

Wilson C. Riles MS

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Wilson C. Riles MS
Street	4747 PFE Road
City, State, Zip	Roseville, CA 95747
Phone Number	916-787-8100
Principal	Brett Homesley
Email Address	bhomes@centerusd.org
School Website	https://wcr.centerusd.org/
Grade Span	7-8
County-District-School (CDS) Code	34739730108621

2025-26 District Contact Information

District Name	Center Joint Unified School District
Phone Number	916-338-6400
Superintendent	Scott Loehr
Email Address	superintendentoffice@centerusd.org
District Website	www.centerusd.org

2025-26 School Description and Mission Statement

Wilson C. Riles Middle School is located in the southern region of Roseville and serves students in grades seven and eight following a traditional calendar. 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. Our school motto is "Every Student Matters, Every Moment Counts". Riles is a PBIS school, focusing on instilling our Husky Code in our students by promoting being safe, responsible, and respectful. As a school, we are focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high and attainable 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, students, and parents work together to create a learning environment that promotes academic and social

2025-26 School Description and Mission Statement

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	356
Grade 8	326
Total Enrollment	682

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.6
Asian	11.3
Black or African American	13
Filipino	4.1
Hispanic or Latino	29.6
Native Hawaiian or Pacific Islander	1.6
Two or More Races	8.2
White	31.5
English Learners	15.5
Homeless	8.2
Socioeconomically Disadvantaged	56.6
Students with Disabilities	14.8

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.9	81.82	187.6	88.64	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.8	14.69	14.7	6.97	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	3	6.1	2.89	11953.1	4.28
Unknown/Incomplete/NA	0.1	0.42	3.1	1.5	15831.9	5.67
Total Teaching Positions	32.9	100	211.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.5	81.22	184	85.96	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2.8	1.33	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	3.49	8.7	4.07	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.27	5.6	2.65	11746.9	4.23
Unknown/Incomplete/NA	3.9	11.99	12.7	5.96	14303.8	5.15
Total Teaching Positions	32.6	100	214	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.1	74.53	182.1	79.47	230039.4	100
Intern Credential Holders Properly Assigned	0.4	1.24	5	2.19	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.6	10.92	21.9	9.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	4.56	6.5	2.85	12112.8	4.34
Unknown/Incomplete/NA	2.9	8.7	13.5	5.92	13705.8	4.91
Total Teaching Positions	33.8	100	229.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.8
Misassignments	4.80	1.1	2.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.80	1.1	3.6

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.90	1	1.5
Total Out-of-Field Teachers	0.90	1	1.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.6	10.3	6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.4	6.2	2.8

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. We also went through the Williams Complaint Act audit on August 20, 2025 where we passed the textbook assessment.

The district certified to the governing board on 10/15/2025 that the district has a sufficient supply of textbooks and instructional materials in the core academic areas. Sufficient textbooks and instructional materials include each pupil, including English learners, having a textbook or instructional materials, or both, to use in the classroom or take home.

Year and month in which the data were collected

August, 20 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync, McGraw Hill / 2015	0
Mathematics	CPM Educational Program / 2014	0
Science	Amplify, Berkeley Lawrence Hall of Science / 2018	0
History-Social Science	Pearson My World Interactive / 2019	0

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

School Facility Conditions and Planned Improvements

All sites undergo daily cleaning, and during breaks, a more thorough cleaning of the floors is performed. Custodial staff follow a daily, weekly, and monthly checklist for their standard cleaning duties. The administration and staff of Wilson C. Riles Middle School work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that requires attention, work orders are submitted, and the situations are resolved in a very timely manner.

Overall rating is: FAIR.

Year and month of the most recent FIT report

11/14/25

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Girls Locker Room: Tops of lockers dusty, motion sensors dusty, floors dirty, toilets not cleaned Boys Locker Room: Tops of lockers dusty, motion sensors dusty, floors dirty, toilets not cleaned, drywall damaged by locker 56 Building 300 Restrooms: Floors dirty, stalls dusty and dirty 400 Building Restrooms: Floors dirty, sinks dirty, partitions dirty 500 Wing Restrooms: Floors dirty, stalls dirty, top rails dusty, sinks not cleaned, toilets not cleaned
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Multipurpose Room: Broken floor tiles SE corner, floor dirty, stage dirty, RR partitions dusty, floors dirty Girls Locker Room: Tops of lockers dusty, motion sensors dusty, floors dirty, toilets not cleaned Boys Locker Room: Tops of lockers dusty, motion sensors dusty, floors dirty, toilets not cleaned, drywall damaged by locker 56 Room 214: Room dirty and cluttered, fire extinguisher expired. Computer Lab 1 Room 316: Table tops dusty, 2 ceiling tiles w/ water stains, floor dirty Home Ec Room 313: Counter tops and sinks dirty, cabinet tops dusty, floor dirty Room 322: Countertops dusty, floor dirty, window frames dusty Room 324: Tabletops dirty/dusty, floor dirty Building 300 Restrooms: Floors dirty, stalls dusty and dirty 400 Building Restrooms: Floors dirty, sinks dirty, partitions dirty 500 Wing Restrooms: Floors dirty, stalls dirty, top rails dusty, sinks not cleaned, toilets not cleaned
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Multipurpose Room: Broken floor tiles SE corner, floor dirty, stage dirty, RR partitions dusty, floors dirty Girls Locker Room: Tops of lockers dusty, motion sensors dusty, floors dirty, toilets not cleaned Boys Locker Room: Tops of lockers dusty, motion sensors dusty, floors dirty, toilets not cleaned, drywall damaged by locker 56 Home Ec Room 313: Counter tops and sinks dirty, cabinet tops dusty, floor dirty 400 Building Restrooms: Floors dirty, sinks dirty, partitions dirty 500 Wing Restrooms: Floors dirty, stalls dirty, top rails dusty, sinks not cleaned, toilets not cleaned
Safety: Fire Safety, Hazardous Materials	X			Room 215: Shelves dusty, fire extinguisher expired Room 214: Room dirty and cluttered, fire extinguisher expired.

