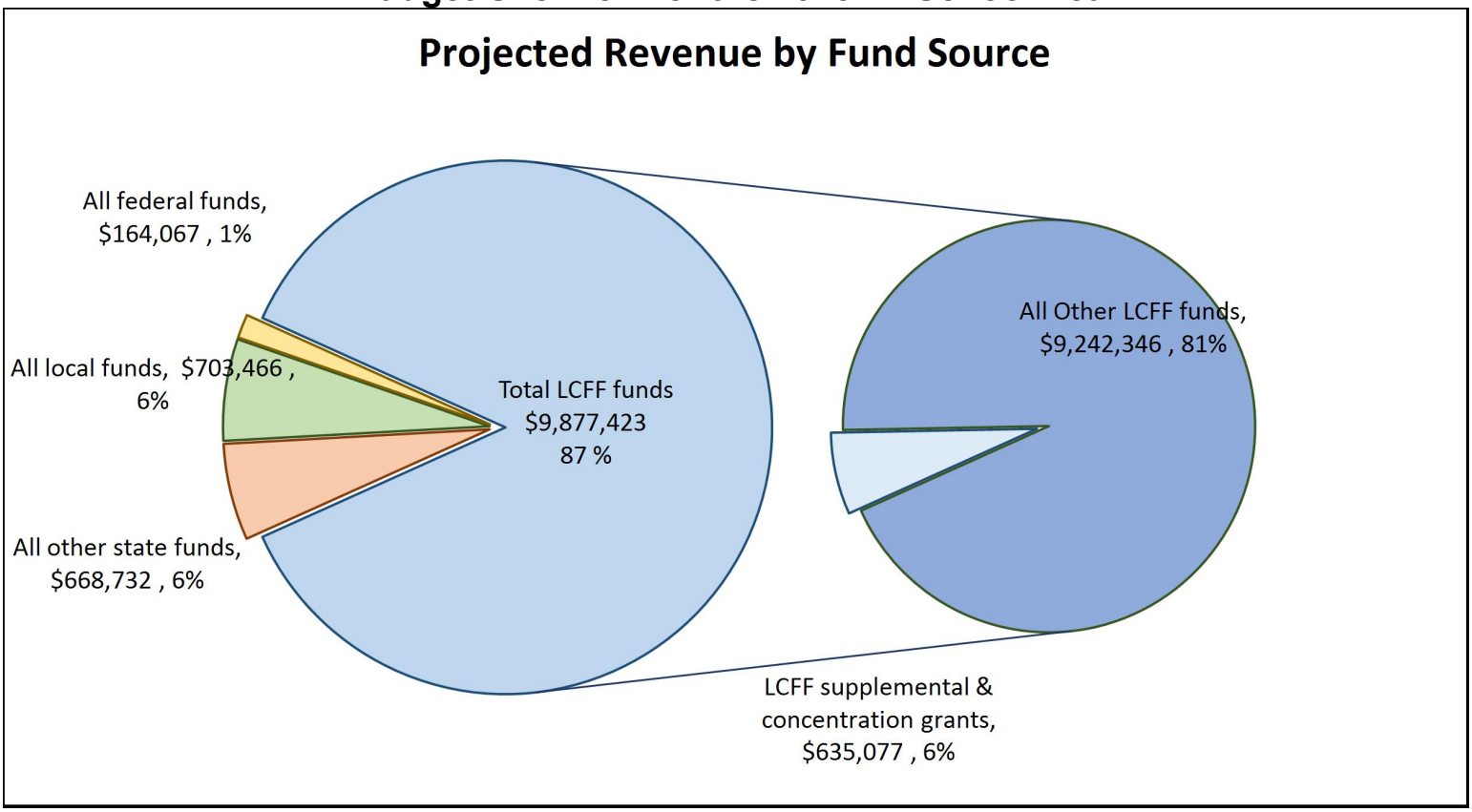
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Valley Charter School
CDS Code: 56724705630363
School Year: 2026-27
LEA contact information:
Deanna Downs
Executive Director
deanna.downs@goldenvcs.org
(805) 642-3435

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

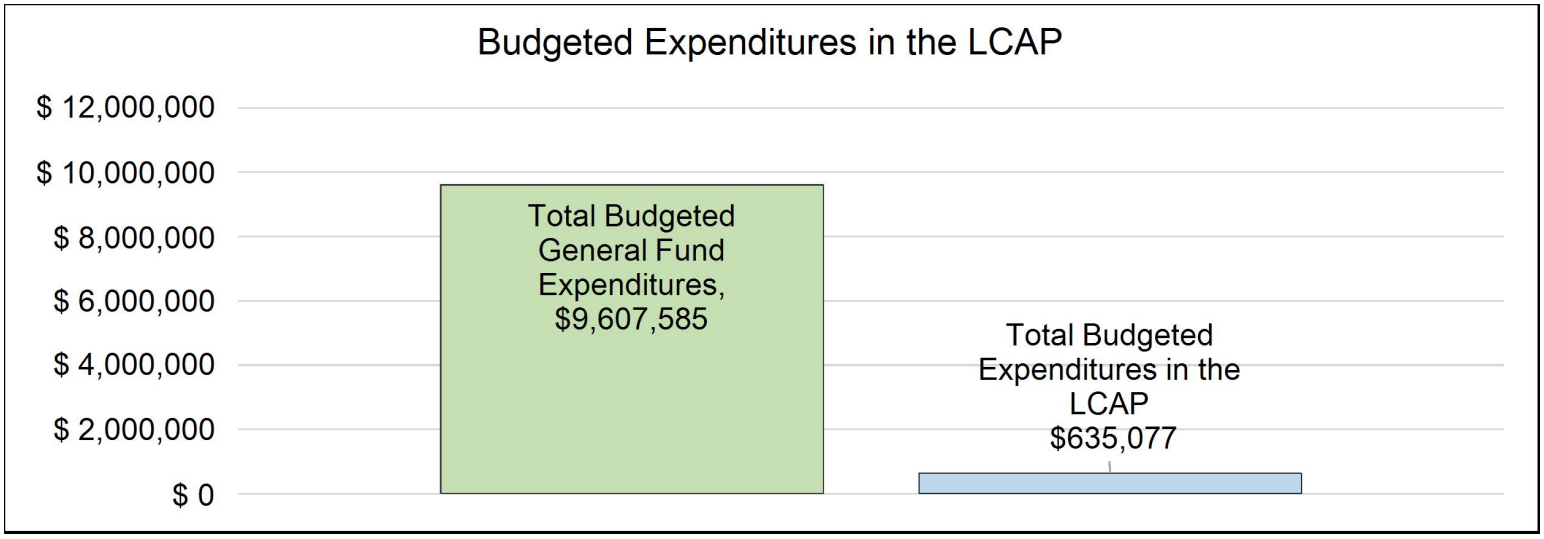


This chart shows the total general purpose revenue Golden Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Golden Valley Charter School is $11,413,688, of which $9,877,423 is Local Control Funding Formula (LCFF), $668,732 is other state funds, $703,466 is local funds, and $164,067 is federal funds. Of the $9,877,423 in LCFF Funds, $635,077 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Golden Valley Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Golden Valley Charter School plans to spend $9,607,585 for the 2026-27 school year. Of that amount, $635,077 is tied to actions/services in the LCAP and $8,972,508 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

