

**John B. Riebli Charter Elementary**  
**2021-2022 School Accountability Report Card**  
**(Published During the 2022-2023 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/>

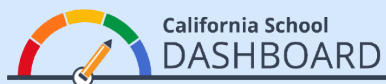
For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## 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.

## 2022-23 School Contact Information

<b>School Name</b>	John B. Riebli Charter Elementary
<b>Street</b>	315 Mark West Springs Rd.
<b>City, State, Zip</b>	Santa Rosa, CA 95404-1101
<b>Phone Number</b>	(707) 524-2980
<b>Principal</b>	Emily Todd
<b>Email Address</b>	etodd@mwusd.org
<b>School Website</b>	<a href="https://rblpanthers.org/">https://rblpanthers.org/</a>
<b>County-District-School (CDS) Code</b>	49 70805 6111066

## 2022-23 District Contact Information

<b>District Name</b>	John B. Riebli Elementary Charter School
<b>Phone Number</b>	(707) 524-2972
<b>Superintendent</b>	Dr. Rachel Valenzuela
<b>Email Address</b>	rvalenzuela@mwusd.org
<b>District Website Address</b>	www.mwusd.org

## 2022-23 School Overview

### School Vision and Mission

The mission of John B. Riebli School is to prepare and support students in the 21st century learning within a global community built on relationships, relevance and rigor. Riebli offers a comprehensive elementary school program including rigorous academic instruction in all core subject areas. Project-Based learning, in which students are engaged in learning through integrated thematic units is a strong focus as a charter elementary school. Students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. The core instructional program is supplemented with computer classes for all 3rd-6th graders, an Art Docent program, STEM Program, a weekly fitness program, a music program, field trips, cultural celebrations program, assemblies and special events. Support for the programs come from district funds, our resourceful Parent-Teacher Association, and the Mark West Ed Foundation. We offer English Language Development and academic intervention for struggling learners as a response to intervention (Rtl). Riebli School is dedicated to the development of the whole child.

We believe that all students will succeed in the safe, nurturing school culture, based on strong character development and a positive discipline approach. Riebli has adopted the BEST (Building Effective Schools Together) framework for school-wide behavior expectations and positive discipline. Our campus is orderly and students are rewarded with "BEST" behavior at monthly award assemblies. We use the Second Step and "Toolbox" (social and emotional learning) programs to promote tolerance and empathy school-wide. The district supported Counseling Program allows for social skills learning opportunities in small groups and individual sessions.

Academic Goals for academic years 2022-2023 School Site Plan are:

Goal #1: All students (including English Learners [ELs] and Socio-Economically Disadvantaged Students [SES]) will demonstrate a 3% overall growth on the Smarter Balanced Assessments in English Language Arts. (PUPIL OUTCOMES)-

Goal #2: All students will be educated in a safe and healthy learning environment. (SCHOOL CLIMATE)

Goal #3: All students (including English Learners (ELs) and Socio-Economically Disadvantaged Students (SES) will demonstrate a 3% overall growth on the Smarter Balanced Assessments in Mathematics. (Pupil Outcomes)

Goal #4: In grades K-2, 75% of all students will be at benchmark or above on the Composite DIBELS score by June of 2022. The remaining 25% will have demonstrated 10% growth as measured by DIBELS composite.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	50
Grade 2	39
Grade 3	60
Grade 4	59
Grade 5	51
Grade 6	52
<b>Total Enrollment</b>	<b>362</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.6
Asian	2.2
Black or African American	0.0
Filipino	0.6
Hispanic or Latino	20.7
Native Hawaiian or Pacific Islander	1.7
Two or More Races	4.1
White	70.2
English Learners	5.2
Foster Youth	0.3
Homeless	0.6
Migrant	0.6
Socioeconomically Disadvantaged	32.9
Students with Disabilities	6.1

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.30	94.84	66.10	95.48	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.10	0.19	12115.80	4.41
<b>Unknown</b>	1.00	5.16	3.00	4.33	18854.30	6.86
<b>Total Teaching Positions</b>	19.30	100.00	69.20	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

For the current year 2022-23, the school has met the sufficiency of textbooks or other instructional materials. The Reading/Language Arts and Mathematics textbooks were selected from SBE adoption recommendations and were adopted by the district school board. The school district will be exploring SBE-recommended updated textbooks and instructional materials for forthcoming Science and Social Studies textbook adoptions. In addition to the Wonders/Study Sync language arts program, teachers also use Writing By Design to supplement the writing curriculum. Also, in addition to the McGraw Hill science curriculum the district has purchased a license to use the Mystery Science program.

<b>Year and month in which the data were collected</b>	November 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5 Wonders California, McGraw Hill 2019, includes 6-8 StudySync, McGraw Hill 2019	Yes	0.0
<b>Mathematics</b>	K-6 Math Expressions, Houghton Mifflin Harcourt 2015	Yes	0.0
<b>Science</b>	K-6 MacMillan McGraw Hill California 2008	Yes	0.0
<b>History-Social Science</b>	K-6 MacMillan McGraw Hill, California Vistas 2007	Yes	0.0
<b>Foreign Language</b>			0
<b>Health</b>			0
<b>Visual and Performing Arts</b>			0
<b>Science Laboratory Equipment (grades 9-12)</b>			0

## School Facility Conditions and Planned Improvements

The Mark West Union School District (District) takes great efforts and care to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the District Office.

