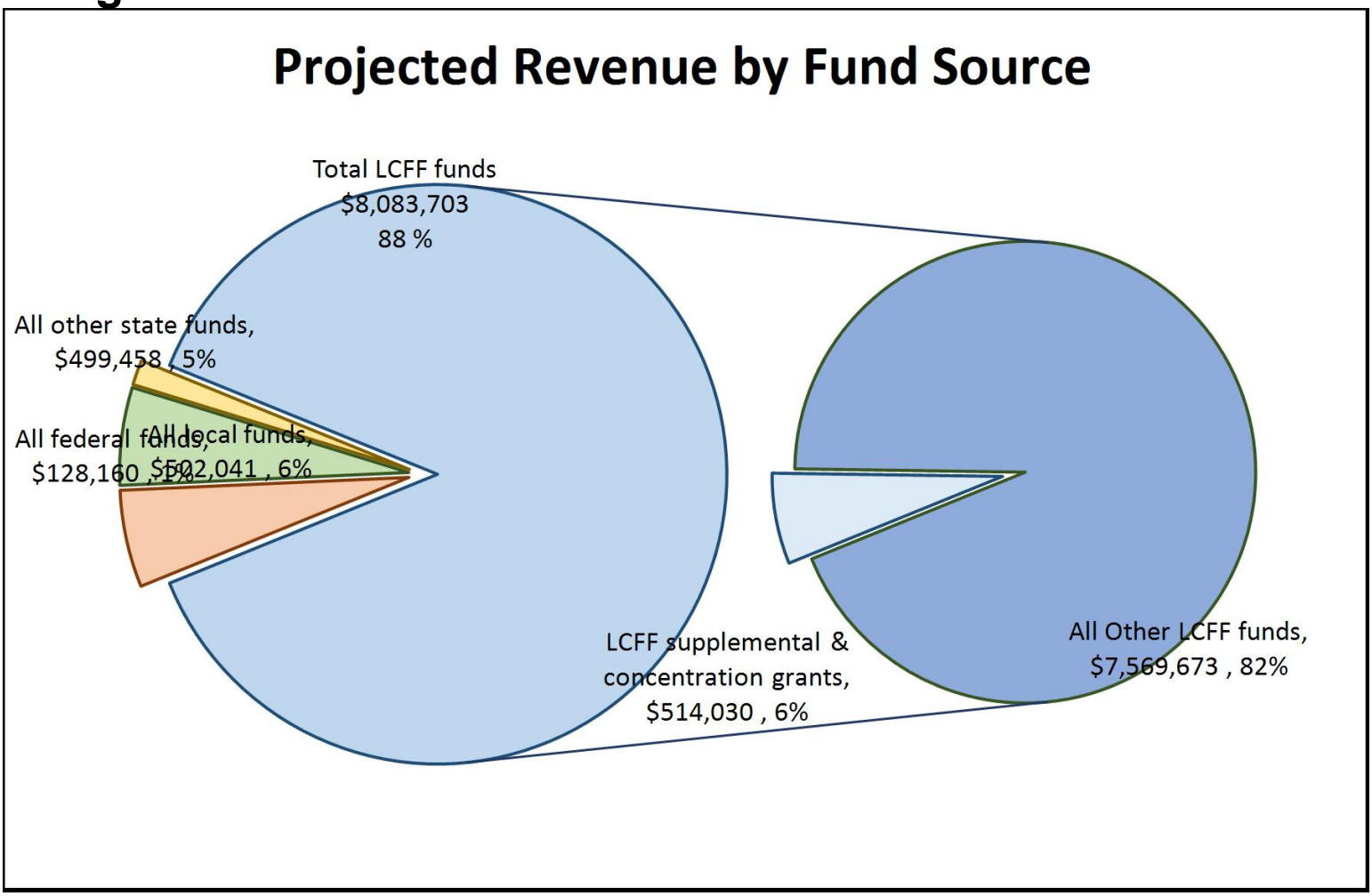
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Valley Charter School
CDS Code: 56724705630363
School Year: 2025-26
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 2025-26 School Year