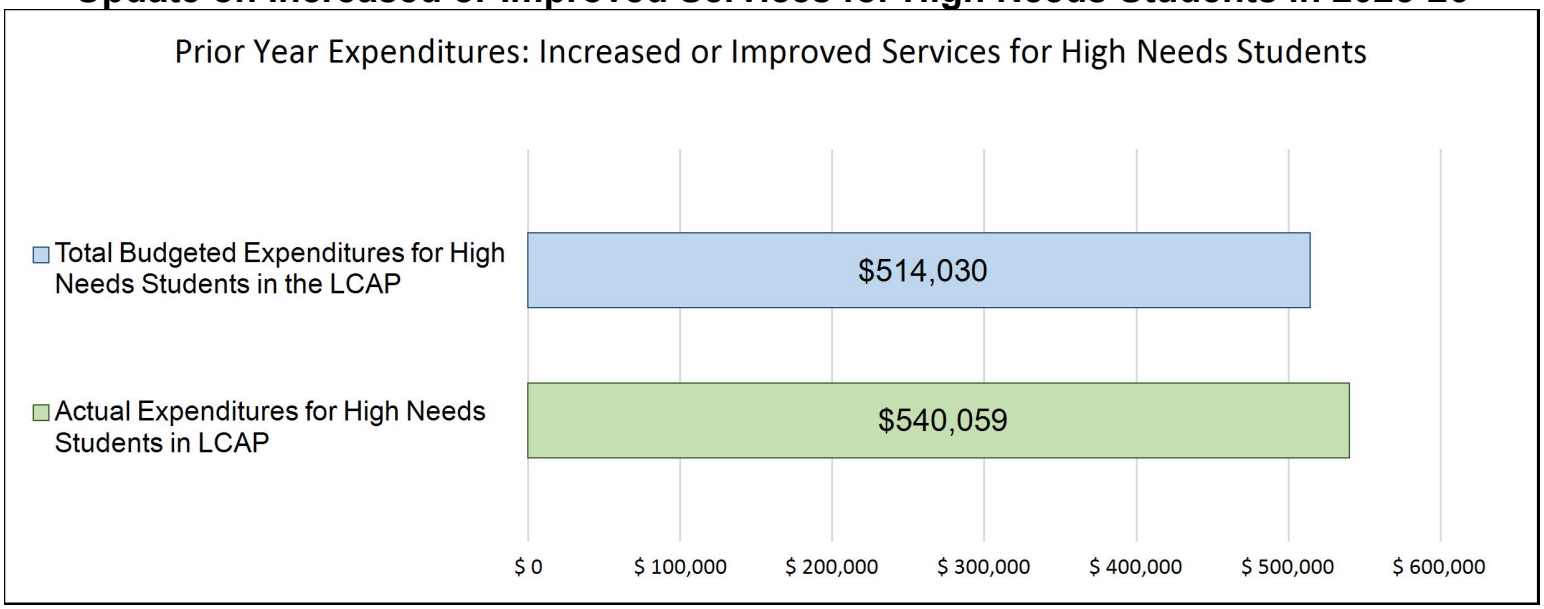
General Fund Budget expenditures not included in the LCAP primarily consist of operational and administrative costs necessary to maintain the overall functioning of Golden Valley Charter School. These expenditures may include facilities and lease costs, insurance, audit and legal services, routine maintenance and operations, technology infrastructure, business and fiscal services, and other general operating expenses that support the educational program, but are not directly tied to specific LCAP goals or actions.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Golden Valley Charter School is projecting it will receive $635,077 based on the enrollment of foster youth, English learner, and low-income students. Golden Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Valley Charter School plans to spend $635,077 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Golden Valley Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Golden Valley Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Golden Valley Charter School's LCAP budgeted $514,030 for planned actions to increase or improve services for high needs students. Golden Valley Charter School actually spent $540,059 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Valley Charter School	Deanna Downs Executive Director	deanna.downs@goldenvcs.org (805) 642-3435

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Golden Valley Charter School (GVCS) was established with a commitment to respecting and honoring parent choice, empowering families to create personalized educational programs that meet their children's unique needs within a homeschool/independent study setting. GVCS is a public, standards-based, personalized learning school of choice, serving TK–12 students across Ventura, Los Angeles, Kern, and Santa Barbara counties. GVCS partners with parents/guardians to provide the optimal educational program for each student, with the parent/guardian taking responsibility for the education of the student and acting as the day-to-day teacher for the student. As a school, GVCS provides accountability, documentation, materials, resources, assessment, and support. GVCS also provides a credentialed teacher called an Education Facilitator (EF) who develops a close relationship with the student and the parent/guardian. The EF oversees the general educational program of the student, and assists the parent/guardian with learning plans and documentation of the student's work, as well as selecting and securing appropriate curriculum, materials, and services.

According to the 2025 California School Dashboard, 40% of GVCS students are identified as unduplicated pupils, including socioeconomically disadvantaged students, English learners, and students in other targeted groups, which informs the school’s focus on equitable access and support. GVCS student population is made up of 574 TK-12 students, including 1% African American 5 students), 4% Asian (24 students), 33% Hispanic (192 students),9% Two or More Races (54 students), and 50% White (285 students). Additionally, GVCS student population is made up of 36% Socioeconomically Disadvantaged (207 students), 8% Students with Disabilities (46 students), and 4% English Learners (22 students). GVCS had three students that experienced homelessness and did not have any foster youth.

GVCS continues to reflect on student performance data and educational partner input to identify areas of strength and opportunities for growth. Feedback from families, students, and staff highlights the value of personalized learning, strong relationships with Education Facilitators, and flexible program options. At the same time, the school has identified opportunities to further strengthen student engagement, communication, and targeted academic support for specific student groups. These insights guide the development of the LCAP and the actions and services designed to improve student outcomes.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

GVCS reviewed multiple measures of student performance, including the 2025 California School Dashboard, local assessment data, educational partner feedback, attendance data, and student engagement survey results to evaluate progress toward LCAP goals and identify areas requiring additional support. Local assessment data demonstrated continued student growth in literacy and mathematics across grade spans; however, CAASPP results indicated inconsistent performance in standards mastery among student groups, particularly among Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities. Analysis of assessment trends and educational partner feedback identified variability in instructional implementation across independent study settings as a contributing factor because families utilize a variety of instructional approaches and levels of instructional support.

Academic Achievement – English Language Arts (ELA)

In 2025, GVCS experienced a decline in ELA performance, moving from a Green status level in 2024 to Orange, with 49% of students meeting or exceeding standards. Subgroup data indicates continued performance gaps, with Socioeconomically Disadvantaged students also performing at an Orange level (40% meeting or exceeding standards) and Students with Disabilities demonstrating significantly lower outcomes. English Learner performance remained relatively stable; however, results continue to vary due to small subgroup sizes.

This decline suggests a need for increased consistency in standards-based instruction and targeted literacy support, particularly within the homeschool/independent study model where instructional delivery may vary across learning environments. GVCS recognizes that the variability in instructional approaches across individualized learning environments, while central to the program model, may contribute to inconsistent alignment to grade-level standards and impact overall student performance.

Academic Achievement – Mathematics

Mathematics performance remains an area of need, with GVCS maintaining an Orange status level, and 37% of students meeting or exceeding standards. Subgroup performance highlights significant gaps, particularly for Socioeconomically Disadvantaged students (22%) and Students with Disabilities (12%). English Learner outcomes also indicate a need for increased support in mathematics.

These results reinforce the need for continued focus on strengthening math instruction, expanding targeted interventions, and providing additional resources and support for families to effectively deliver math instruction in the home setting. GVCS also recognizes that the individualized nature of instruction within the independent study model can create inconsistencies in the pacing, rigor, and alignment of mathematics instruction to grade-level standards, impacting student achievement.

Local Assessment Data – i-Ready Diagnostic

Local assessment data reflects strong and encouraging growth trends across both reading and mathematics. In reading, 78% of students performed at or above grade level, an increase from the prior year. Gains were also seen across all student groups, including significant improvement for Students with Disabilities and English Learners. Further, in mathematics, 69% of students performed at or above grade level, also reflecting notable growth. Subgroups demonstrated meaningful improvement, particularly Students with Disabilities and Socioeconomically Disadvantaged students.

These results suggest that GVCS's personalized learning model, targeted supports, and use of adaptive assessment tools are contributing to student growth, even as state assessment outcomes indicate a need for continued alignment and consistency in instruction.

Graduation Rate - GVCS achieved a 94% graduation rate, reflecting strong student persistence and successful completion of graduation requirements.

