

2026-27 Local Performance Indicator Self-Reflection

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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	35	5.3	25.8	0.3	0	0	3.4	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards			3			
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

At Rio Valley Charter School, our teachers and administration are dedicated to providing unwavering support and establishing collaborative partnerships with all families. One of our primary approaches is through comprehensive professional development programs designed to equip our educators with the skills necessary to effectively engage parents in all academic programs, encompassing but not limited to Exact Path, IXL, Edmentum, CTE, Reading Eggs, Math Seeds, PLATO, and Rosetta Stone.

We prioritize fostering a strong home-school connection by ensuring parents have access to curriculum materials that can be utilized at home to continually enhance academic growth. To assess student progress and facilitate meaningful discussions with parents, we administer NWEA/MAP assessments twice a year for students aged 3-11, while students in grades K-2 undergo reading assessments (Dibels) and math assessments (mClass) three times per year. These assessment scores are thoroughly reviewed and thoughtfully discussed with parents, enabling us to align learning goals and monitor progress in relation to previous objectives.

In our independent study model, where teachers regularly meet with each family and student, we strive to actively engage all stakeholders. These ongoing conversations and collaborative efforts ensure that all parties are fully involved in the educational journey, promoting a comprehensive and holistic approach to student development.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Rio Valley Charter School places great significance on receiving feedback from our educational partners, recognizing its crucial role in our planning and decision-making processes. To establish a foundation of trust and respect from the very first day of school, our teachers regularly meet with families on a weekly, bi-monthly, or monthly basis, fostering strong and meaningful relationships.

RVCS hosts Back to School events, as well as science, math, and ELA nights, where we showcase the accomplishments and progress of our students. Through individual family meetings, our teachers actively engage with parents and students, gaining valuable insights into each family's unique culture, as well as their academic and socio-emotional goals for their children. To ensure effective communication and documentation, teachers diligently maintain a family communication log, where detailed notes are recorded for future reference.

Based on feedback from educational partners RVCS is expanded its use of social media by implementing Parent Square for the 2024-2025 school year. This allowed parents greater access to information regarding school events and meetings and clarified the decision-making process. The continued use of the Kelvin survey tool allows efficient surveys of students, parents, and staff and provides the school with the opportunity to address questions and concerns several times during the school year.

Rio Valley Charter School maintains an active website and Facebook page, serving as essential platforms for transparent and timely communication with our families. We firmly believe in accessibility and provide all families with the means to contact their teachers and school administration through email, text, and phone, ensuring open lines of communication at all times.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

With the model of education set forth by RVCS, all families are met with face to face in an equal and fair manner. Student computers and internet access are provided to help ensure that all engaged families, even those in underrepresented sub groups are properly

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Rio Valley Charter teachers and administration work to provide support and partnership for all families in part by using professional development to train teachers to work with parents on all academic programs including but not limited to: IXL, Edmentum, CTE, Reading Eggs, Math Seeds, PLATO, Rosetta Stone, Lexia, Lexia Pro, Keyboarding without Tears, and district adopted curriculum. Parents are provided with access to curriculum to use in their homes to support continual improvement of academic growth. All students 3-11 are assessed twice per year through NWEA/MAP, while those in grades K-2 are assessed three times per year through DIBELS and mClass math. These scores are reviewed and discussed with parents. These conversations are used to align learning goals and progress on previous goals. In this model of independent study, where teachers meet with every family/ student regularly, all stakeholders are actively engaged.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The use of FIABs has allowed teachers to target areas of weakness in students, and plan targeted instruction. This process, along with increased tutoring requested by parents has resulted in increased math scores.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

With the model of education set forth by RVCS, all families are met with face to face in an equal and fair manner. Student computers and internet access are provided to help ensure that all families, even those in underrepresented sub groups are properly engaged.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5

Practices	Rating Scale Number
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Parents are asked to provide feedback on coursework, field trips, and community opportunities. Families are encouraged to attend parent education nights and an annual student showcase. All stakeholders are surveyed at least twice during the school year, and the results from these surveys are used to make school wide impact decisions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on feedback from educational partners, RVCS will continue utilizing ParentSquare for the 2025–2026 school year. This platform has enhanced parent access to information about school events, meetings, and the overall decision-making process. The continued use of the Kelvin survey tool allows RVCS to efficiently gather input from students, parents, and staff, providing multiple opportunities throughout the year to identify and address emerging questions and concerns.

RVCS remains committed to improving stakeholder engagement in decision-making by actively incorporating feedback from the Parent Advisory Council (PAC), English Learner Advisory Committee (ELAC), and School Site Council (SSC). In addition, the school is increasing the number of informal stakeholder events to create more opportunities for open dialogue between families, staff, and administration.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

RVCS will improve engagement of underrepresented families by increasing its services for English Learners. This action is reflected in the current LCAP.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

In the spring of 2026, Rio Valley administered a comprehensive survey to students in grades 3 through 12 to evaluate their perceptions of school connectedness and overall safety. The results provide valuable insights into how students across various demographic groups experience the school environment.

Overall, 98% of students reported feeling satisfied with their sense of connection and safety at school. When disaggregated by student groups, satisfaction rates revealed some variation. American Indian, Black, and EL students all reported students 100% of feeling safe and connected, followed closely by Asian and SED students at 97%.

These results indicate that Rio Valley is maintaining a generally positive school climate across all student groups, with particularly high ratings among several subgroups. The school remains committed to addressing areas where support can be strengthened to ensure all students feel equally connected, supported, and safe.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Areas of Strength:

Overall Positive School Climate: The survey results reflect a strong overall sense of connectedness and safety among students, with 79% of all students expressing satisfaction. This indicates that the majority of students feel secure and supported at school.

