

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

Grades 6 through 8  
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## 2008-09 School Accountability Report Card *Published January 2010*

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### Contents

Principal's Message  
Mission Statement  
School Profile  
Student Achievement  
Parent Involvement  
School Facilities & Maintenance  
Classroom Environment  
Curriculum & Instruction  
Professional Staff  
District Expenditures  
SARC Data

## 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 successful, responsible citizens.

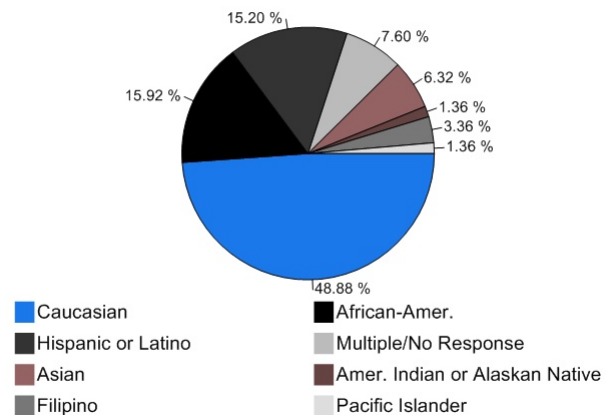
## Mission Statement

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 six through eight following a modified traditional calendar. At the beginning of the 2008-09 school year, 1250 students were enrolled, including 12% in special education, 7% qualifying for English Language Learner support, and 45% qualifying for free or reduced price lunch. Wilson C. Riles Middle School achieved a 2009 Academic Performance Index (API) score of 769.

Percentage of Students by Ethnicity  
2008-09 Enrollment: 1250



## Student Achievement

### National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Center Joint Unified School District or Wilson C. Riles Middle School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
Reading				
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

### 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 2008 STAR Program Summary Results to the Public guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Wilson C. Riles Middle School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	42	43	51	46	48	52	43	46	50
Math	37	38	39	45	47	49	40	43	46
Science	56	59	60	40	48	48	38	46	50
Social Science	40	36	40	35	36	41	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Wilson C. Riles Middle School						
	African-American	Alaskan or Native	Asian	Caucasian	Filipino	Hispanic or Latino	Pacific Islander
Language Arts	36	39	48	52	62	43	39
Math	25	44	52	44	50	33	22
Science	44	*	68	63	53	43	*
Social Science	33	*	46	42	60	31	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Wilson C. Riles Middle School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	42	52	5	43	9	
Math	38	40	12	33	8	
Science	53	58	18	44	10	
Social Science	36	41	0	28	4	

### 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 six fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	-	-	-
Seventh	22.4	24.5	13.9
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			
	2006	2007	2008
Statewide Rank	5	6	6
Similar Schools Rank	4	2	3

Results generated from 2006, 2007, and 2008 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
	API Score	Increase/Decrease in API Score		
	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	769	-10	1	10
African-Amer.	710	16	6	-5
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	-24	*	*
Filipino	*	*	*	*
Hispanic or Latino	746	3	26	14
Pacific Islander	*	*	*	*
Caucasian	791	-16	-3	19
Students with Disabilities	*	*	-41	*
Economically Disadvantaged	730	-7	3	15
English Learners	*	*	*	*

Results generated from 2007, 2008, and 2009 Growth API Reports

### 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 2008-09 AYP cycle, elementary and middle schools must achieve a 46% or higher proficiency rate in English/Language Arts and 47.5% 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 650 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 2008-09		
<i>Did the school and district meet or exceed 2009 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 (CST Exam)</i>		
Language Arts	No	No
Math	No	No
API Score <i>0 or Increase API by 0 point</i>	Yes	Yes
Graduation Rate	N/A	Yes

### 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 2008-09, 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	N/A	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

N/A = not participating in Title I Program

## 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 an automated telephone message system, the school web site, the school marquee, flyers, emails, newsletters, parent conferences, progress reports, 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

After School Tutoring  
Chaperone Field Trips  
Library Volunteer  
Office Volunteer  
Book Fairs

### Committees

School Site Council  
Parent Teacher Association  
District English Learner Advisory Council

### School Activities

Back to School Night  
Open House  
Sports Events  
Movie Nights  
Parent Education Workshops  
Parent Nights  
8th Grade Dance at Sacramento State

## 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. Emergency repairs are given the highest priority.

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

- Office area cleaning
- Classroom cleaning
- Restroom cleaning
- Lunch area setup/cleanup

- Common area/general use cleaning
- Locker room cleaning

Restrooms are checked at least once per day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Multipurpose room cleaning
- Classroom cleaning
- Common/general use area cleaning
- Restroom cleaning
- Library 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
Computer Lab(s)	1
Gymnasium(s)	1
Staff Lounge(s)	1
Staff Work Room(s)	1
Multipurpose Room(s)	1
Art Room(s)	2
Music Room(s)	1
Library	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 2008-09 school year, Wilson C. Riles Middle School received \$76,217 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Heating/Air Conditioning Systems
- Interior/Exterior Painting
- Floor 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 Thursday, July 09, 2009. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Thursday, July 09, 2009			
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	✓		

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

**Rating Description**

*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

**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, teachers, administrators, 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 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 November 2009.

