

# John B. Riebli Charter Elementary

## 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

<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://rbjpanthers.org/">https://rbjpanthers.org/</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	49 70805 6111066

## 2025-26 District Contact Information

<b>District Name</b>	Mark West Union School District
<b>Phone Number</b>	(707) 524-2972
<b>Superintendent</b>	Dr. Rachel Valenzuela
<b>Email Address</b>	rvalenzuela@mwusd.org
<b>District Website</b>	<a href="http://www.mwusd.org">www.mwusd.org</a>

## 2025-26 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 program is supplemented with computer classes for all 3rd-6th graders, an Art Docent program, STEM Program, a weekly

## 2025-26 School Description and Mission Statement

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 2025-26

Goal #1: All grades 3-6 students will demonstrate a 5% overall growth on the Smarter Balanced Assessments in English Language Arts.

Goal #2: Riebli School will improve in Culture and Relationships as measured by the YouthTruth Survey. For Culture, student scores will increase from 11% to 30%. For Relationships, student scores will increase from 77% to 85%.

Goal #3: All grades 3-6 students will demonstrate a 5% overall growth on the Smarter Balanced Assessments in Mathematics.

Goal #4: In grades K-6, 78% 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

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	60
Grade 2	52
Grade 3	61
Grade 4	54
Grade 5	42
Grade 6	52
<b>Total Enrollment</b>	<b>411</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.7
American Indian or Alaska Native	1
Asian	2.7
Black or African American	1
Filipino	0.2
Hispanic or Latino	26.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	6.3
White	62
English Learners	4.6
Socioeconomically Disadvantaged	36.7
Students with Disabilities	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.3	94.83	63.7	95.31	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0.1	0.19	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1	5.17	3	4.48	15831.9	5.67
<b>Total Teaching Positions</b>	19.3	100	66.9	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18	94.74	61.4	93.5	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	1.1	1.7	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	5.26	3.1	4.76	14303.8	5.15
<b>Total Teaching Positions</b>	19	100	65.7	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.5	100	62.7	93.22	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	1.49	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0.7	1.07	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	2.8	4.21	13705.8	4.91
<b>Total Teaching Positions</b>	19.5	100	67.2	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
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<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	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>.

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

For the current year 2025-2026, 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 Math 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.

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0.0
<b>Mathematics</b>	K-6 Math Expressions, Houghton Mifflin Harcourt 2015	0.0
<b>Science</b>	Discovery K-8	0.0
<b>History-Social Science</b>	K-6 MacMillan McGraw Hill, California Vistas 2007	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

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.

## School Facility Conditions and Planned Improvements

### 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 2025

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		
<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	

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	46	56	51	54	47	48
<b>Mathematics</b> (grades 3-8 and 11)	37	35	44	43	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	205	200	97.56	2.44	55.50
Female	117	114	97.44	2.56	57.89
Male	88	86	97.73	2.27	52.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	47	95.92	4.08	51.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	134	131	97.76	2.24	56.49
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	88	97.78	2.22	40.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	21	91.30	8.70	28.57

## 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
<b>All Students</b>	205	200	97.56	2.44	35.00
<b>Female</b>	117	113	96.58	3.42	26.55
<b>Male</b>	88	87	98.86	1.14	45.98
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	49	47	95.92	4.08	29.79
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	134	131	97.76	2.24	35.11
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	90	87	96.67	3.33	18.39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	23	21	91.30	8.70	19.05

## 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
<b>Science</b> (grades 5, 8 and high school)	32.76	32.56	29.51	30.77	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
<b>All Students</b>	44	43	97.73	2.27	32.56
<b>Female</b>	26	25	96.15	3.85	24.00
<b>Male</b>	18	18	100.00	0.00	44.44
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	13	12	92.31	7.69	41.67
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	28	28	100.00	0.00	25.00
<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>	22	21	95.45	4.55	19.05
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<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.

#### 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 5	97%	98%	98%	87%	98%
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.

#### 2025-26 Opportunities for Parental Involvement

John B. Riebli School benefits from exceptional parent and community involvement. Parent volunteers are welcomed and encouraged to play an active role in the Riebli community. Parents regularly support classrooms, the library, STEAM, Student Council, academic programs, and after-school sports. In addition, parents serve in leadership and advisory roles through the School Site Council, English Learner Advisory Committee (ELAC), and as PTA general and board members. We highly value the time, dedication, and partnership of our families. Parent involvement also makes enriching field trip experiences possible, allowing students to visit local and Bay Area destinations.

