John B. Riebli Charter Elementary
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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/.

2024-25 School Contact Information

School Name	John B. Riebli Charter Elementary
Street	315 Mark West Springs Rd.
City, State, Zip	Santa Rosa, CA 95404-1101
Phone Number	(707) 524-2980
Principal	Emily Todd
Email Address	etodd@mwusd.org
School Website	https://rblpanthers.org/
Grade Span	K-6
County-District-School (CDS) Code	49 70805 6111066

2024-25 District Contact Information

District Name	Mark West Union School District
Phone Number	(707) 524-2972
Superintendent	Dr. Rachel Valenzuela
Email Address	rvalenzuela@mwusd.org
District Website	www.mwusd.org

2024-25 School Description and Mission Statement

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

2024-25 School Description and Mission Statement

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 (RtI). 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.

Goals for 2024-25

Goal #1: All students in grades 3-6 (including English Learners [ELs] and Socio-Economically Disadvantaged Students [SES]) will demonstrate a 5% overall growth on the Smarter Balanced Assessments in English Language Arts. (PUPIL OUTCOMES)

Goal #2: Less than 12% of the student population in the subgroups Students with Disabilities, Hispanic and Socialeconimcally disadvantaged will be declared truant.

Goal #3: All students in grades 3-6 (including English Learners (ELs) and Socio-Economically Disadvantaged Students (SES) will demonstrate a 5% overall growth on the Smarter Balanced Assessments in Mathematics. (Pupil Outcomes).

Goal #4: In grades K-6, 80% of all students will be at benchmark or above on the Composite DIBELS score by June of 2025.

Goal #5: In grades 1-6, 70% of all students will be at benchmark or above on the STAR MATH by June of 2025.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	54
Grade 2	57
Grade 3	53
Grade 4	44
Grade 5	58
Grade 6	47
Total Enrollment	404

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2
Male	46.8
American Indian or Alaska Native	1.2
Asian	2
Black or African American	0.2
Filipino	0.2
Hispanic or Latino	25.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	6.4
White	63.6
English Learners	5.9
Foster Youth	1.2
Socioeconomically Disadvantaged	34.4
Students with Disabilities	7.4

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

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.30	94.83	63.70	95.31	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.10	0.19	11953.10	4.28
Unknown/Incomplete/NA	1.00	5.17	3.00	4.48	15831.90	5.67
Total Teaching Positions	19.30	100.00	66.90	100.00	279044.80	100.00

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)	18.00	94.74	61.40	93.50	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.10	1.70	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	1.00	5.26	3.10	4.76	14303.80	5.15
Total Teaching Positions	19.00	100.00	65.70	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

For the current year 2024-25, 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 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. With Board approval, the district adopted a new science curriculum in the 2024-2025 school year.

Year and month in which the data were collected	December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Wonders California, McGraw Hill 2019, includes 6-8 StudySync, McGraw Hill 2019	Yes	0.0
Mathematics	K-6 Math Expressions, Houghton Mifflin Harcourt 2015	Yes	0.0
Science	Discovery K-8	Yes	0.0
History-Social Science	K-6 MacMillan McGraw Hill, California Vistas 2007	Yes	0.0
Foreign Language			0
Health			0
Visual and Performing Arts			0

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

School Facility Conditions and Planned Improvements

The Mark West Union School District consistently ensures that all schools are clean, safe, and meet current standards. To assist in this effort, the District uses a facility survey instrument developed by the State of California OPSC.

The District uses a Maintenance work order tracking system. Staff throughout the district use this system to report things that might 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 Director of Maintenance and Operations has established cleaning standards and cleaning rotation/schedules for all schools in the District. A summary of these standards and schedules are available through the Director of Maintenance and Operations upon request. The Director of Maintenance and Operations continually works in partnership with the custodial team to ensure the campuses are clean in support of a safe and productive learning environment for our staff and students.

Year and month of the most recent FIT report	December 2024

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	The Permanent Classrooms and Buildings were eligible for modernization in 12/6/2015
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	The HVAC and roofing were eligible for modernization on 12/6/2010
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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	42	46	49	51	46	47
Mathematics (grades 3-8 and 11)	32	37	41	44	34	35

2023-24 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	205	200	97.56	2.44	46.23
Female	123	120	97.56	2.44	48.33
Male	82	80	97.56	2.44	43.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	46	95.83	4.17	35.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	139	136	97.84	2.16	48.53
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	69	95.83	4.17	26.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	14.29

2023-24 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	205	200	97.56	2.44	36.68
Female	123	119	96.75	3.25	34.75
Male	82	81	98.78	1.22	39.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	46	95.83	4.17	28.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	139	137	98.56	1.44	38.97
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	68	94.44	5.56	19.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	46.43	32.76	42.59	29.51	30.29	30.73

2023-24 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
All Students	59	58	98.31	1.69	32.76
Female	35	34	97.14	2.86	29.41
Male	24	24	100.00	0.00	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	41	97.62	2.38	34.15
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	25	96.15	3.85	12.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 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. 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 5	98%	97%	100%	93%	100%
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

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.

2024-25 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, and 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, STEAM classes, assemblies, and special events. Opportunities to be involved can be found at www.rieblipta.org. The Mark West Education Foundation supports Music and Arts, funding a portion of the music program K-8th. More information is available at www.mwef.org.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	424	418	48	11.5
Female	229	225	24	10.7
Male	195	193	24	12.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	110	110	21	19.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	28	4	14.3
White	264	260	21	8.1
English Learners	25	25	4	16.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	153	152	26	17.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	42	9	21.4

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.61	3.02	2.59	3.06	2.72	2.01	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.59	0.00
Female	1.75	0.00
Male	3.59	0.00
Non-Binary	0.00	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	2.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.57	0.00
White	2.27	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.27	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.09	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.

2024-25 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.

2024-25 School Safety Plan

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 ow 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.

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		

2022-23 Elementary 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 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	
1	18	3		
2	21	2	1	
3	19	2		
4	30		2	
5	29		2	
6	27		2	
Other	5	1		

2023-24 Elementary 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 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	18	3		
2	19	2		
3	18	3		
4	22		2	
5	29		2	
6	24		2	
Other	40			1

2023-24 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

2023-24 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)	.6
Psychologist	
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1
Other	1.4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$17,674	$5,118	$12,556	$86,394
District	N/A	N/A	$11,047	$93,787
Percent Difference - School Site and District	N/A	N/A	12.8	-8.2
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	15.3	-8.6

Fiscal Year 2023-24 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 "What I Need time (WIN)". Four days a week, students in each grade level are grouped by their student needs 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 the Extended Child Care Coalition of Sonoma County (ECC) and Boys and Girls club 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

Fiscal Year 2023-24 Types of Services Funded

support in times 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 for a minimum of four to five days. The district provides a part-time school nurse to primarily conduct all state and federal screening, and provide consulting services.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$62,282	$57,839
Mid-Range Teacher Salary	$90,433	$90,040
Highest Teacher Salary	$116,289	$118,647
Average Principal Salary (Elementary)	$150,608	$144,639
Average Principal Salary (Middle)	$143,379	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$205,000	$229,986
Percent of Budget for Teacher Salaries	35%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Mark West Union School District supports the professional development of staff through structured, planned professional development on four 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.
- Improving Reading instruction
- 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

Professional Development

arts have been key. Focusing on NGSS is also an area we have been working on as a district. This year we are piloting new Science Curriculum.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	3