

Center Joint Unified School District Wilson C. Riles Middle School

Grades 6 through 8
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2009-10 School Accountability Report Card *Published January 2011*

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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 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 2009-10 school year, 1169 students were enrolled, including 13% in special education, 6% qualifying for English Language Learner support, and 54% qualifying for free or reduced price lunch. Wilson C. Riles Middle School achieved a 2010 Academic Performance Index (API) score of 762.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	14.54 %	Grade 6	364
Amer. Indian or Alaskan Native	1.71 %	Grade 7	383
Asian	7.10 %	Grade 8	422
Filipino	4.11 %		
Hisp. or Latino	21.64 %		
Pacific Islander	1.54 %		
Caucasian	48.93 %		
Multi-Racial	0.43 %		
Total Enrollment			1,169

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 2008 STAR Program Summary Results to the Public guide at 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		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	43	51	52	48	52	55	46	50	52
Math	38	39	35	47	49	48	43	46	48
Science	59	60	67	48	48	60	46	50	54
Social Science	36	40	44	36	41	45	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	Wilson C. Riles Middle School							
	African- Amer.	Alaskan Native	Asian	Cauca- sian	Filipino	Hisp. or Latino	Multi- Racial	Pacific Islander
Language Arts	44	*	62	56	55	45	59	*
Math	28	*	46	38	38	30	35	*
Science	49	*	70	71	76	64	75	*
Social Science	25	*	42	46	52	38	62	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	CJUSD	Wilson C. Riles Middle School						
	All	All	Male	Female	English Learners	Econo- mically Dis- advan- tagged	Students with Dis- abilities	Migrant Educ.
Lang. Arts	55		46	57	6	44	14	
Math	48		34	35	7	31	17	
Science	60		72	63	31	62	33	
Social Science	45		46	41	0	37	7	

Physical Fitness

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. The 2009-10 physical fitness test results were not available at the time of production of this report.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh			
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			
	2007	2008	2009
Statewide Rank	6	6	5
Similar Schools Rank	2	3	4

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

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	1	10	5
African-Amer.	6	-5	5
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	26	14	-6
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	-3	19	-9
Students with Disabilities	*	*	-2
Economically Disadvantaged	3	15	11
English Learners	*	*	15

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
	2010 Growth API		
	School	District	State
African-Amer.	698	737	685
Amer. Indian or Alaskan Native			728
Asian		838	889
Filipino		834	851
Hisp. or Latino	727	760	715
Pacific Islander			754
Caucasian	773	801	838
Multi-Racial		781	807
Economically Disadvantaged	729	760	610
English Learners	710	749	691
Students with Disabilities	554	600	580
All Students	762	786	767

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 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in all subgroup populations for English/Language Arts and 58% 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 680 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/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
<i>Did the school and district meet or exceed 2010 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 2009-10, 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/.

Title I Program Improvement (PI) Status		
	WCRM	CJUSD
PI Status	Not in PI	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

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, the 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
Parent Coffee Mornings
Fall / Spring Drama Performances
Fall / Spring Music Performances
Canned Food Drive
Honor Roll Breakfast
Fundraising
PTA Family Skate Night
Pennies for Patients
St. Baldrick's

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 and 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 and principal inspect the 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:

- 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

The principal communicates with the 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 2009-10 school year, Wilson C. Riles Middle School received \$11,728 in deferred maintenance funds for the repair and/or maintenance of:

- 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 Wednesday, October 20, 2010. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, October 20, 2010			
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
(2)	200 bldg hot water in kitchen check valve needs checking.
(4)	300 bldg grounds ok, boys locker room wall needs paint.
(6)	500 bldg exterior wall by RR needs patch painted.
(7)	400 bldg book rooms very cluttered.

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, the administrators, teachers, and campus monitor patrol the campus, entrance areas, and designated common areas. Administrators, 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, campus monitors, and teachers 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 November 2010.

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		
	07-08	08-09	09-10
Suspensions (#)	415	414	283
Suspensions (%)	31.85 %	33.12 %	24.21 %
Expulsions (#)	3	4	10
Expulsions (%)	0.23 %	0.32 %	0.86 %
	CJUSD Middle Schools		
	07-08	08-09	09-10
Suspensions (#)	415	414	283
Suspensions (%)	30.58 %	31.85 %	24.21 %
Expulsions (#)	3	4	10
Expulsions (%)	0.22 %	0.31 %	0.86 %

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.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, 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.

