

# Wilson C. Riles Middle School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Wilson C. Riles Middle School
<b>Street</b>	4747 PFE Road
<b>City, State, Zip</b>	Roseville, CA 95747
<b>Phone Number</b>	916-787-8100
<b>Principal</b>	Joyce Frisch
<b>E-mail Address</b>	joyce@centerusd.org
<b>Web Site</b>	<a href="http://www.centerusd.k12.ca.us/cusd/wcriles">www.centerusd.k12.ca.us/cusd/wcriles</a>
<b>Grades Served</b>	7-8
<b>CDS Code</b>	34739730108621

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

### **School Description and Mission Statement (Most Recent Year)**

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 2014-15)**

<b>Grade Level</b>	<b>Number of Students</b>
Grade 7	340
Grade 8	357
<b>Total Enrollment</b>	697

### **Student Enrollment by Group (School Year 2014-15)**

<b>Student Group</b>	<b>Percent of Percent of Total Enrollment</b>
Black or African American	10.5
American Indian or Alaska Native	0.9
Asian	7.2
Filipino	3.3
Hispanic or Latino	23.7
Native Hawaiian or Pacific Islander	1.6
White	49.9
Two or More Races	2.9
Socioeconomically Disadvantaged	64.8
English Learners	9.3
Students with Disabilities	16.4
Foster Youth	0.4

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	30	31	30	208
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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	99.2	0.8
High-Poverty Schools in District	99.2	0.8
Low-Poverty Schools in District	100.0	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 2015-16)

Year and month in which data were collected: January 2015

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Prentice Hall/2009	No	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)

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		ceiling tile stains
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			cleaned cluttered rooms
<b>Electrical:</b> Electrical		X		transformer humming / burglar alarm repaired
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			fountain missing push button
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			exterior plaster has cracks
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		double door lock by library broken; Rm 433 door handles need repair

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	38	41	44
<b>Mathematics</b>	34	30	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	335	329	98.2	32	28	29	10
	8	351	333	94.9	26	36	32	5
Male	7		153	45.7	40	27	24	8
	8		171	48.7	32	40	23	2
Female	7		176	52.5	25	28	34	12
	8		162	46.2	20	32	41	7
Black or African American	7		28	8.4	43	25	14	18
	8		41	11.7	24	46	22	7
American Indian or Alaska Native	7		2	0.6	--	--	--	--
	8		1	0.3	--	--	--	--
Asian	7		28	8.4	25	25	43	7
	8		25	7.1	20	40	40	0
Filipino	7		13	3.9	15	23	31	31
	8		14	4.0	14	43	29	7
Hispanic or Latino	7		72	21.5	47	31	15	6
	8		81	23.1	32	36	25	4
Native Hawaiian or Pacific Islander	7		7	2.1	--	--	--	--
	8		3	0.9	--	--	--	--
White	7		162	48.4	26	27	36	10
	8		163	46.4	26	34	36	4
Two or More Races	7		15	4.5	27	60	7	0
	8		5	1.4	--	--	--	--
Socioeconomically Disadvantaged	7		216	64.5	37	28	27	7
	8		223	63.5	29	37	28	5
English Learners	7		34	10.1	59	32	9	0
	8		31	8.8	58	35	6	0
Students with Disabilities	7		44	13.1	77	16	2	0
	8		49	14.0	67	22	8	0
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	7	335	328	97.9	34	26	25	14
	8	351	332	94.6	41	30	20	9
Male	7		152	45.4	38	23	26	13
	8		170	48.4	45	29	18	8
Female	7		176	52.5	31	29	24	15
	8		162	46.2	36	31	21	10
Black or African American	7		28	8.4	46	29	14	11
	8		41	11.7	49	24	20	7
American Indian or Alaska Native	7		2	0.6	--	--	--	--
	8		1	0.3	--	--	--	--
Asian	7		28	8.4	21	29	25	21
	8		25	7.1	24	32	44	0
Filipino	7		13	3.9	15	15	38	31
	8		14	4.0	21	43	14	14
Hispanic or Latino	7		72	21.5	53	31	13	4
	8		80	22.8	51	31	10	6
Native Hawaiian or Pacific Islander	7		7	2.1	--	--	--	--
	8		3	0.9	--	--	--	--
White	7		161	48.1	29	20	33	17
	8		163	46.4	37	29	21	12
Two or More Races	7		15	4.5	27	60	13	0
	8		5	1.4	--	--	--	--
Socioeconomically Disadvantaged	7		215	64.2	40	29	20	10
	8		222	63.2	46	27	17	9
English Learners	7		34	10.1	59	21	18	0
	8		31	8.8	77	13	3	6
Students with Disabilities	7		43	12.8	67	23	5	0
	8		49	14.0	90	10	0	0
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**California Standards Tests for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	78	75	76	58	56	57	59	60	56

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.

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Student at the School	76
Male	79
Female	74
Black or African American	65
American Indian or Alaska Native	--
Asian	90
Filipino	76
Hispanic or Latino	66
Native Hawaiian or Pacific Islander	--
White	82
Two or More Races	--
Socioeconomically Disadvantaged	72
English Learners	34
Students with Disabilities	75
Foster Youth	--

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.

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>7</b>	21.90	20.10	9.20

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 (Most Recent Year)

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 Homelink. 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, book fairs, 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	12.74	16.15	7.16	8.54	6.95	5.25	5.07	4.36	3.80
<b>Expulsions</b>	0.13	0.13	0.00	0.02	0.02	0.00	0.13	0.10	0.09

#### School Safety Plan (Most Recent Year)

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.

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 effective learning environments 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

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	100.0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	1	23			1	34						

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	24	15	11	8	23	15	13	6	23	14	18	1
Mathematics	24	13	13	6	25	10	13	6	25	8	13	5
Science	28	2	23		26	3	22		26	4	23	
Social Science	29	3	13	8	28	2	17	4	30	3	9	11

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 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	695
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	1	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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4,034,254	\$928,745	\$3,105,509	\$72,694
District	N/A	N/A		\$71,155
Percent Difference: School Site and District	N/A	N/A		2.2
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	57968.6	11.4

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

**Types of Services Funded (Fiscal Year 2014-15)**

In addition to general fund State funding, Center Joint Unified School District receives State and Federal categorical funding for special programs. The district receives categorical, special education and support funds for: class size reduction, grades K-3(optional), Department of Rehabilitation, economic impact aid, lottery, Medi-Cal billing option, special education, State Lottery, Title I, Title II, Title III, Title X McKinney-Vento, homeless assistance, transportation, transportation-special education, and vocational programs.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,486	\$40,379
Mid-Range Teacher Salary	\$61,765	\$62,323
Highest Teacher Salary	\$78,953	\$81,127
Average Principal Salary (Elementary)	\$100,968	\$99,192
Average Principal Salary (Middle)	\$100,745	\$91,287
Average Principal Salary (High)	\$113,477	\$112,088
Superintendent Salary	\$153,250	\$159,821
Percent of Budget for Teacher Salaries	41%	36%
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)**

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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.