School Facility Conditions and Planned Improvements

				<p>Room 403: Floors dirty, window sills dusty, cabinet tops dusty, Hallway floor dirty/dusty, fire extinguisher expired</p> <p>Room 422: Dirty floors, dirty counters, tables too close together, no 3 foot path.</p> <p>Room 443: Floors dirty, window sills dirty, tops of whiteboards dirty, fire extinguisher expired</p> <p>Room 609: Fire extinguisher expired</p> <p>Room 616: Fire extinguisher expired</p> <p>Room 617: Fire extinguisher expired</p> <p>Room 618: Fire extinguisher expired</p> <p>Room 619: Fire extinguisher expired</p>
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	31	36	35	38	47	48
Mathematics (grades 3-8 and 11)	25	26	24	25	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	671	646	96.27	3.73	35.66
Female	330	313	94.85	5.15	37.70
Male	341	333	97.65	2.35	33.73
American Indian or Alaska Native	--	--	--	--	--
Asian	78	77	98.72	1.28	36.36
Black or African American	89	84	94.38	5.62	29.76
Filipino	27	27	100.00	0.00	66.67
Hispanic or Latino	194	187	96.39	3.61	31.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	53	94.64	5.36	30.19

White	214	205	95.79	4.21	39.02
English Learners	104	99	95.19	4.81	6.06
Foster Youth	0	0	0	0	0
Homeless	56	54	96.43	3.57	18.87
Military	--	--	--	--	--
Socioeconomically Disadvantaged	399	379	94.99	5.01	27.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	96	90	93.75	6.25	10.11

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	672	642	95.54	4.46	26.48
Female	330	311	94.24	5.76	25.40
Male	342	331	96.78	3.22	27.49
American Indian or Alaska Native	--	--	--	--	--
Asian	78	77	98.72	1.28	22.08
Black or African American	89	79	88.76	11.24	20.25
Filipino	27	27	100.00	0.00	55.56
Hispanic or Latino	194	187	96.39	3.61	25.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	54	96.43	3.57	33.33
White	215	205	95.35	4.65	26.83
English Learners	104	101	97.12	2.88	8.91
Foster Youth	0	0	0	0	0
Homeless	56	53	94.64	5.36	26.42
Military	--	--	--	--	--

Socioeconomically Disadvantaged	400	376	94.00	6.00	21.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	96	87	90.63	9.37	5.75

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	19.52	24.84	22.16	27.66	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	319	310	97.18	2.82	24.84
Female	146	140	95.89	4.11	22.86
Male	173	170	98.27	1.73	26.47
American Indian or Alaska Native	--	--	--	--	--
Asian	38	37	97.37	2.63	18.92
Black or African American	35	35	100.00	0.00	20.00
Filipino	15	15	100.00	0.00	40.00
Hispanic or Latino	92	88	95.65	4.35	22.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00	0.00	30.00
White	102	98	96.08	3.92	28.57
English Learners	49	47	95.92	4.08	4.26
Foster Youth	0	0	0	0	0
Homeless	29	29	100.00	0.00	17.24
Military	0	0	0	0	0
Socioeconomically Disadvantaged	192	184	95.83	4.17	19.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	49	96.08	3.92	10.20