School Climate & Educational Partner Engagement

Student connectedness survey data demonstrated improvement in overall school connection; however, survey responses also showed that a portion of students continued to report uncertainty regarding their connection to school. This indicates a continued need to expand opportunities for relationship-building, enrichment activities, in-person engagement opportunities, and counseling support because students in personalized learning environments may experience fewer natural opportunities for peer interaction than students in traditional school settings.

Overall Reflection and Next Steps

As a personalized learning, homeschool/independent study program, GVCS recognizes that instructional experiences may vary across families and learning environments. While local assessment data demonstrates strong student growth, state assessment results indicate a need to strengthen consistency and alignment in standards-based instruction. In response, GVCS will focus on: Strengthening early literacy and mathematics instruction;
Expanding targeted interventions and tutoring, particularly for Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students; Developing clearer grade-level benchmarks and tools for parent/guardian educators; Increasing access to instructional resources, curriculum, and technology supports; Providing parent/guardian workshops focused on effective instructional strategies; Enhancing student engagement and connectedness through expanded in-person opportunities; and continuing data-driven cycles of inquiry to monitor progress and adjust supports.

GVCS will continue implementing supplemental instructional resources, targeted intervention supports, counseling services, school connectedness opportunities, and parent education supports designed to improve academic achievement, engagement, and equitable access to services for all students, with particular emphasis on unduplicated pupils and students demonstrating academic risk factors.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Golden Valley Charter School has not been identified for comprehensive support and improvement under the Every Student Succeeds Act.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Golden Valley Charter School has not been identified for comprehensive support and improvement under the Every Student Succeeds Act.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Golden Valley Charter School has not been identified for comprehensive support and improvement under the Every Student Succeeds Act.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All Educational Partners	Philosophical Approach - Engaging educational partners remains a priority at Golden Valley Charter School (GVCS) and is fundamental to our success. GVCS values the critical role that educational partners play in identifying student needs, shaping actions to address those needs, and supporting efforts to improve student outcomes. As such, GVCS is committed to fostering meaningful engagement with all educational partners throughout the development, review, and annual update of the LCAP, ensuring that their voices help drive continuous improvement for all students.
GVCS Directors (Administration)	Directors met on a weekly basis to review school needs and respond to input from staff, students, and parents/guardians. Additional opportunities for feedback were provided through participation in eight governing board meetings, the annual spring town hall, and the annual survey. These structures supported ongoing dialogue and ensured that their educational partner input was consistently considered in school planning and decision-making.
GVCS Staff (Educational Facilitators and School Personnel)	Certificated and classified staff engaged regularly with administration through team meetings, individual check-ins, school wide meetings, emails, and surveys. Meetings were held both in-person and virtually throughout the year. Additional opportunities for input were provided through participation in governing board meetings and the annual spring town hall, ensuring staff voice was incorporated into school planning and decision-making.
GVCS TK-12 Parents/Guardians	Parents, including those of unduplicated pupils and students with exceptional needs, had multiple opportunities to share input in making

Educational Partner(s)	Process for Engagement
	decisions for GVCS. Opportunities included surveys, in-person/virtual meetings with EFs, town hall events, governing board meetings, enrichment and outreach activities, responses to ParentSquare announcements, and direct communication through emails, and/or phone calls. Families also visited the GVCS office, which facilitated opportunities for parents/guardians to share their thoughts, ideas, and needs with administration. These opportunities ensured that the parent/guardian voice was incorporated into school planning and decision-making.
GVCS TK-12 Students	GVCS students were provided multiple opportunities to share input on school decisions through surveys, participation in monthly in-person or virtual learning plan meetings, enrichment and outreach activities, student focus groups, and feedback shared during special student events. Through these opportunities, student perspectives were actively considered in school planning and decision-making.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

After gathering feedback and engaging in meaningful consultation with educational partners, GVCS identified several key themes that directly informed the development of the 2026–27 LCAP. As a personalized homeschool/independent study program, GVCS values the critical role of families in delivering instruction and remains committed to providing the resources, support, and guidance needed to promote student success. Educational partner input consistently emphasized the importance of maintaining high-quality instructional materials, targeted academic supports, and opportunities that strengthen student engagement and school connectedness. Based on the input received from educational partners, key areas reflected in the 2026–27 LCAP include:

Parent and Guardian Input: Parents and guardians expressed strong support for continuing the Supplemental Funding Program (SFP) to address individual student needs. Families also emphasized the importance of expanding in-person enrichment and outreach opportunities to increase student engagement and connection to the school community. Additional feedback highlighted the need for increased supports for high school students, continued access to schoolwide academic subscriptions, and maintaining strong community partnerships through the vendor program.

Student Input: Students indicated a desire for increased in-person opportunities and more meaningful ways to connect with peers, particularly at the middle and high school levels. Feedback also included interest in expanding field trips and offering more engaging events, such as outdoor activities, community service opportunities, and academic-focused events, to enhance school connectedness and student engagement.

GVCS Staff and Leadership Input: Certificated and classified staff, along with school leadership, emphasized the importance of continuing to monitor student progress through benchmark assessments, written and oral evaluations, and i-Ready diagnostics. Input also supported the

continued use of supplemental funding to provide targeted resources for socioeconomically disadvantaged students, English learners, and other student groups. Additionally, staff identified the need to expand parent workshops and create opportunities for families to collaborate and share best practices. Strengthening student engagement and school connectedness through expanded in-person opportunities was also identified as a key priority.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students who graduate from Golden Valley Charter School will be prepared to enter a higher education and/or pursue a career path.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

GVCS implements a personalized, independent study model supported by supplemental curriculum, technology, and targeted interventions designed to ensure equitable access to rigorous, standards-based instruction. While all planned actions were fully implemented with fidelity, student performance data reflects mixed outcomes, with continued growth in local measures and declines in some areas of state assessment performance. These results indicate that current systems are effectively in place but require increased consistency in instructional delivery and alignment to grade-level standards across individualized learning environments.

GVCS will continue to refine instructional supports, strengthen grade-level benchmarks, and expand targeted interventions to improve outcomes for all students, with a focus on socioeconomically disadvantaged students, English learners, and students with disabilities.

In developing Goal 1, Golden Valley Charter School (GVCS) prioritized the academic needs of socioeconomically disadvantaged (SED) students, English Learners (EL), and all students within our personalized homeschool/independent study model. GVCS is committed to ensuring that all students develop the academic skills, foundational literacy, and mathematical proficiency needed for success in post-secondary education and career pathways. This goal reflects GVCS' focus on individualized, family-centered learning supported by California content standards as a guide for student progress. GVCS supports students through differentiated learning pathways, including personalized curriculum options, targeted interventions, remediation, and academic acceleration. Education Facilitators work collaboratively with families to develop individualized learning plans that reflect student interests, pace, and academic growth, while also monitoring progress toward grade-level expectations.

