John B. Riebli Charter Elementary
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Website	http://mwusd.org/District/Department/3-John-B-Riebli-Elementary
County-District-School (CDS) Code	49 70805 6111066

Entity	Contact Information
District Name	Mark West Union School District
Phone Number	(707) 524-2972
Superintendent	Ron Calloway
Email Address	rcalloway@mwusd.org
Website	www.mwusd.org

School Description and Mission Statement (School Year 2019-20)

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, Garden program, STEM Program, a weekly fitness program, a music program, field trips, 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.

Academic Goals for academic years 2019-20 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: 85% of students in grade K will achieve a 3-4 DRA level by June 2020, the remaining 15% will achieve a level 2 DRA. 75% of students in grade 1 will achieve a DRA level 18 or above by June 2020, 15% will achieve a DRA level 14, the remaining 10% will achieve a level 8-10. 75 % of students in grades 2,3 will achieve grade-level reading as measured by AR STAR by June 2020. The remaining 25% will have demonstrated one-year growth as measured by AR STAR beginning of the year compared to June 2019.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	69
Grade 1	59
Grade 2	60
Grade 3	64
Grade 4	58
Grade 5	77
Grade 6	55
Total Enrollment	442

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.9
Asian	2.3
Filipino	0.7
Hispanic or Latino	18.8
Native Hawaiian or Pacific Islander	1.1
White	71.7
Two or More Races	4.1
Socioeconomically Disadvantaged	21.3
English Learners	6.6
Students with Disabilities	7.9
Homeless	1.4

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	24	23	79
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

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, MacMillan-McGraw Hill 2019; (6th Grade) Study Sync CA, MacMillan-McGraw Hill 2019	Yes	0.0
Mathematics	K-6 Math Expressions, Houghton Mifflin Harcourt 2015	Yes	0.0
Science	K-6 MacMillan McGraw Hill California 2008	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
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	The Permanent Classrooms and Buildings were eligible for modernization on 12/6/2015.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	The HVAC and roofing were eligible for modernization on 12/6/2010.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Fair**	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	47	43	53	50	50	48
Mathematics (grades 3-8 and 11)	40	37	48	49	38	37

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	251	248	98.80	1.2	42.74
Male	139	138	99.28	0.72	36.96
Female	112	110	98.21	1.79	50.00
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100.00	0	26.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	181	178	98.34	1.66	44.38

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	13	100.00	0	69.23
Socioeconomically Disadvantaged	68	68	100.00	0	32.35
English Learners	21	21	100.00	0	28.57
Students with Disabilities	21	19	90.48	9.52	5.26
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	251	249	99.2	0.8	36.95
Male	139	139	100	0	33.09
Female	112	110	98.21	1.79	41.82
Black or African American					
American Indian or Alaska Native	--	--			--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100	0	20
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	181	179	98.9	1.1	39.11
Two or More Races	13	13	100	0	69.23
Socioeconomically Disadvantaged	68	68	100	0	23.53
English Learners	21	21	100	0	9.52
Students with Disabilities	21	19	90.48	9.52	5.26
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.7	26.7	21.3

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

John B. Riebli School has exceptional parent and community participation. Parent volunteers are welcomed and encouraged to be a part of the Riebli community. They are active in classrooms, serving on School Site Council, English Language Learner's Advisory Committee (ELAC) and as PTA general and board members. They volunteer in the library, computer lab, with Student Council, for academic support, and after school sports. We highly value the time and commitment from parents at Riebli. On a daily basis, classes will consistently have two or three parents running small group activities and helping our with clerical tasks. 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 is w ell 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, Zumba, science in the garden, art docent, 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, Zumba K-4th, and supports the Art Docent programs at each site. More information is available at www.mwef.org.

The business community of Larkfield regularly supports the school community through donations to fundraisers and special programs. Recent local scholarships have funded curriculum for our Reading Intervention library, and have supported leadership projects of the student council. Business-school partnerships are vital to 21st-century education and preparing all students to find their potential for college and careers.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.3	2.6	4.0	1.8	1.4	2.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	2		22		3		22		3	
1	19	3			22		3		19	3		
2	18	3	1		20	3			20	3		
3	20	3	1		21	1	2		20	2	1	
4	28		2		28		2		29		2	
5	28		2		29		3		26		3	
6	28		3		26		2		28		2	
Other**					7	1			10	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	.4
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8510	2179	6330	77580
District	N/A	N/A	6396	$74,178.00
Percent Difference - School Site and District	N/A	N/A	-1.0	
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 "Blended Services". Four days a week, students at 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, and EL paraprofessional support. A Gifted and Talented Education, or GATE teacher, provides a weekly 90-minute block of time for students in grades 4-6, to explore extended learning and participate in the county student programs.

The district partners with Extended Child Care Coalition of Sonoma County (ECC) and Boys & Girls Club of America, 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,982	$49,378
Mid-Range Teacher Salary	$69,669	$77,190
Highest Teacher Salary	$89,588	$96,607
Average Principal Salary (Elementary)	$121,682	$122,074
Average Principal Salary (Middle)	$0	$126,560
Average Principal Salary (High)	$0	$126,920
Superintendent Salary	$162,397	$189,346
Percent of Budget for Teacher Salaries	33%	36%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4

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
- 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.

Additionally, a common core report card was developed and is now being implemented. Beginning in 2016-17, the district assigned a full-time teacher to train and support teachers within the district to develop and implement Project Based Learning units, further strengthening the Riebli School commitment to engaging and integrated academic learning.