

Center Joint Unified School District Wilson C. Riles Middle School

Grades 7 through 8
Joyce Frisch, Principal



4747 PFE Road
Roseville, CA 95747
PH: (916) 787-8100 FAX: (916) 773-4131

2012-13 School Accountability Report Card *Published January 2014*

Center Joint Unified School District
8408 Watt Ave.
Antelope, CA 95843-9116
(916) 338-6400

Website Address

www.centerusd.org

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Principal's Message

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

Wilson C. Riles Middle School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Wilson C. Riles Middle School is quite proud of its rigorous academic programs, strong vocational 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 seven through eight following a traditional calendar. At the beginning of the 2012-13 school year, 700 students were enrolled, including 14% in special education, 17% qualifying for English Language Learner support, and 65% qualifying for free or reduced price lunch. Wilson C. Riles Middle School achieved a 2013 Academic Performance Index (API) score of 825.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	11.20%	Grade 7	329
Amer. Indian or Alaskan Native	1.40%	Grade 8	371
Asian	8.10%		
Filipino	3.30%		
Hisp. or Latino	20.50%		
Pacific Islander	1.10%		
Caucasian	51.70%		
Multi-Racial	2.70%		
Total Enrollment			700

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 2013 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2013/aboutSTAR.aspx>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Wilson C. Riles Middle School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	54	57	58	53	57	54	54	56	55
Math	40	47	51	49	51	51	50	50	50
Science	66	68	78	54	56	58	57	60	59
Social Science	47	53	68	46	47	50	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	Wilson C. Riles Middle School							
	African- Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	52	*	64	61	77	45	70	*
Math	40	*	68	52	73	45	45	*
Science	59	*	75	85	*	66	*	*
Social Science	54	*	58	75	*	59	45	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	CJUSD	Wilson C. Riles Middle School						
	All	All	Male	Female	English Learners	Economically Dis-advantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	54	58	54	62	15	53	42	*
Math	51	51	54	48	24	48	24	*
Science	58	78	81	76	21	75	70	*
Social Science	50	68	69	68	5	65	29	*

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2012-13			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Seventh	18.9%	22.4%	13.2%

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			
	2010	2011	2012
Statewide Rank	5	5	6
Similar Schools Rank	3	6	7

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

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	18	15	21
African-Amer.	48	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	-6	5	45
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	24	20	10
Students with Disabilities	44	33	3
Economically Disadvantaged	19	19	26
English Learners	*	*	-5

* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
	WCRM		CJUSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	649	825	3,454	795	4,655,989	790
Students with Disabilities	99	652	492	631	527,476	615
Economically Disadvantaged	414	804	2,096	781	2,774,640	743
English Learners	106	738	663	750	1,482,316	721
African-Amer.	68	787	391	757	296,463	708
Amer. Indian or Alaskan Native	10		38	798	30,394	743
Asian	53	888	269	828	406,527	906
Filipino	21	929	110	868	121,054	867
Hisp. or Latino	128	784	743	749	2,438,951	744
Multi-Racial	18	829	127	790		
Pacific Islander	8		40	746	25,351	774
Caucasian	343	832	1,736	814	1,200,127	853

* Fewer than 10 students were tested and results were not disclosed for privacy purposes

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 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in all subgroup populations for English/Language Arts and 89.5% 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 0% or above participation rate on the CST and obtaining an API growth score of 770 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 2012-13		
<i>Did the school and district meet or exceed 2013 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	Yes	No
API Score	Yes	Yes
Graduation Rate	N/A	Yes

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 2012-13, 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	In PI	In PI
Implementation Year	2011-2012	2011-2012
Year in PI	Year 3	Year 3
No. of Schools Currently in PI		4
% of Schools Currently Identified for PI		44.4%

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
- PBIS Committee

School Activities

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

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. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Painting of all exterior doors, posts, stairwells and gates
- Completion of new school garden
- Refinish gym floor and install new logo on the floor
- Installation of two new security cameras in the main office

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

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

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

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

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

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

Deferred Maintenance

Wilson C. Riles Middle School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2012-13 school year, Wilson C. Riles Middle School received \$22,863 in deferred maintenance funds for the repair and/or maintenance of:

- Plumbing
- Heating/Air Conditioning Systems
- Electrical 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 Tuesday, October 29, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Tuesday, October 29, 2013			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety		✓	
8. Electrical (Interior & Exterior)			✓
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	300 Building - 322 back lock sticking.
(7)	400 Building - Book rooms very cluttered.
(8)	Administration - Parking lot lights burned out; 200 Building - Kitchen ansul system needs rewiring; 300 Building - West transformer humming.