Through ongoing data collection, assessment, and educational partner collaboration, GVCS continuously refines supports to meet the diverse needs of students. While educational partner feedback reflects strong support for the personalized learning model, student performance data indicates ongoing variability in outcomes across student groups and assessment measures. This highlights the importance of strengthening consistency in how learning expectations are supported across individualized learning environments. GVCS remains

committed to a flexible, student-centered approach that balances family choice with clear academic expectations, ensuring all students are prepared for college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1(a): Conditions for Learning Basic Services: Teachers appropriately assigned and fully credentialed for assignment.	According to the 2023 CA Dashboard on the Local Indicator Reflection, GVCS teachers are appropriately assigned and fully credentialed for assignment.	According to the 2024 CA Dashboard on the Local Indicator Reflection, GVCS teachers are appropriately assigned and fully credentialed for assignment.	According to the 2025 CA Dashboard on the Local Indicator Reflection, GVCS teachers are appropriately assigned and fully credentialed for assignment.	Maintain baseline for teachers appropriately assigned and fully credentialed for assignment.	No difference.
1.2	Priority 1(b): Conditions for Learning Basic Services: Standards-aligned instructional materials for every student.	According to the 2023 CA Dashboard on the Local Indicator Reflection, 100% of GVCS students had access to standards aligned curriculum and instructional materials.	According to the 2024 CA Dashboard on the Local Indicator Reflection, 100% of GVCS students had access to standards aligned curriculum and instructional materials.	According to the 2025 CA Dashboard on the Local Indicator Reflection, 100% of GVCS students had access to standards aligned curriculum and instructional materials.	Maintain baseline of 100%.	No difference.
1.3	Priority 2(a): Conditions for Learning Implementation of State Standards: Implementation of state board adopted academic and performance standards for all students.	According to the local reflection tool on the 2023 CA Dashboard, progress of implementing state board adopted academic and performance standards for all students is fully	According to the local reflection tool on the 2024 CA Dashboard, progress of implementing state board adopted academic and performance standards for all	According to the local reflection tool on the 2025 CA Dashboard, progress of implementing state board adopted academic and performance standards for all	Maintain "Full Implementation And Sustainability" on CA Dashboard Rating Scale.	No difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		implemented and sustainable.	students is fully implemented and sustainable.	students is fully implemented and sustainable.		
1.4	Priority 2(b): Conditions for Learning Implementation of State Standards: Programs/Services to enable English Learners access to CCSS and ELD standards for the purposes of gaining academic content knowledge and English language proficiency.	According to the local reflection tool on the 2023 CA Dashboard, progress of enabling English Learners access to CCSS and ELD standards for the purposes of gaining academic content knowledge and English language proficiency is fully implemented.	According to the local reflection tool on the 2024 CA Dashboard, progress of enabling English Learners access to CCSS and ELD standards for the purposes of gaining academic content knowledge and English language proficiency is fully implemented.	According to the local reflection tool on the 2024 CA Dashboard, progress of enabling English Learners access to CCSS and ELD standards for the purposes of gaining academic content knowledge and English language proficiency is fully implemented.	Maintain "Full Implementation and Sustainability" on CA Dashboard Rating Scale.	No difference.
1.5	Priority 4(a): Pupil Outcomes Pupil Achievement: Statewide Assessments (ELA&Math)	2023 CAASPP Results - English Language Arts (ELA): All Students: 51% met or exceeded standards; 49% did not meet grade-level standards. SED Students: 48% met or exceeded standards; 52% did not meet grade-level standards. EL Students: 53% met or exceeded standards;	2024 CAASPP Results - English Language Arts (ELA): All Students: 54% met or exceeded standards; 46% did not meet grade-level standards. SED Students: 39% met or exceeded standards; 61% did not meet	2025 CAASPP Results - English Language Arts (ELA): All Students: 51% did not meet grade-level standards. SED Students: 60% did not meet grade-level standards. EL Students: 50% did not meet	By 2026-27, decrease GVCS students not meeting grade-level standards by 3% in both ELA and Mathematics, especially for SED, EL, and SWD students.	ELA Results: All Students - Did Not Meet Grade-Level Standards: Baseline: 49%; 2024: 46%; Difference: 3% SED Students - Did Not Meet Grade-Level Standards: Baseline: 52%; 2024: 61%; Difference: 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		47% did not meet grade-level standards. SWD Students: 56% met or exceeded standards; 44% did not meet grade-level standards. 2023 CAASPP Results - Mathematics: All Students: 37% met or exceeded standards; 63% did not meet grade-level standards. SED Students: 32% met or exceeded standards; 68% did not meet grade-level standards. EL Students: 38% met or exceeded standards; 62% did not meet grade-level standards. SWD Students: 13% met or exceeded standards; 87% did not meet grade-level standards.	grade-level standards. EL Students: 55% met or exceeded standards; 45% did not meet grade-level standards. SWD Students: 34% met or exceeded standards; 66% did not meet grade-level standards. 20244 CAASPP Results - Mathematics: All Students: 39% met or exceeded standards; 61% did not meet grade-level standards. SED Students: 40% met or exceeded standards; 60% did not meet grade-level standards.	grade-level standards. SWD Students: 12% met or exceeded standards; 84% did not meet grade-level standards. 2025 CAASPP Results - Mathematics: All Students: 63% did not meet grade-level standards. SED Students: 78% did not meet grade-level standards. EL Students: 62% did not meet grade-level standards. SWD Students: 92% did not meet grade-level standards.		EL Students - Did Not Meet Grade-Level Standards: Baseline: 53%; 2024: 55%; Difference: 2% SWD Students - Did Not Meet Grade-Level Standards: Baseline: 44%; 2024: 66%; Difference: 22% Mathematics Results: All Students - Did Not Meet Grade-Level Standards: Baseline: 63%; 2024: 61%; Difference: 2% SED Students - Did Not Meet Grade-Level Standards: Baseline: 68%; 2024: 60%; Difference: 8% EL Students - Did Not Meet Grade-Level Standards: Baseline: 62%;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL Students: 41% met or exceeded standards; 59% did not meet grade-level standards. SWD Students: 17% met or exceeded standards; 83% did not meet grade-level standards.			2024: 59%; Difference: 3% SWD Students - Did Not Meet Grade-Level Standards: Baseline: 87%; 2024: 83%; Difference: 4%
1.6	Priority 4(e): Pupil Outcomes/Pupil Achievement: Percentage of EL pupils making progress toward English proficiency as measured by ELPAC.	According to the 2023 English Language Proficiency for Summative ELPAC results, 33% of GVCS are making progress towards English proficiency (Levels 3 and 4) and 67% are developing their English proficiency (Levels 1 and 2).	According to the 2024 English Language Proficiency for Summative ELPAC results, 41% of GVCS are making progress towards English proficiency (Levels 3 and 4) and 59% are developing their English proficiency (Levels 1 and 2).	According to the 2025 English Language Proficiency for Summative ELPAC results, 45% of GVCS are making progress towards English proficiency (Levels 3 and 4) and 55% are developing their English proficiency (Levels 1 and 2).	By 2026-27, 38% of GVCS EL students that are continuously enrolled for three years, will make progress towards English language proficiency.	Making progress: 8% increase. Developing proficiency: -8%
1.7	Priority 7(a): Conditions for Learning Course Access: Extent to which pupils have access to and are enrolled in a broad	According to the 2023 CA Dashboard on the Local Indicator Reflection, 100% of GVCS students had access to and are enrolled in a broad course of study.	According to the 2024 CA Dashboard on the Local Indicator Reflection, 100% of GVCS students had access to and are enrolled in a	According to the 2025 CA Dashboard on the Local Indicator Reflection, 100% of GVCS students had access to and are enrolled in a	Maintain baseline of 100% access to a broad course of study.	No difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	course of study (EC 51210/51220).		broad course of study.	broad course of study.		
1.8	Priority 8(a): Pupil Outcomes Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220 (EX: CBM metrics, Physical Fitness Testing, various participation rates etc.)	According to 2023 Local Data, 98% of 5th, 7th, and 9th grade students participated in Physical Fitness Testing.	According to 2024 Local Data, 99% of 5th, 7th, and 9th grade students participated in Physical Fitness Testing.	According to 2025 Local Data, 99% of 5th, 7th, and 9th grade students participated in Physical Fitness Testing.	Maintain 98% participation rate.	Difference: +1%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

GVCS used the following rating scale to determine the progress in implementing the actions to achieve the Goal #1. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action 1.1: TK-12 Supplemental Curriculum/Materials / 5 – Full Implementation and Sustainability
GVCS fully implemented supplemental curriculum, instructional materials, and digital learning resources to support personalized learning and targeted academic support, particularly for socioeconomically disadvantaged students, English learners, and students with disabilities. These resources were used to strengthen instruction in literacy and mathematics and were integrated into individualized learning plans across grade levels. Local assessment data indicates these supports contributed to student growth, particularly in reading and mathematics; however, state assessment results suggest continued need for increased consistency in instructional alignment and rigor across learning environments. No substantive changes were made to implementation during the year.