Class Size Distribution Self-Contained Classes

2009-10 data not available at the time of production of this report

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	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	28.7	8	26	21
Math	31.5	1	18	17
Science	31.8	1	18	20
Social Science	32.0	2	16	25
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26	14	32	10
Math	26.9	11	27	7
Science	30.5	*	26	11
Social Science	30.7	2	31	14

2009-10 data not available at the time of production of this report

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 2009-10 school year, Wilson C. Riles Middle School held three staff development days devoted to:

- Alignment of Curriculum to State Content Standards
- Data Analysis
- Instructional Strategies
- Classroom Management
- BEST - Building Effective Schools Together

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 early release days. Teachers met 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 2009-10 school year, Wilson C. Riles Middle School's teachers attended the following events hosted by the Center Joint Unified School District:

- DIBELS-Early Literacy Skills
- Games Using MS Office-Technology
- Amazing Openings-Opening Activities for Classrooms
- United Streaming-Technology
- Multimedia-Technology

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		
2007-08	2008-09	2009-10
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 18, 2010, 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. 3/2010-11 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2010-11 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			Pupils Lacking Textbooks
Adoption Year	Publisher & Series		
English/Language Arts with ELD Materials			
2009	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>		0 %
History-Social Science			
2007	McDougal Littell, <i>McDougal Littell California Middle School Social Studies Series</i>		0 %
Math			
2008	Glencoe/McGraw-Hill, <i>California Algebra Readiness: Concepts, Skills, and Problem Solving</i>		0 %
2008	Glencoe/McGraw-Hill, <i>California Mathematics: Concepts, Skills & Problem Solving</i>		0 %
2008	Glencoe/McGraw-Hill, <i>Glencoe California Mathematics & Algebra 1: Concepts, Skills & Problem Solving</i>		0 %
Science			
2006	Holt, Rinehart and Winston, <i>Holt California Science: Earth, Life, and Physical Science ©2007</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) 2009-10		
	No. of Staff	FTE
Counselor	2	1.5
Campus Monitor	3	2.0
Health Clerk	1	0.6
Librarian	1	0.6
Library Technician	1	1.0
Project SAFE	1	1.0
Speech Therapist	1	0.5

Counselor-to-Student Ratio: 1:585
FTE = Full-Time Equivalent

Teacher Assignment

During the 2009-10 school year, Wilson C. Riles Middle School had 50 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 2009-10		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Wilson C. Riles Middle School	99.1 %	0.9 %
District Totals		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	WCRM			CJUSD
	07-08	08-09	09-10	09-10
Total Teachers	56	55	50	249
Teachers with full credentials	54	55	50	249
Teachers without full credentials	2	0	0	0
Teachers in alternate routes to certification	1	1	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	1	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	1	5
Total teacher misassignments	0	0	1	5
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	1
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	WCRM	CJUSD
	10-11	10-11
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 2009-10		
	WCRM	CJUSD
Doctorate	0.0 %	1.2 %
Master's degree plus 30 or more semester hours	10.0 %	12.0 %
Master's degree	14.0 %	14.9 %
Bachelor's degree plus 30 or more semester hours	74.0 %	69.5 %
Bachelor's degree	2.0 %	2.4 %
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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	CJUSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$36,932
Mid-Range Teacher Salary	\$60,855	\$65,228
Highest Teacher Salary	\$77,786	\$83,339
Superintendent Salary	\$176,029	\$179,589
Average Principal Salaries:		
Middle School	\$99,256	\$108,789
Percentage of General Fund Expenditures for:		
Teacher Salaries	44.6%	40.7%
Administrative Salaries	5.6%	5.9%

Expenditures Per Student

For the 2008-09 school year, Center Joint Unified School District spent an average of \$8,098 of total general funds to educate each student (based on 2008-09 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/ and 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 2008-09 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- Special Education
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

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 December 2010. Those to prepare the school facilities section were acquired in November 2010.

Expense of Education Per Pupil 2008-09					
	Dollars Spent per Student				
	WCRM	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	1193	5098	N/A	N/A	N/A
Total**	\$5,239	\$6,253	83.79	N/A	N/A
Restr.†	\$1,142	\$1,314	86.92	N/A	N/A
Unrestr.††	\$4,097	\$4,938	82.96	\$5,681	72.12
Avg. Teacher Salary	\$64,300	\$66,508	96.68	\$57,352	112.11

* 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