The District uses a Maintenance work order tracking system "MyTechdesk" the District staff uses this system to report items that require attention. The maintenance staff uses this system to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Emergency repairs and items that could have a negative effect on learning are given the highest priority.

### Cleaning Process and Schedule:

The District has established cleaning standards and cleaning rotation/Schedules for all schools in the District. A summary of these standards and schedules are available at the Director of Maintenance's office. The Director of Maintenance works ongoing with the custodial staff to ensure a clean and safe school.

### Year and month of the most recent FIT report

November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	The Permanent Classrooms and Buildings were eligible for modernization in 12/6/2015
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		



## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	The HVAC and roofing were eligible for modernization on 12/6/2010
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	44	N/A	48	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	38	N/A	42	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
<b>All Students</b>	224	220	98.21	1.79	44.09
<b>Female</b>	113	111	98.23	1.77	50.45
<b>Male</b>	111	109	98.20	1.80	37.61
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	46	45	97.83	2.17	31.11
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	160	157	98.13	1.87	47.13
<b>English Learners</b>	15	14	93.33	6.67	21.43
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	74	72	97.30	2.70	34.72
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	22	21	95.45	4.55	9.52

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
<b>All Students</b>	224	217	96.88	3.12	38.25
<b>Female</b>	113	111	98.23	1.77	36.04
<b>Male</b>	111	106	95.50	4.50	40.57
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	46	45	97.83	2.17	17.78
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	160	155	96.88	3.12	44.52
<b>English Learners</b>	15	14	93.33	6.67	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	74	72	97.30	2.70	19.44
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	22	21	95.45	4.55	9.52

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	28.85	NT	12.5	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	53	52	98.11	1.89	28.85
<b>Female</b>	26	25	96.15	3.85	32
<b>Male</b>	27	27	100	0	25.93
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	17	16	94.12	5.88	18.75
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	31	31	100	0	32.26
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	14	14	100	0	28.57
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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 5	98%	94%	98%	96%	100%
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

## 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.

#### 2022-23 Opportunities for Parental Involvement

John B. Riebli School has exceptional parent and community participation. Parent volunteers are welcomed and encouraged to be a part of the Riebli community. Parents are active in classrooms, library, computer lab, with Student Council, for academic support, and after-school sports. Currently, parents are serving on School Site Council, English Language Learner's Advisory Committee (ELAC) and as PTA general and board members. We highly value the time and commitment of parents at Riebli. Parents make field trips possible, allowing classrooms to visit local and Bay Area locations.

The Riebli School PTA is an active group of parents that organize school events, fundraisers, and coordinate additional instructional programs. An example of a school event is our annual Fall Walk-a-Thon. This special community event well attended by parents, provides a fitness-focused morning of walking, while also earning funds through individual and business sponsorship. The funds from this event and others provide additional programs, such as weekly PE and fitness classes, STEM classes, Art classes, assemblies, and special events. Opportunities to be involved can be found at [www.rieblipta.org](http://www.rieblipta.org). The Mark West Education Foundation supports Music and Arts, funding a portion of the music program K-8th, Zumba K-4th, and supports the Art Docent programs at each site. More information is available at [www.mwef.org](http://www.mwef.org).

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	383	379	78	20.6
Female	200	197	37	18.8
Male	183	182	41	22.5
American Indian or Alaska Native	3	2	2	100.0
Asian	8	8	1	12.5
Black or African American	1	1	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	85	84	20	23.8
Native Hawaiian or Pacific Islander	6	6	3	50.0
Two or More Races	15	15	4	26.7
White	263	261	48	18.4
English Learners	24	24	4	16.7
Foster Youth	3	3	0	0.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	137	135	39	28.9
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	37	37	10	27.0

### 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.63	1.56	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.46	2.61	0.15	3.06	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.61	0.00
Female	0.00	0.00
Male	5.46	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.42	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.70	0.00

## 2022-23 School Safety Plan

Riebli School has a comprehensive school safety plan that follows SIMS and NEMS guidelines. It is in line with the Mark West District Safety Plan. The plan is reviewed at the beginning of each school year with the entire staff. Safety inspections are done routinely by the maintenance department, especially prior to school opening.

The staff roles in case of an emergency are outlined in the comprehensive plan. A "flip-book" of emergency responses for various situations and drill procedures are kept in an obvious location in each classroom. Classrooms and all common areas (library, computer lab, and MPR, for example) are equipped with a red emergency bag containing first aid supplies.

Fire, earthquake and shelter-in-place drills are practiced routinely.

In the fall the Riebli School Site Council reviews the District Safety and Wellness plans and policy at the same time they review the Riebli School BEST Plan. The Riebli School BEST Plan is the behavior expectation and discipline plan for Riebli Elementary school. BEST is an acronym for Building Effective Schools Together. It is a system, which gives staff, students, and community a structure to support strong character development, expected behaviors, and have fair discipline consequences. We look at discipline data, target areas for student training, and celebrate student successes. BEST is research-based and builds from "what already works" in a school.