**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		
	06-07	07-08	08-09
Suspensions (#)	339	415	414
Suspensions (%)	25.68 %	31.85 %	33.12 %
Expulsions (#)	2	3	4
Expulsions (%)	0.15 %	0.23 %	0.32 %
	CJUSD Middle Schools		
	06-07	07-08	08-09
Suspensions (#)	339	415	414
Suspensions (%)	23.66 %	30.58 %	31.85 %
Expulsions (#)	2	3	4
Expulsions (%)	0.14 %	0.22 %	0.31 %

*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	Avg. Class Size	2006-07		
		Number of Classrooms		
		1-20	21-32	33+
English	28.8	7	37	12
Math	30.6	1	25	14
Science	29.0	2	35	6
Social Science	29.4	3	34	11
Subject	Avg. Class Size	2007-08		
		Number of Classrooms		
		1-20	21-32	33+
English	28.7	7	26	21
Math	31.5	1	18	17
Science	31.8	1	18	20
Social Science	32.0	2	16	25
Subject	Avg. Class Size	2008-09		
		Number of Classrooms		
		1-20	21-32	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

## 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, and Best Practices. Early out Mondays are devoted to staff development including:

- Alignment of Curriculum to State Content Standards
- Data Analysis
- Instructional Strategies
- Classroom Management

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 offers support to new and veteran teachers through peer coaching and mentoring. 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		
2006-07	2007-08	2008-09
3	3	3

### 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, August 19, 2009, 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 No. 2/2009-10 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 2009-10 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>		
2007	McDougal Littell, <i>McDougal Littell California Middle School Social Studies Series</i>	0 %
<b>Math</b>		
2008	Glencoe/McGraw-Hill, <i>California Algebra Readiness: Concepts, Skills, and Problem Solving</i>	0 %
2008	Glencoe/McGraw-Hill, <i>California Mathematics: Concepts, Skills &amp; Problem Solving</i>	0 %
2008	Glencoe/McGraw-Hill, <i>Glencoe California Mathematics &amp; Algebra 1: Concepts, Skills &amp; Problem Solving</i>	0 %
<b>Science</b>		
2006	Holt, Rinehart and Winston, <i>Holt California Science: Earth, Life, and Physical Science @2007</i>	0 %

## 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) 2008-09		
	No. of Staff	FTE
Campus Monitor(s)	3	2.0
Counselor	2	1.5
Health Clerk	1	.6
Librarian	1	.6
Library Technician	1	1.0
Psychologist	1	1.0
Speech Therapist	1	.5

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2008-09 school year, Wilson C. Riles Middle School had 55 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 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB-Compliant Teachers
Wilson C. Riles Middle School	99.1 %	0.9 %
<b>District Totals</b>		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	WCRM			CJUSD
	06-07	07-08	08-09	08-09
Total Teachers	59	56	55	266
Teachers with full credentials	55	54	55	261
Teachers without full credentials	4	2	0	5
Teachers in alternate routes to certification	N/A	1	1	7
Pre-Internship	N/A	0	0	0
Teachers with emergency permits	N/A	1	0	0
Teachers with waivers	N/A	0	0	0
Teachers teaching outside subject area	N/A	0	0	1
Total teacher misassignments	N/A	0	0	0
Teacher misassignments for English learners	N/A	0	0	0
Other misassignments of certificated staff	N/A	0	0	0
Teacher vacancies	N/A	0	0	0

Teacher Credentials & Assignments (cont'd)		
	WCRM	CJUSD
	09-10	09-10
Total teacher misassignments	1	1
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	1
Teacher vacancies	0	0

Teacher Education Levels 2008-09		
	WCRM	CJUSD
Doctorate	1.8 %	1.1 %
Master's degree plus 30 or more semester hours	5.5 %	9.8 %
Master's degree	14.5 %	13.5 %
Bachelor's degree plus 30 or more semester hours	76.4 %	71.8 %
Bachelor's degree	1.8 %	3.8 %
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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	CJUSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$36,932
Mid-Range Teacher Salary	\$60,855	\$64,688
Highest Teacher Salary	\$77,786	\$82,849
Superintendent Salary	\$170,509	\$176,845
<b>Average Principal Salaries:</b>		
Middle School	\$90,833	\$108,050
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	45.1%	40.3%
Administrative Salaries	5.3%	5.9%

### Expenditures Per Student

For the 2007-08 school year, Center Joint Unified School District spent an average of \$7,670 of total general funds to educate each student (based on 2007-08 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 2007-08 school year, the district received categorical, special education, and support programs funds for:

- Arts & Music Block Grant
- CA High School Exit Examination
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Improvement Program (SIP)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
	WCRM	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	1229	5077	N/A	N/A	N/A
Total**	\$5,086	\$8,364	60.80	N/A	N/A
Restr.†	\$1,109	\$2,724	40.71	N/A	N/A
Unrestr.††	\$3,977	\$5,640	70.51	\$5,512	72.15
Avg. Teacher Salary	\$60,773	\$63,888	95.12	\$64,246	94.59

\* 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 location 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 section were acquired in 10/2009. Those to prepare the school facilities section were acquired in 12/2009.