Action 1.2: Technology Support / 5 – Full Implementation and Sustainability
GVCS maintained full implementation of a 1:1 device program and secure digital learning systems to ensure equitable access to instructional technology for all students. Digital tools, including personalized learning platforms and intervention supports, enabled differentiated instruction and supported student engagement across independent study environments. These systems were instrumental in supporting continued growth in local assessment outcomes; however, ongoing analysis indicates that technology access alone must be paired with strengthened instructional consistency to further improve state assessment performance. No substantive changes were made to implementation during the year.

Action 1.3: English Learner (EL) Support / Implementation Status: 4 Full Implementation
GVCS provided targeted supplemental resources and curriculum supports to English Learners to support language acquisition within a personalized learning model. While English Learner performance on local assessments remained relatively strong, state assessment data indicates continued variability in outcomes. This suggests a need to expand professional learning for both staff and parent educators focused on integrated language development strategies within content instruction. These supports will be strengthened moving forward to ensure more consistent implementation across learning environments. There were no substantive changes in the planned actions compared to actual implementation in previous years.

Action 1.4: Foster Youth Support / 4 – Full Implementation
Although no foster youth were enrolled during the reporting year, GVCS maintained systems, resources, and intervention structures to ensure readiness to support foster youth students if enrolled. These structures ensure immediate access to academic, social-emotional, and engagement supports, aligned with district and state requirements. GVCS will continue to maintain and refine these supports as part of its commitment to equity and preparedness for all student populations.

Action 1.5: Professional Learning Opportunities / 5 – Full Implementation and Sustainability
GVCS provided ongoing professional learning for staff and parent educators focused on standards-based instruction, intervention strategies, and support for diverse learners. Professional development supported increased capacity in literacy and mathematics instruction and contributed to improvements in local assessment outcomes. However, state assessment results indicate a continued need to strengthen consistency in instructional practices across individualized learning environments. Future professional learning will place greater emphasis on instructional alignment, data-driven instruction, and targeted subgroup supports. There were no substantive changes in the planned actions compared to actual implementation in previous years.

Action 1.6: Support Staff for Math/Reading Intervention / Implementation Status: 4 Full Implementation
GVCS implemented targeted intervention supports, including tutoring services coordinated through dedicated support staff and external providers. Students participating in intervention services demonstrated measurable gains in mathematics performance, indicating positive impact of targeted academic support. However, overall mathematics state assessment results indicate continued need for expanded and more systematic intervention structures, particularly for Students with Disabilities and socioeconomically disadvantaged students. GVCS will continue refining intervention systems to increase access, consistency, and impact. There were no substantive changes in the planned actions compared to actual implementation in previous years.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1: Parents/guardians of socioeconomically disadvantaged students, foster youth, and English Learners were able to utilize the Supplemental Funding Program (SFP) to purchase instructional materials, curriculum, and educational software tailored to their child's learning needs. Local data shows that the majority of these funds were used for supplemental instructional materials and one-on-one tutoring. Expenditures aligned with available funding this year; however, continued funding remains necessary to sustain access to supplemental materials that support student learning.

Action 1.2: Technology Support - GVCS maintained and expanded its digital infrastructure, including the purchase of additional devices, to ensure equitable access to instructional resources and support student and staff efficiency. These efforts enhanced the learning experience for socioeconomically disadvantaged students, foster youth, and English Learners. Expenditures exceeded the original budget due to higher-than-anticipated technology and device costs.

Action 1.3: English Learner Support - Supplemental EL curriculum, materials, and online resources were purchased and provided, as needed, to improve language acquisition for our EL students. Expenditures aligned with budgeted amounts, supporting consistent implementation of planned services.

Action 1.4: Foster Youth Support - GVCS did not have any foster youth students this year, so funds were allocated to other actions.

Action 1.5: Professional Learning Opportunities - GVCS staff and parent educators participated in professional development opportunities aimed at improving academic outcomes, particularly for socioeconomically disadvantaged (SED) students and students with disabilities (SWD). Due to high participation, additional funding was needed to support the increased demand for these learning opportunities.

Action 1.6: Support Staff for Math/Reading Intervention - Funds allocated for this action were used as planned and provided targeted academic support for students in need. Intervention staff worked directly with students to improve foundational skills in both math and reading, contributing to improved academic progress and helping address learning gaps, particularly among socioeconomically disadvantaged students, English Learners, and students with disabilities.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Golden Valley Charter School (GVCS) has made meaningful progress toward Goal 1 through the implementation of actions 1.1–1.6, which focus on providing supplemental resources, technology access, professional learning, and targeted intervention supports. These actions have supported equitable access to instruction and resources for socioeconomically disadvantaged (SED) students, students with disabilities (SWD), and English Learners (EL). The continued implementation of supplemental curriculum, instructional materials, and a 1:1 device program has ensured that all students have access to personalized learning tools and digital resources. These supports have contributed to positive trends in local assessment data, including growth in both reading and mathematics, indicating that students are benefiting from individualized learning opportunities within the GVCS model. Targeted intervention efforts, including the implementation of a math support program through the math support program, demonstrated positive impact for participating students, with measurable gains in mathematics performance. Professional learning opportunities for staff and parent educators also strengthened instructional capacity, particularly in supporting diverse learners and addressing academic needs.

However, while these actions were implemented with fidelity, state assessment results indicate mixed outcomes. Mathematics performance remains an area of need, and English Language Arts (ELA) performance declined on the California School Dashboard. These results suggest that, while resources and supports are in place, there is a continued need to strengthen consistency in how learning expectations are supported across individualized learning environments. GVCS remains committed to refining these actions by expanding targeted interventions, strengthening instructional guidance for families, and increasing alignment to grade-level learning expectations. Supports for English Learners and foster youth remain in place to ensure readiness to meet student needs as enrollment fluctuates. Overall, these actions have established a strong foundation of support and access for students, while also highlighting the need for continued focus on instructional

consistency and targeted support to improve outcomes. GVCS will continue to use data and educational partner input to guide ongoing improvements and ensure students are prepared for college and career pathways.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes have been made for the upcoming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	TK-12 Supplemental Curriculum/Materials	Supplemental instructional/intervention materials, curriculum, and online programs/subscriptions will be provided to personalize and improve student learning for socioeconomically disadvantaged students, foster youth, and English Learners.	$258,290.00	Yes
1.2	Technology Support	A reliable and secure digital network, along with devices for all students, will be provided to continually enhance and improve GVCS instructional program. Supplemental instructional/intervention materials, curriculum, and software resources will be available to enhance learning for socioeconomically disadvantaged students, foster youth, and English Learners.	$125,000.00	Yes
1.3	English Learner Support	Supplemental EL curriculum, materials, and on-line resources will be purchased and provided, as needed, to improve language acquisition, along with professional learning opportunities to GVCS teaching staff and parent educators related to EL resources and strategies to support EL students.	$9,000.00	Yes
1.4	Foster Youth Support	Additional support materials will be purchased for foster youth students, as needed. Connecting students with peer mentoring programs within VCOE, along with providing transitional living skills will also be available.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Professional Learning Opportunities	Professional development/learning opportunities for GVCS staff and parent educators will be offered, especially in the areas of mathematics and early literacy, to improve academic progress, specifically with SED and SWD students.	$18,000.00	Yes
1.6	Targeted Academic Support	Support staff will collaborate closely with GVCS teaching staff and online vendors to provide targeted intervention and tutoring for students not meeting CAASPP standards in math and early literacy, prioritizing socioeconomically disadvantaged, English learner, and students with disabilities.	$138,787.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Golden Valley Charter School (GVCS) will strive to foster a strong sense of school connectedness by promoting a safe, inclusive, and supportive learning environment that is accessible and conducive to student success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

At GVCS, fostering a welcoming, inclusive, and connected school environment remains a top priority. GVCS recognizes that when students feel safe, valued, and supported, they are more likely to engage academically, participate socially, and experience positive social-emotional growth. This goal emphasizes strengthening relationships among students, families, staff, and the broader school community through meaningful communication, engagement opportunities, outreach activities, and student-centered support services.

