disruptions. Positive behavior is explicitly taught to students. Appropriate and effective interventions and supports are employed for students demonstrating difficulty following the school's big three- be safe, be responsible, be respectful. The school fully implements the district's anti-bullying policies.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	15	13	6	23	14	18	1	25	8	17	2
Mathematics	25	10	13	6	25	8	13	5	23	8	18	3
Science	26	3	22		26	4	23		25	4	21	0
Social Science	28	2	17	4	30	3	9	11	28	3	16	5

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	650
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.06	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6203	1394	4808	70928
District	N/A	N/A	6377	\$72,010
Percent Difference: School Site and District	N/A	N/A	-24.6	-1.5
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-15.3	5.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

In addition to general fund State funding, Center Joint Unified School District receives State and Federal categorical funding for special programs. Our after school tutoring program, Husky Help, and math support classes are supported by Title One funds. Supplemental computer programs supported by Lottery funds engage students with various learning styles and modalities. Our school-wide AVID program promotes higher level learning and student collaboration in all classrooms. Various after school clubs include: bully prevention club, cooking club, yearbook club, and Club Live.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,236	\$42,063
Mid-Range Teacher Salary	\$63,000	\$64,823
Highest Teacher Salary	\$80,532	\$84,821
Average Principal Salary (Elementary)	\$100,968	\$101,849
Average Principal Salary (Middle)	\$102,760	\$107,678
Average Principal Salary (High)	\$115,747	\$115,589
Superintendent Salary	\$156,295	\$169,152
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	4%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Wilson C. Riles Middle School revolve around the California Common Core State Standards and the Center Joint Unified School District Local Control Accountability Plan Annual Measurable Objectives. Teachers at Wilson C. Riles collaborate on a weekly basis in content area departments or as a whole faculty/staff. Decisions regarding selection of staff development activities are performed by the principal, academic coordinator, and department leaders using tools such as teacher input, student performance data, and local measures to identify areas of need. Teaching staff are provided the opportunity to participate in district sponsored staff development workshops or training sessions as a supplement to site-based staff development. The focus for the last three years at Wilson C. Riles Middle School has been on academic vocabulary, high quality first instruction, Common Core State Standards, technology, data analysis, and SBAC testing.