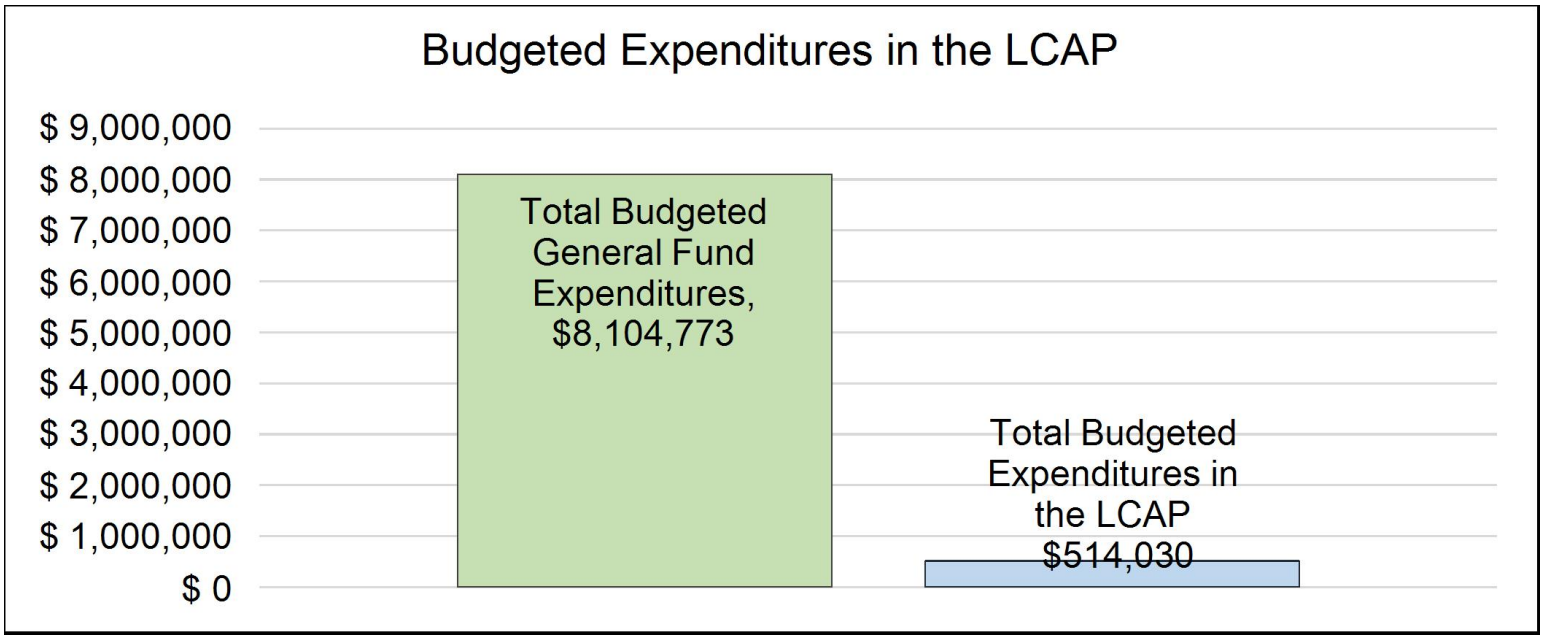


This chart shows the total general purpose revenue Golden Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Golden Valley Charter School is $9,213,362, of which $8,083,703 is Local Control Funding Formula (LCFF), $499,458 is other state funds, $502,041 is local funds, and $128,160 is federal funds. Of the $8,083,703 in LCFF Funds, $514,030 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 2025-26. 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 $8,104,773 for the 2025-26 school year. Of that amount, $514,030 is tied to actions/services in the LCAP and $7,590,743 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 for a school year may encompass various categories such as personnel costs, facilities maintenance, instructional materials, technology upgrades, and administrative expenses. These expenditures typically cover day-to-day operations and services necessary for the functioning of GVCS. While LCAP focuses on specific priorities outlined by the state, General Fund expenditures not included in LCAP could involve items like ongoing operational expenses, utilities, insurance, and other administrative costs necessary for the overall functioning of Golden Valley Charter School.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

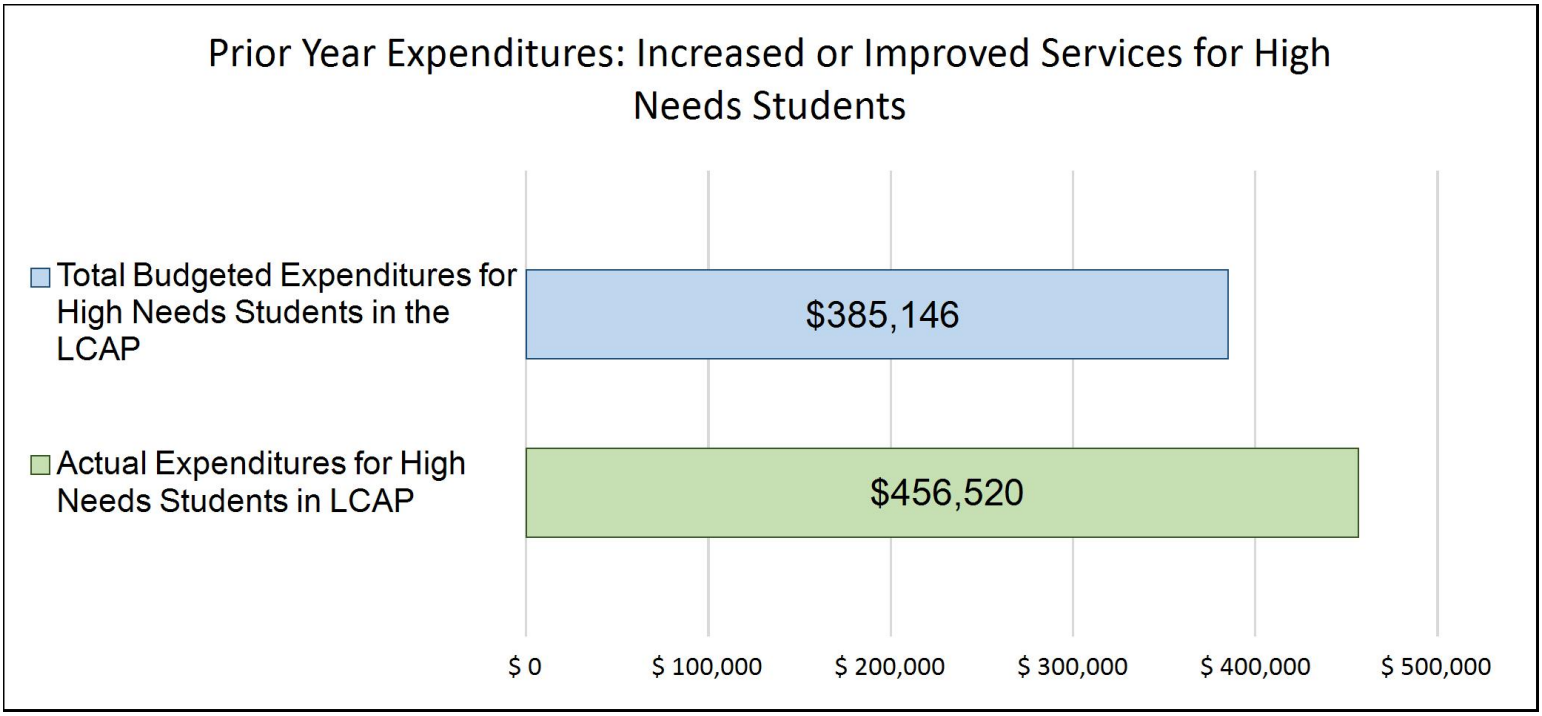
In 2025-26, Golden Valley Charter School is projecting it will receive $514,030 based on the enrollment of foster youth, English learner, and low-income students. Golden Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Valley Charter School plans to spend $514,030 towards meeting this requirement, as described in the LCAP.