Based on the 2025–26 annual student survey, 73% of students reported feeling connected to GVCS, a significant increase from 44% in the previous year. Additionally, 27% of students reported being unsure about their sense of connectedness, indicating that continued efforts to increase student engagement and belonging remain necessary. Students also expressed interest in additional opportunities to interact with peers in similar age groups, particularly at the middle and high school levels. Expanding these opportunities will help strengthen student relationships, increase school connectedness, and encourage greater student voice and participation in school activities.

Survey results also indicated that 100% of educational partners believe GVCS fosters a caring environment with high expectations that honors individual differences and supports student learning. GVCS remains committed to building upon these positive outcomes by continuing to expand opportunities that promote connection, engagement, and a positive school culture for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3(a): Engagement Parent and Family Engagement:	According to the 2023-24 Parent Survey, 34% of GVCS families	According to the 2024-25 Parent Survey, 30% of GVCS families	According to the 2025-26 Parent Survey, 27% of GVCS families	By 2026-27, at least 40% of GVCS families will	Annual Survey Participation: Declined 3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Efforts to seek parent input in making decisions for school sites.	participated in the Annual Survey. According to the 2023-24 Parent Survey, 96% of GVCS parents received Parent Square announcements. 2023-24 local data indicated a 7% participation rate by parents/guardians at GVCS town hall meetings.	participated in the Annual Survey. According to the 2024-25 Parent Survey, 96% of GVCS parents received Parent Square announcements. 2024-25 local data indicated a 5% participation rate by parents at GVCS town hall meetings.	participated in the Annual Survey. According to the 2025-26 Parent Survey, 98% of GVCS parents received Parent Square announcements. 2025-26 local data indicated a 5% participation rate by parents at GVCS town hall meetings.	participate in the Annual Survey. By 2026-27, 100% of GVCS parents will report they receive Parent Square announcements. By 2026-27, increase parents/guardians participation for town hall meetings by 3%.	Town hall participation: No difference.
2.2	Priority 3(b): Engagement Parent and Family Engagement: Efforts to seek participation of parents for unduplicated pupils.	2023-24 GVCS Town Hall meetings participation rate was 1% for parents for unduplicated pupils.	2024-25 GVCS Town Hall meetings participation rate was 1% for parents for unduplicated pupils.	2025-26 GVCS Town Hall meetings participation rate was 1% for parents for unduplicated pupils.	By 2026-27, increase parents/guardians participation for parents with unduplicated pupils at town hall meetings by 3%.	No difference.
2.3	Priority 3(c):nEngagement Parent and Family Engagement: Efforts to seek participation of parents in programs for students with disabilities.	2023-24 local data reports 100% of parents/guardians in programs for SWD students participated in the IEP process.	2024-25 local data reports 100% of parents/guardians in programs for SWD students participated in the IEP process.	2025-26 local data reports 100% of parents/guardians in programs for SWD students participated in the IEP process.	By 2026-27, maintain baseline of at least 100% participation rate.	No difference.
2.4	Priority 5(a): Engagement Pupil Engagement:	According to the GVCS Student Information System, student	According to the GVCS Student Information	According to the GVCS Student Information	By 2026-27, maintain baseline	No difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School attendance rates.	attendance rate was 98%.	System, student attendance rate was 98%.	System, student attendance rate was 99%.	of at least 98% attendance rate.	
2.5	Priority 5(e): Engagement Pupil Engagement: High school graduation rates.	According to the 2023 Ca School Dashboard, GVCS high school graduation rate was 94%.	According to the 2024 Ca School Dashboard, GVCS high school graduation rate was 86%.	According to the 2025 Ca School Dashboard, GVCS high school graduation rate was 94%.	By 2026-27, GVCS high school graduation rate will be at least 94%	No difference.
2.6	Priority 6(c): Engagement School Climate: Other local measures on sense of safety and school connectedness.	A comprehensive safety plan was updated and is in place annually. 100% of GVCS staff will participate in safety training and complete the Child Abuse Mandated Reporting Training. According to the 2023-24 Annual Student Survey, 64% of GVCS students reported feeling connected to the school and 21% were unsure if they felt connected to GVCS. Additionally, 95% of GVCS educational partners reported feeling connected and valued by GVCS.	A comprehensive safety plan was updated and is in place annually. 100% of GVCS staff will participate in safety training and complete the Child Abuse Mandated Reporting Training. According to the 2024-25 Annual Student Survey, 44% of GVCS students reported feeling connected to the school and 39% were unsure if they felt connected to GVCS. Additionally, 99% of GVCS educational partners reported	A comprehensive safety plan was updated and is in place annually. 100% of GVCS staff participated in safety training and complete the Child Abuse Mandated Reporting Training. According to the 2025-26 Annual Student Survey, 73% of GVCS students reported feeling connected to the school and 27% were unsure if they felt connected to GVCS. Additionally, 99% of GVCS educational partners reported feeling connected	Maintain a comprehensive safety plan, and 100% of GVCS staff participating safety training and complete the Child Abuse Mandated Reporting Training. By 2026-27, increase students feeling connected to GVCS by 5%. By 2026-27, annual survey results will report that at least 95% of educational partners feel connected to GVCS.	Students feeling connected to GVCS: Increased 9%; Unsure increased 18% Educational Partners feeling connected and valued by GVCS: Increased 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			feeling connected and valued by GVCS.	and valued by GVCS.		

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

GVCS used the following rating scale to determine the progress in implementing the actions to achieve the Goal #2. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action 2.1: School Counselor / 5 – Full Implementation and Sustainability
The continued support of a school counselor has provided valuable support for the social-emotional and behavioral needs of GVCS students. Services including risk assessments, case management, individual counseling, and small group support have helped students develop coping skills, increase engagement, and access appropriate interventions when needed. The counselor has also supported a safe, inclusive, and supportive school environment by strengthening relationships with students and families and increasing access to social-emotional resources. This action has contributed positively to student well-being, school connectedness, and overall student success. GVCS will continue utilizing counseling services to support the academic, behavioral, and emotional needs of students.

Action 2.2: School Pride, Connectedness, and Outreach Opportunities / 4 – Full Implementation
The implementation of school pride incentives and outreach opportunities has been essential in fostering a stronger sense of school connectedness among GVCS students. These efforts have contributed to building a supportive and inclusive school environment where all students, including those with unique needs, feel valued and engaged. The action has helped enhance school pride, which in turn boosts student morale and participation in school activities. By offering these incentives and opportunities, GVCS has created more pathways for students to connect with one another and the school, further strengthening relationships within the GVCS community. Moving forward, GVCS will continue to offer enrichment/outreach initiatives and incentives to ensure that all students feel a sense of belonging and ownership in their educational experience.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1: School Counselor - The GVCS school counselor continued to support students' social-emotional and behavioral needs through risk assessments, case management, and individual and group counseling services, particularly for students with unique needs. Actual expenditures were less than the original budget due the use of the Educator Effectiveness Budget Grant funds.

Action 2.2: School Pride, Connectedness, and Outreach Opportunities - GVCS offered student incentives and hosted outreach events to promote school pride and strengthen students' sense of belonging, ensuring that all students, including those with unique needs, felt valued and connected to the school community. Due to high participation in school pride events, more funds were needed than originally planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The combined implementation of Action 2.1 (School Counselor Support) and Action 2.2 (School Pride, Connectedness, and Outreach Opportunities) contributed positively to fostering a safe, inclusive, and supportive school environment at GVCS. Through individual counseling, group support, case management, and risk assessments, the school counselor provided students with social-emotional and behavioral support designed to increase student well-being, engagement, and access to needed services.

At the same time, school pride activities, enrichment and outreach opportunities, and student engagement activities helped strengthen relationships among students, families, and staff while increasing opportunities for students to feel connected and involved within the GVCS community. Student survey results reflected significant growth in school connectedness, with 73% of students reporting feeling connected to GVCS compared to 44% in the previous year.