High Satisfaction Among American Indian, Black, and EL students at 100%, suggesting that current school culture, programs, or supports are effectively meeting the needs of these groups.

Consistency Across Most Demographic Groups: While some variation exists, most student groups reported satisfaction levels within a narrow range, indicating that schoolwide efforts to foster a safe and inclusive environment are reaching a broad spectrum of students.

Strong Ratings from Asian and SED Students: With 97% of Black students and 78% of Socioeconomically Disadvantaged (SED) students reporting satisfaction, these groups are experiencing school connectedness and safety at levels close to or above the overall average.

Closing Small Gaps Among Demographic Groups: Although satisfaction rates are high, the data shows slight disparities across racial and ethnic subgroups. Continued efforts are needed to ensure equitable access to resources, relationships, and opportunities for all students.

Sustained Monitoring of Safety and Belonging: The findings underscore the importance of maintaining a focus on fostering school environments where every student feels seen, valued, and secure. Ongoing data collection, stakeholder engagement, and responsive action planning will be key.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Actions which are included in the current 2026-2027 LCAP:

Continue administering annual climate surveys and include open-ended questions for richer insight.

Host follow-up listening sessions with students and families to explore survey results and gather recommendations.

Success Indicators:

Clear, ongoing communication of survey findings and responsive actions.

Increased participation in schoolwide feedback efforts.

Evidence of continuous improvement cycles informed by stakeholder input.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Rio Valley Charter School diligently monitors its progress in meeting Priority 7 standards through a comprehensive evaluation process involving both qualitative and quantitative assessments. This evaluation entails a review of course offerings and Master Agreements for course selection, aiming to ascertain the extent to which all students have equitable access to and enrollment in a diverse range of academic subjects.

To accurately gauge access and enrollment, the school utilizes course enrollment reports generated by the district's student information system, PowerSchool. These reports provide valuable insights into access and enrollment patterns based on various criteria, including grade spans, unduplicated student groups, and students with exceptional needs.

Beginning in the 2021-2022 school year, Rio Valley Charter School achieved a remarkable milestone, with 100% of its students enjoying full access to a comprehensive course of study as defined by the California Board of Education. This accomplishment underscores our unwavering commitment to ensuring that all students have the opportunity to explore and engage with a broad range of academic disciplines, fostering a well-rounded educational experience for every learner.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Rio Valley Charter School ensures that all students in grades TK-5 are enrolled in a comprehensive and diverse course of study. We prioritize offering access and enrollment in the six areas recognized by the state of California as constituting a broad course of study for grades 1-5. Furthermore, our elementary students have the opportunity to engage in visual and performing arts as part of their Master Agreement.

Our middle school students at Rio Valley Charter School also benefit from a wide-ranging course selection within their Master Agreements. For students in grades 6-8, we provide a comprehensive and student-driven approach to visual and performing arts. This includes options such as instrumental music, voice lessons, and acting classes. We also offer an array of courses in languages, art, dance, and music, allowing students to explore their passions and interests.

To support students who require additional assistance, we provide individual tutors, direct online support, and ESL supports to ensure their academic success. In our high school program, all courses undergo board approval and are evaluated to ensure that students have access to offerings approved under the A to G requirements, as well as Career Technical Education (CTE) Industry Pathways. Examples of these pathways include Veterinary Medical Applications, Floral Design, and Small Engine Technology.

We also provide opportunities for college dual enrollment classes in accordance with community college guidelines, allowing students over the age of 16 to pursue advanced coursework. Importantly, all core subjects offered, including mathematics, English Language Arts, Science, and Social Studies, have A to G approved options that meet the

requirements for CSU/UC admissions. This comprehensive approach to course offerings ensures that Rio Valley Charter School students have access to a well-rounded education that prepares them for both higher education and career pathways.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Rio Valley Charter School acknowledges the presence of certain barriers that hinder the optimization of broad course offerings for all students. These barriers include:

Limited time within the confines of a typical school day, which restricts students' ability to take additional courses. As a result, scheduling constraints necessitate careful consideration and prioritization of available academic options.

Limited community opportunities and/or online offerings, particularly in the context of a non-site based school model. This constraint poses challenges in accessing a diverse range of courses and extracurricular activities beyond the traditional school setting.

To address these barriers and ensure a comprehensive course of study, Rio Valley Charter School consistently conducts a thorough analysis of enrollment patterns in various academic disciplines. This analysis serves as a valuable source of information, informing decision-making processes regarding course offerings and program development.

Moreover, Rio Valley Charter School strategically utilizes the Local Control and Accountability Plan (LCAP) as a planning and budgetary tool to support Priority 7. By aligning the identified needs and goals identified through the enrollment analysis with the LCAP objectives, the school establishes a framework for allocating resources effectively and efficiently.

Through ongoing analysis, careful decision-making, and the utilization of the LCAP, Rio Valley Charter School endeavors to overcome barriers and provide students with a broad course of study that aligns with their academic needs and aspirations.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Rio Valley Charter School is committed to increasing their College and Career Indicator as reflected on the California School Dashboard. As part of our strategic response, we have devised plans to expand the range of courses available through our partnership with Delta Community College. Additionally, we are diligently working to ensure that students at all three RVCS sites have equal access to these courses.

Recognizing the value of collaborative partnerships with institutions like Delta Community College, we aim to enhance the educational opportunities and academic experiences of our students. By broadening the course offerings through this collaboration, we provide students with a wider array of subjects to explore and engage with, fostering their intellectual growth and preparing them for future success.

Furthermore, our commitment to equitable access extends to both RVCS sites, ensuring that students across our campuses have equal opportunities to enroll in these Delta Community College courses. We understand the importance of providing consistent and inclusive educational opportunities regardless of geographic location, promoting a level playing field for all our students.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					