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96%	97%	85%	97%	81%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental 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 phone messages, weekly emails sent home by the principal, flyers, parent conferences, progress reports, the school website, and Parent Portal. Parents may also contact the school office at 916-787-8100 for more information on how to become involved in their child's learning environment. Wilson C. Riles is proud of our active PTO, SSC, ELAC, and dedicated parent volunteers. Some of the numerous opportunities to volunteer include: field trips, fundraising, the Scholastic Book Fair, library or office help, and PTO events. We invite parents to join us for all activities at the school, including athletic events, back-to-school night, open house / elective fair, music and drama performances, honor roll breakfast, assemblies, open tours, staff appreciation events, and student performances.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	757	730	194	26.6
Female	368	354	83	23.4
Male	389	376	111	29.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	85	82	9	11.0
Black or African American	101	100	38	38.0
Filipino	30	30	0	0.0
Hispanic or Latino	223	211	60	28.4
Native Hawaiian or Pacific Islander	12	12	5	41.7
Two or More Races	63	62	16	25.8
White	239	229	65	28.4
English Learners	120	115	26	22.6
Foster Youth	--	--	--	--
Homeless	70	67	30	44.8
Socioeconomically Disadvantaged	472	452	146	32.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	115	111	43	38.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
11.61	13.6	8.32	6.87	5.59	5.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.6	0.84	0.26	0.13	0.14	0.1	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.32	0.26
Female	5.98	0.54
Male	10.54	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.71	0.00
Black or African American	16.83	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.87	0.90
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.59	0.00
White	7.95	0.00
English Learners	7.50	0.83
Foster Youth	0.00	0.00
Homeless	10.00	0.00
Socioeconomically Disadvantaged	10.17	0.42
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.17	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School 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. Components of this plan include child abuse reporting procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy and dress code policy. The Site Safety Plan was reviewed and updated in August of 2025. The Plan is reviewed with staff annually. School administration and staff place a high priority on providing adequate adult supervision on campus before, during and after school. Administrators, campus monitors and noon duty staff monitor lunch time activity in the cafeteria and common areas. Riles is a closed campus and during school hours, all visitors must sign in at the school's front office and the printed identification badges while on school grounds. The Riles campus is updated with 20 surveillance cameras that school administration consistently monitor. Wilson C. Riles Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create an effective learning environment and minimize classroom disruptions. Riles is an official PBIS school, with positive behavior expectations explicitly taught to students and reinforced by staff. Appropriate and effective interventions and supports are employed for students demonstrating difficulty following the school's Husky Code. The school fully implements the district's anti-bullying policies.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	37	11	3
Mathematics	20	16	17	1
Science	21	9	21	0
Social Science	22	10	18	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	22	18	3
Mathematics	21	13	17	2
Science	22	7	22	
Social Science	24	7	23	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	19	19	5
Mathematics	23	15	12	6
Science	25	5	18	
Social Science	30	3	8	14

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	612

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9165	1853	7312	81872
District	N/A	N/A	10098	\$86,905
Percent Difference - School Site and District	N/A	N/A	-32.0	0.4
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-38.3	-6.8

Fiscal Year 2024-25 Types of Services Funded

In addition to general fund State funding, Center Joint Unified School District receives State and Federal categorical funding for special programs. Our intervention classrooms and digital programs, Husky Help after-school and lunch sessions, and reading/math intervention classes are supported by Title One funds. Supplemental computer programs supported by Lottery funds engage students with various learning styles and modalities. Our school-wide AVID program promotes higher level learning and student collaboration in all classrooms. Various after-school clubs include: Lego, Chess, soccer, and LGBTQ+

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,170	\$57,978
Mid-Range Teacher Salary	\$79,158	\$89,612
Highest Teacher Salary	\$110,185	\$117,194
Average Principal Salary (Elementary)	\$121,310	\$143,632
Average Principal Salary (Middle)	\$130,674	\$149,447
Average Principal Salary (High)	\$154,263	\$162,334
Superintendent Salary	\$280,900	\$234,076
Percent of Budget for Teacher Salaries	28.49%	27.81%
Percent of Budget for Administrative Salaries	4.17%	5.47%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

PROFESSIONAL DEVELOPMENT

Professional Learning Communities

All staff will be participating in Professional Learning Committees 1 day a week for 45 mins. These learning communities will focus on student learning outcome data then create action plans to continuously improve our teaching practices.

StudySync:

To strengthen Tier I ELA instruction and increase student literacy, the English department will participate in one Study Sync training session. As well as planning days to build their scope and sequence that includes our English language learners.

AVID strategies:

Five staff members attended an AVID Summer Institute to strengthen our AVID program and college readiness initiatives. These staff members will then train others to implement AVID reading strategies, contributing to our school's literacy efforts.

Peer Training:

To improve student reading skills, staff will lead training sessions on literacy initiatives. These sessions will focus on "Read and Write Like a Huskie" (AVID strategies) and Universal Design for Learning (UDL).

The Academic Coordinator will identify and facilitate professional development initiatives for staff, departments, and individuals

The PBIS Tier 1 team will participate in a one-day professional development reboot in September to refresh and enhance their implementation strategies. We will be further developing our tier 2 and 3 teams. WCR will continue to build and strengthen the MTSS/PBIS Tier 2 team. With essential elements now in place, the team will maintain a solid foundation for conducting routine meetings and providing additional support to students who need more than Tier 1 intervention.

Math adaptation/Professional development

We have a team that is working with the Sacramento County Office of Education to learn the new math framework, view possible curricula, and pilot the programs to adopt a new math curriculum. The new framework has a change in how it is delivered and parallels a program called Building Thinking Classroom. Many of our staff are engaging in seminars to build their understanding of how to present the new curriculum effectively.

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	5