While these actions demonstrated positive outcomes, student feedback also identified a continued need for additional peer interaction and engagement opportunities, particularly for middle and high school students. GVCS will continue refining and expanding these supports and outreach opportunities to further strengthen student connectedness, belonging, and overall school culture.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes have been made for the upcoming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Counselor	A school counselor will continue to provide academic and social-emotional counseling services at GVCS by conducting risk assessments, providing case management, and offering individual and group support, with priority given to students with unique needs.	$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	School Connectedness Opportunities	GVCS will provide outreach activities, student engagement opportunities, and recognition programs designed to promote school pride, strengthen school connectedness, and foster a sense of belonging for all students, including students with unique needs.	$25,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$635,077	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.430%	0.000%	$0.00	6.430%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** TK-12 Supplemental Curriculum/Materials **Need:** Access to TK-12 Supplemental Curriculum and Materials remains a key priority for our homeschool/independent study charter school, particularly for students who are socioeconomically disadvantaged (SED), English Learners (EL), and foster youth (FY). As a homeschool/independent study charter	For socioeconomically disadvantaged (SED) students, access to supplemental curriculum and instructional materials helps bridge resource gaps and provides additional academic support, reducing barriers to learning and promoting equitable educational opportunities. Likewise, supplemental materials and resources designed to support English Learners (EL) assist with language development, comprehension, and	Metrics to monitor the effectiveness of this action will include the following priorities: 1.2, 1.4, 1.5, 1.6, and 1.7.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school, GVCS recognizes the importance of providing families with high-quality resources that support individualized learning and promote equitable access to academic opportunities. Current student achievement data demonstrates a continued need to strengthen support in both English Language Arts (ELA) and mathematics. According to the 2025 CAASPP results, the percentage of students not meeting grade-level standards in ELA included 51% of all students, 60% of SED students, 84% of SWD students, and 50% of EL students. In mathematics, 63% of all students, 78% of SED students, 92% of SWD students, and 62% of EL students did not meet grade-level standards. These data trends highlight the continued need for targeted supplemental curriculum, intervention resources, and instructional supports designed to address learning gaps and support improved academic outcomes for all students, particularly student groups demonstrating the greatest academic needs. **Scope:** LEA-wide Schoolwide	academic access, helping to create a supportive and inclusive learning environment. Foster youth (FY), who may experience educational disruptions or instability, benefit from consistent access to high-quality instructional materials and supports that provide structure, continuity, and academic consistency. As a homeschool/independent study charter school, Golden Valley Charter School (GVCS) recognizes the importance of equipping parents and guardians with high-quality curriculum, instructional materials, and educational resources to support individualized learning at home. While this action is provided schoolwide to benefit all students, the action is principally directed toward meeting the identified needs of SED students, EL students, and foster youth, who require additional academic supports and access to resources to address achievement gaps and improve student outcomes. Providing access to TK–12 supplemental curriculum and materials reflects GVCS's ongoing commitment to educational equity, individualized support, and academic success for all students.	
1.2	**Action:** Technology Support **Need:**	Technological proficiency is essential for academic achievement, meaningful engagement in instruction, and future college and career readiness. By providing students with Chromebooks, digital learning tools, and access to	Metrics to monitor the effectiveness of this action will include the following priorities: 1.2, 1.4, 1.5, 1.6, and 1.7.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Providing technology support for students, particularly those who are socioeconomically disadvantaged (SED), English Learners (EL), foster youth (FY), and students with disabilities (SWD), remains essential to ensuring equitable access to education within the homeschool/independent study model. Access to reliable devices, digital curriculum, online intervention programs, and educational technology tools supports student engagement, individualized learning, communication, and access to instructional resources. The 2025 CAASPP results continue to demonstrate a need to strengthen achievement in both English Language Arts (ELA) and mathematics. In ELA, 51% of all students, 60% of SED students, 84% of SWD students, and 50% of EL students did not meet grade-level standards. In mathematics, 63% of all students, 78% of SED students, 92% of SWD students, and 62% of EL students did not meet grade-level standards. These outcomes highlight the continued need to provide students with equitable access to technology resources and digital learning tools that support targeted instruction, intervention, and personalized learning opportunities, particularly for student groups demonstrating the greatest academic needs. **Scope:**	online curriculum and intervention programs, GVCS promotes equitable access to educational resources, particularly for socioeconomically disadvantaged (SED) students, English Learners (EL), foster youth (FY), and students with disabilities (SWD) who may experience barriers to accessing traditional instructional supports. This commitment also extends to supporting homeschool families with the technology resources needed to effectively facilitate individualized learning within the homeschool/independent study environment. By helping bridge the digital divide, GVCS empowers students to engage meaningfully with instruction, access personalized learning opportunities, and develop the technology skills necessary for success in an increasingly digital world.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.3	**Action:** English Learner Support **Need:** According to the 2025 California School Dashboard, GVCS had fewer than 15 English Learner (EL) students; therefore, Dashboard performance data was not publicly displayed to protect student privacy. However, based on the 2025 Summative ELPAC results, 45% of GVCS English Learners are making progress toward English proficiency (Levels 3 and 4), while 55% remain in the developing stages of English proficiency (Levels 1 and 2). **Scope:** LEA-wide Schoolwide	Although GVCS has a relatively small English Learner population, the school remains committed to providing targeted supports and resources to address the unique academic and language development needs of EL students. Supplemental curriculum, language development resources, and individualized instructional supports help promote English proficiency, academic progress, and meaningful participation within the homeschool/independent study environment. GVCS will continue monitoring student progress through ELPAC results, benchmark assessments, and ongoing collaboration with families to ensure English Learners receive appropriate support and equitable access to educational opportunities. Through personalized support and continued advocacy, GVCS is committed to fostering an inclusive learning environment that supports the success of every English Learner student.	Metrics to monitor the effectiveness of this action will include the following priorities: 1.6
1.4	**Action:** Foster Youth Support **Need:** GVCS is dedicated to promptly addressing the evolving needs of foster youth, ensuring they receive the critical support and resources necessary for both academic achievement and social well-being. **Scope:**	Supporting foster youth is essential for their academic success and well-being, as they often face challenges from unstable living situations. GVCS will provide mentorship, tutoring, and access to resources like counseling to help them overcome educational barriers and reach their full potential. Investing in their education benefits both the students and society by promoting equity and equal opportunities.	Metrics to monitor the effectiveness of this action will include the following priorities: 1.2 and 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.5	**Action:** Professional Learning Opportunities **Need:** Providing ongoing professional learning opportunities for staff and parent educators remains a priority for GVCS. Continued professional development supports high-quality instruction, strengthens individualized learning practices, and promotes equitable academic opportunities for all students, particularly socioeconomically disadvantaged (SED) students, English Learners (EL), foster youth (FY), and students with disabilities (SWD). **Scope:** LEA-wide Schoolwide	Ongoing professional learning equips GVCS Education Facilitators and parent educators with research-based instructional strategies, educational resources, and effective practices to support diverse student learning needs within the homeschool/independent study environment. Professional development opportunities strengthen collaboration between staff and families, promote consistency in instructional support, and help ensure students receive targeted academic assistance aligned to their individual learning needs. Through continued training, collaboration, and access to instructional resources, GVCS remains committed to building the capacity of both staff and parent educators to support student engagement, academic growth, and overall student success.	Metric to monitor the effectiveness of this action will include the following priorities: 1.1
1.6	**Action:** Targeted Academic Support **Need:** The 2025 CAASPP results identified ongoing achievement gaps among student groups, particularly among socioeconomically disadvantaged students, English Learners, and students with disabilities in both English Language Arts (ELA) and mathematics. In ELA, 60% of SED students, 84% of SWD students, and 50% of EL students did not meet	GVCS is committed to providing personalized academic support tailored to the unique learning needs of SED, EL, and SWD students. Through targeted intervention, tutoring, remediation, and enrichment opportunities, students will receive additional instructional support designed to strengthen foundational skills, increase academic confidence, and improve readiness for future college and career pathways.	Metric to monitor the effectiveness of this action will include the following priorities: 1.4 and 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	grade-level standards. In mathematics, 78% of SED students, 92% of SWD students, and 62% of EL students did not meet grade-level standards. These outcomes demonstrate the continued need for targeted academic intervention and individualized support to address learning gaps and improve student achievement. **Scope:** LEA-wide Schoolwide		
2.1	**Action:** School Counselor **Need:** A full-time school counselor remains essential to supporting the social-emotional well-being, academic engagement, and overall success of students, particularly socioeconomically disadvantaged (SED) students and other student groups experiencing barriers to achievement. Counseling services help address challenges that may impact student learning, strengthen school connectedness, and support college and career readiness for all students. **Scope:** LEA-wide Schoolwide	The GVCS school counselor will provide individualized social-emotional and academic support through counseling services, case management, risk assessments, referrals to community resources, and collaboration with staff and families. By working closely with GVCS staff, families, and students, the counselor will help foster a safe, welcoming, and inclusive school environment that promotes student engagement, resilience, and academic success, particularly for students with the greatest identified needs.	Metrics to monitor the effectiveness of this action will include the following priorities: 2.1, 2.4, 2.5, and 2.6.
2.2	**Action:** School Connectedness Opportunities	School pride activities, enrichment/outreach opportunities, and student recognition programs	Metrics to monitor the effectiveness of this action