Our counselor does weekly social-emotional classes with every classroom, teaching the toolbox and second step curriculums.

School personnel will support appropriate student behavior to nurture a safe, caring, compassionate, and collaborative learning environment. Student choices and consequences for not following school behavior expectations will follow school and district policy.

Positive Discipline is based on the following principles: mutual respect (I respect myself and I respect you), all people strive for belonging and significance, mistakes are opportunities to learn, logical and natural consequences that are reasonable, related, and respectful help people own and grow from mistakes, and children will develop competencies when we provide them with responsibilities and support. Violations of expectations will be addressed in a positive, respectful, reasonable and related manner. Keeping in mind that mistakes are opportunities to learn and grow, consequences will be issued on a severity continuum and can include a conference with the teacher, phone call to the parent, written reflection or apology, conflict mediation, behavior plan, loss of privileges, suspension, or expulsion.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3		
1	29		2	1
2	18	3		
3	19	3		
4	31		2	
5	28		2	
6	23		3	
Other	9	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	3		
1	14	3		
2	19	3		
3	16	3		
4	25		2	
5	29		2	
6	21		2	
Other	6	1		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3		
1	16	3		
2	13	3		
3	19	3		
4	29		2	
5	26		2	
6	26		2	
Other	5	1		

## 2021-22 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	0

## 2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.7

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$15,891	\$4,611	\$11,280	\$83,546
<b>District</b>	N/A	N/A	\$9,604	\$85,560
<b>Percent Difference - School Site and District</b>	N/A	N/A	16.1	-2.4
<b>State</b>	N/A	N/A	\$6,594	\$84,612
<b>Percent Difference - School Site and State</b>	N/A	N/A	52.4	-1.3

## 2021-22 Types of Services Funded

Supplemental services are provided for students who need extra support to access the core curriculum or are functioning above the range of the class. These services are provided during the school day. Students may be regrouped for additional support with reading, language arts skills or English Language Development. Students may also be regrouped to extend the curriculum. Students with the most severe learning needs are provided with special education services.

Riebli School utilizes a Response to Intervention approach in providing services to support student learning that we call "Walk to Read". Four days a week, students in each grade level are grouped by their student need for 30 minutes of language arts. Services are provided through the support of a part-time Reading Specialist, Resource Specialist teacher, Resource paraprofessional, EL paraprofessional support and classroom teachers.

The district partners with Extended Child Care Coalition of Sonoma County (ECC) to provide after-school child care, which also supports students academically in homework support and social development.

The district continues to provide counseling services for students who are having school adjustment difficulties or to provide support in time of family crisis. The district counselor provides direct services at each site, and supervises interns. As a result, Riebli School has an on-site school counselor minimally four of five days. The district provides a part-time school nurse to primarily conduct all state and federal screening, and provide consulting service.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$55,665	\$51,591
<b>Mid-Range Teacher Salary</b>	\$80,825	\$79,620
<b>Highest Teacher Salary</b>	\$103,933	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$144,711	\$131,473
<b>Average Principal Salary (Middle)</b>	\$121,567	\$135,064
<b>Average Principal Salary (High)</b>		\$137,679
<b>Superintendent Salary</b>	\$203,482	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	37%	33%
<b>Percent of Budget for Administrative Salaries</b>	8%	6%

## Professional Development

Mark West Union School District supports the professional development of staff through structured, planned professional development on three full calendar days.

Additionally, early release schedule on all Wednesdays provides 1.5 hours weekly for collaboration. Teachers have eleven afternoons for grade level collaboration and instructional planning. Each site has 8 afternoons for planned collaboration and professional development as determined by the site plan, and the district plans for 5 afternoons for across the district instructional collaboration and professional development. The district also supports instructional committees and individuals to further individual and district professional growth through instructional committees, conferences, and individual mentoring. All new beginning teachers are supported through the NCSOE program at Sonoma County of Education.

Site-based professional growth for the structured site and collaboration times is used to support best first, classroom instruction and identified goals through the ongoing and annual review of programs and student achievement. For the past few years, Riebli School has provided professional development for:

- Project Based Learning as a basis for Riebli Charter School instructional model.
- An Achievement Accountability System of inquiry-based analysis of student achievement and subsequent instructional and intervention planning (RT I-2)
- Character Education (ToolBox, Second Step, and BEST instruction through a positive discipline approach)
- Understanding brain development and the effects of trauma on the childhood brain development.
- Supporting students in the 21st Century, the 4Cs, and technology skills and resources
- Improving math practices
- Improvement in classroom instruction
- Sharing and discussion of district committee work

District professional development focus for several years has been on Common Core instruction. Writing, math and Language arts have been key. Focusing on NGSS is also an area we have been working on as a district. This is the first year using our new ELA curriculum, Wonders..

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

Subject	2020-21	2021-22	2022-23
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**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	3	
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