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

Rating Description

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

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Wilson C. Riles Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2013.

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		
	10-11	11-12	12-13
Suspensions (#)	241	185	120
Suspensions (%)	21.95 %	25.73 %	17.14 %
Expulsions (#)	7	1	4
Expulsions (%)	0.64 %	0.14 %	0.57 %
	CJUSD Middle Schools		
	10-11	11-12	12-13
Suspensions (#)	241	185	120
Suspensions (%)	21.95 %	25.73 %	16.35 %
Expulsions (#)	7	1	4
Expulsions (%)	0.64 %	0.14 %	0.54 %

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	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	23.7	12	18	3
Math	26.2	7	11	10
Science	29.4	3	16	6
Social Science	30.9	4	8	15
Subject	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	22.9	17	12	8
Math	24.3	13	12	10
Science	28.8	3	19	3
Social Science	31.1	3	8	15
Subject	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	23.0	15	11	8
Math	24.0	13	13	6
Science	28.0	2	23	*
Social Science	29.0	3	13	8

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 2012-13 school year, Wilson C. Riles Middle School held staff development devoted to:

- Academic Vocabulary
- California Common Core State Standards
- High Quality First Instruction
- SBAC (Testing)

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

During the 2012-13 school year, Wilson C. Riles Middle School's teachers attended the following events hosted by the Center Joint Unified School District:

- Common Core English Language Arts

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		
2010-11	2011-12	2012-13
3	1	2

Instructional Materials

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

On Wednesday, September 18, 2013, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #4/2013-14 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 2013-14 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
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	CPM Educational Program, <i>Algebra Connections</i>	0 %
2008	Glencoe/McGraw-Hill, <i>California Mathematics: Concepts, Skills & Problem Solving</i>	0 %
Science		
2006	Holt, Rinehart and Winston, <i>Earth, Life and Physical Science</i>	0 %

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

Professional Staff

Counseling & Support Staff

Wilson C. Riles Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Wilson C. Riles Middle School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2012-13		
	No. of Staff	FTE
Counselor	1	1.0
Campus Monitor	2	1.5
Counseling Intern	1	0.6
Health Clerk	1	0.6
Library Technician	1	1.0
Nurse	1	*
Psychologist	1	0.8
Speech Therapist	1	0.5

* as needed

FTE = Full-Time Equivalent

Teacher Assignment

During the 2012-13 school year, Wilson C. Riles Middle School had 30 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 2012-13		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Wilson C. Riles Middle School	100.0 %	0.0 %
District Totals		
All Schools	97.9 %	2.1 %
High-Poverty	97.9 %	2.1 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	WCRM			CJUSD
	10-11	11-12	12-13	12-13
Total Teachers	43	24	30	189
Teachers with full credentials	43	24	30	189
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	1	0	0	2
Total teacher misassignments	0	0	0	2
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	WCRM	CJUSD
	13-14	13-14
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Teacher vacancies	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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,317	\$38,578
Mid-Range Teacher Salary	\$58,192	\$59,799
Highest Teacher Salary	\$74,386	\$78,044
Superintendent Salary	\$145,902	\$150,595
Average Principal Salaries:		
Middle School	\$95,454	\$98,080
Percentage of General Fund Expenditures for:		
Teacher Salaries	42%	37%
Administrative Salaries	5%	6%

Expenditures Per Student

For the 2011-12 school year, Center Joint Unified School District spent an average of \$7,429 of total general funds to educate each student (based on 2011-12 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 cde.ca.gov/ds/fd/ec/ and 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 2011-12 school year, the district received categorical, special education, and support programs funds for:

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

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
	WCRM	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	702	N/A	N/A	N/A	N/A
Total**	\$5,837	N/A	N/A	N/A	N/A
Restr.†	\$1,770	N/A	N/A	N/A	N/A
Unrestr.††	\$4,067	\$4,116	98.82	\$5,537	73.45
Avg. Teacher Salary	\$67,251	\$68,373	98.36	\$63,166	106.47

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

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

Public Internet Access Location

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

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

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

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2013.