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Promoting school connectedness and meaningful student engagement remains an important priority within the homeschool/independent study environment, particularly for socioeconomically disadvantaged (SED) students, English Learners (EL), foster youth (FY), and students with disabilities (SWD). According to the 2025 annual student survey, 73% of students reported feeling connected to GVCS, reflecting improvement from the previous year while also demonstrating a continued need to expand opportunities that strengthen student belonging, engagement, and peer interaction. **Scope:** LEA-wide Schoolwide	help create a positive and inclusive school culture where students feel valued, connected, and supported. These opportunities encourage relationship-building among students, families, and staff while promoting student engagement, confidence, and social-emotional well-being. Within the homeschool/independent study model, intentional opportunities for student interaction and involvement are especially important in fostering a sense of belonging and strengthening school connectedness for all students, particularly those with identified needs.	will include the following priorities: 2.1, 2.4, 2.5, and 2.6.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** English Learner Support **Need:**	Although GVCS has a relatively small English Learner population, the school remains committed to providing targeted supports and resources to address the unique academic and language development needs of EL students. Supplemental	Metrics to monitor the effectiveness of this action will include the following priorities: 1.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	According to the 2025 California School Dashboard, GVCS had fewer than 15 English Learner (EL) students; therefore, Dashboard performance data was not publicly displayed to protect student privacy. However, based on the 2025 Summative ELPAC results, 45% of GVCS English Learners are making progress toward English proficiency (Levels 3 and 4), while 55% remain in the developing stages of English proficiency (Levels 1 and 2). **Scope:**	curriculum, language development resources, and individualized instructional supports help promote English proficiency, academic progress, and meaningful participation within the homeschool/independent study environment. GVCS will continue monitoring student progress through ELPAC results, benchmark assessments, and ongoing collaboration with families to ensure English Learners receive appropriate support and equitable access to educational opportunities. Through personalized support and continued advocacy, GVCS is committed to fostering an inclusive learning environment that supports the success of every English Learner student.	
1.4	**Action:** Foster Youth Support **Need:** Since GVCS did not enroll any foster youth this year, we remain committed to addressing their needs promptly as they emerge, guaranteeing they receive the essential support and resources required for academic and social success. **Scope:**	Supporting foster youth is essential for their academic success and well-being, as they often face challenges from unstable living situations. GVCS will provide mentorship, tutoring, and access to resources like counseling to help them overcome educational barriers and reach their full potential. Investing in their education benefits both the students and society by promoting equity and equal opportunities.	Metrics to monitor the effectiveness of this action will include the following priorities: 1.2 and 1.5

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Golden Valley Charter School does not have any limited actions that are associated with a Planned Percentage of Improved Services.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

GVCS does not have 55% or above of foster youth, English learners, and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:101	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:19	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	9,877,423	635,077	6.430%	0.000%	6.430%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$635,077.00	$0.00	$0.00	$0.00	$635,077.00	$198,787.00	$436,290.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	TK-12 Supplemental Curriculum/Materials	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$258,290.00	$258,290.00				$258,290.00	100
1	1.2	Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$0.00	$125,000.00	$125,000.00				$125,000.00	
1	1.3	English Learner Support	English Learners	Yes	LEA-wide Schoolwide	English Learners			$0.00	$9,000.00	$9,000.00				$9,000.00	
1	1.4	Foster Youth Support	Foster Youth	Yes	LEA-wide Schoolwide	Foster Youth			$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.5	Professional Learning Opportunities		Yes	LEA-wide Schoolwide				$0.00	$18,000.00	$18,000.00				$18,000.00	
1	1.6	Targeted Academic Support	English Learners Low Income	Yes	LEA-wide Schoolwide	English Learners Low Income			$138,787.00	$0.00	$138,787.00				$138,787.00	
2	2.1	School Counselor		Yes	LEA-wide Schoolwide				$60,000.00	$0.00	$60,000.00				$60,000.00	
2	2.2	School Connectedness Opportunities		Yes	LEA-wide Schoolwide				$0.00	$25,000.00	$25,000.00				$25,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,877,423	635,077	6.430%	0.000%	6.430%	$635,077.00	100.000%	106.430 %	**Total:**	$635,077.00
								LEA-wide Total:	$635,077.00
								Limited Total:	$0.00
								Schoolwide Total:	$635,077.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	TK-12 Supplemental Curriculum/Materials	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$258,290.00	100
1	**1.2**	Technology Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$125,000.00	
1	**1.3**	English Learner Support	Yes	LEA-wide Schoolwide	English Learners		$9,000.00	
1	**1.4**	Foster Youth Support	Yes	LEA-wide Schoolwide	Foster Youth		$1,000.00	
1	**1.5**	Professional Learning Opportunities	Yes	LEA-wide Schoolwide			$18,000.00	
1	**1.6**	Targeted Academic Support	Yes	LEA-wide Schoolwide	English Learners Low Income		$138,787.00	
2	**2.1**	School Counselor	Yes	LEA-wide Schoolwide			$60,000.00	
2	**2.2**	School Connectedness Opportunities	Yes	LEA-wide Schoolwide			$25,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$514,030.00	$540,059.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	TK-12 Supplemental Curriculum/Materials	Yes	$240,000	$240,569
1	**1.2**	Technology Support	Yes	$95,000	$132,873
1	**1.3**	English Learner Support	Yes	$7,000	$7,442
1	**1.4**	Foster Youth Support	Yes	$1,000	$0
1	**1.5**	Professional Learning Opportunities	Yes	$16,000	$22,602
1	**1.6**	Targeted Academic Support	Yes	$80,000	$81,908
2	**2.1**	School Counselor	Yes	$60,000	$39,725
2	**2.2**	School Connectedness Opportunities	Yes	$15,030	$14,940

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$514,030	$514,030.00	$540,059.00	($26,029.00)	100.000%	100.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	TK-12 Supplemental Curriculum/Materials	Yes	$240,000	$240,569	100	100
1	1.2	Technology Support	Yes	$95,000	$132,873		
1	1.3	English Learner Support	Yes	$7,000	$7,442		
1	1.4	Foster Youth Support	Yes	$1,000	$0		
1	1.5	Professional Learning Opportunities	Yes	$16,000	$22,602		
1	1.6	Targeted Academic Support	Yes	$80,000	$81,908		
2	2.1	School Counselor	Yes	$60,000	$39,725		
2	2.2	School Connectedness Opportunities	Yes	$15,030	$14,940		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$8,481,325	$514,030	0.000%	6.061%	$540,059.00	100.000%	106.368%	$0.00	0.000%