The Riebli School PTA is a highly active organization that plans school-wide events, leads fundraising efforts, and coordinates supplemental instructional programs. One example is the annual Fall Walk-a-Thon, a well-attended community event that promotes fitness while raising funds through individual and business sponsorships. Proceeds from this and other PTA fundraisers support valuable programs such as weekly physical education and fitness classes, STEAM instruction, assemblies, and special events. Opportunities for family involvement are available at [www.rieblipta.org](http://www.rieblipta.org).

The Mark West Education Foundation further enhances student learning by supporting music and arts education, funding a portion of the K-8 music program. Additional information can be found at [www.mwef.org](http://www.mwef.org).

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	419	419	46	11.0
Female	217	217	19	8.8
Male	202	202	27	13.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	108	108	10	9.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	26	3	11.5
White	263	263	31	11.8
English Learners	19	19	1	5.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	163	163	25	15.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	42	42	8	19.0

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
3.02	2.59	4.77	2.72	2.01	3.06	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	0	0	0	0	0	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	4.77	0.00
Female	1.38	0.00
Male	8.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	9.09	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.80	0.00
English Learners	10.53	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.90	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

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.

## 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
<b>K</b>	17	3	1	0
<b>1</b>	18	3	0	0
<b>2</b>	21	2	1	0
<b>3</b>	19	2	0	0
<b>4</b>	30	0	2	0
<b>5</b>	29	0	2	0
<b>6</b>	27	0	2	0
<b>Other</b>	5	1	0	0

## 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
<b>K</b>	19	3	0	0
<b>1</b>	18	3	0	0
<b>2</b>	19	2	0	0
<b>3</b>	18	3	0	0
<b>4</b>	22	0	2	0
<b>5</b>	29	0	2	0
<b>6</b>	24	0	2	0
<b>Other</b>	20	1	0	0

## 2024-25 Elementary 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 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	18	3		
1	20	3		
2	17	3		
3	20	2	1	
4	27		2	
5	21	1	1	
6	26		2	

## 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	0

## 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.4

## 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
<b>School Site</b>	\$20,451	\$5,939	\$14,512	\$95,258
<b>District</b>	N/A	N/A	\$13,636	\$105,066
<b>Percent Difference - School Site and District</b>	N/A	N/A	6.2	-9.8
<b>State</b>	N/A	N/A	\$11,146	\$100,089
<b>Percent Difference - School Site and State</b>	N/A	N/A	26.2	-4.9

## Fiscal Year 2024-25 Types of Services Funded

Supplemental services are provided for students who require additional support to access the core curriculum, as well as for those performing above grade-level expectations. These supports are delivered during the school day. Students may be regrouped for targeted instruction in reading, language arts, or English Language Development, and may also be regrouped to receive curriculum extensions. Students with the most significant learning needs receive specialized instruction and services through special education programs.

Riebli School implements a Response to Intervention (RTI) model known as What I Need (WIN) Time to support student learning. Four days per week, students at each grade level are grouped based on instructional needs for a 30-minute language arts block. Instruction during WIN Time is provided by a collaborative team that includes a part-time Reading Specialist, Resource Specialist Teacher, Resource paraprofessional, English Learner paraprofessional, and classroom teachers.

The district partners with the Extended Child Care Coalition of Sonoma County (ECC) and the Boys & Girls Club to provide after-school childcare services. These programs offer academic support through homework assistance and promote students' social development in a structured environment.

In addition, the district provides counseling services for students experiencing school adjustment challenges or family crises. The district counselor delivers direct services at each school site and supervises counseling interns, resulting in Riebli School having an on-site counselor four to five days per week. The district also provides part-time nursing services to conduct state and federal health screenings and to offer consultation and support as needed.

## 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
<b>Beginning Teacher Salary</b>	\$69,974	\$61,516
<b>Mid-Range Teacher Salary</b>	\$100,792	\$95,479
<b>Highest Teacher Salary</b>	\$123,266	\$125,208
<b>Average Principal Salary (Elementary)</b>	\$170,498	\$152,668
<b>Average Principal Salary (Middle)</b>	\$162,395	\$156,487
<b>Average Principal Salary (High)</b>		\$165,427
<b>Superintendent Salary</b>	\$232,036	\$242,781
<b>Percent of Budget for Teacher Salaries</b>	33.73%	29.76%
<b>Percent of Budget for Administrative Salaries</b>	5.31%	5.74%

## 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 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	2023-24	2024-25	2025-26
---------	---------	---------	---------

**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	3	3
--	---	---	---