In 2025–26, Golden Valley Charter School (GVCS) anticipates receiving $514,030 in LCFF supplemental and concentration funding based on the enrollment of foster youth, English learners, and low-income students. GVCS plans to allocate the full amount toward actions and services outlined in the LCAP to support these student groups.

To align projected spending with anticipated funding, GVCS plans to implement a range of supports, including the purchase of supplemental TK–12 curriculum and materials, technology and English learner support, professional learning opportunities for staff and parent educators, school counselor and support staff services, and initiatives that promote student connectedness and engagement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Golden Valley Charter School's LCAP budgeted $385,146 for planned actions to increase or improve services for high needs students. Golden Valley Charter School actually spent $456,520 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $71,374 had the following impact on Golden Valley Charter School’s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of $71,374 impacted Golden Valley Charter School’s ability to increase or improve services for high-needs students by providing additional resources that enhanced academic support, technology access, and targeted interventions, allowing for greater responsiveness to student needs and expanded opportunities for engagement.

Actual expenditures for actions and services to increase or improve services for high-needs students in the 2024-25 school year met or exceeded the total budgeted amount for the planned actions and services.

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 [2025-26]

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.

GVCS also provides a variety of educational opportunities to support student growth, including enrichment classes, tutoring, counseling services, and community outreach activities. Additionally, students may participate in a variety of enrichment programs offered through the GVCS vendor network, with options that may include core academic subjects, technology, visual and performing arts, physical education, and industrial arts.

According to the 2024 California School Dashboard, 40% of our student population represents our LCFF unduplicated student count. GVCS student population is made up of 502 TK-12 students, including 1.4% African American (7 students), 4% Asian (20 students), 31% Hispanic (156 students),11% Two or More Races (53 students), and 50% White (250 students). Additionally, GVCS student population is made up of

36% Socioeconomically Disadvantaged (182 students), 9% Students with Disabilities (44 students), and 4% English Learners (18 students). GVCS did not have any foster or homeless youth.

Reflections: Annual Performance

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

After reflecting on the 2024-25 school year, reviewing the California School Dashboard, monitoring local self-assessment tools, and gathering educational partners input, Golden Valley Charter School (GVCS) is proud to highlight the improvement in ELA performance, moving from yellow in 2023 to green in 2024, as reflected on the 2024 California School Dashboard. Additionally, GVCS met all of the goals set on the local performance indicators (Basics - Teachers, Instructional Materials, and Facilities, Access to a Broad Course of Study, Implementation of Academic Standards, Parent and Family Engagement, and Local Climate Survey).

GVCS also explored how well students met grade level standards on both the English Language Arts and Mathematics assessments. These measurements are based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11. Status Levels on the CA School Dashboard range from lowest performing (red) to highest performing (blue).

2024 CAASPP English Language Arts (ELA) Data Results:

*All Students (3rd-8th and 11th graders) - Green status level with 54% of GVCS students meeting or exceeding standards, and 46% of GVCS students not meeting grade level standards.

*Socioeconomically Disadvantaged (SED) Students - Orange status level with 39% SED students meeting or exceeding grade level standards, and 61% of SED students not meeting grade level standards.

*Students with Disabilities (SWD) - No performance color with 34% of SWD students meeting or exceeding grade level standards, and 66% of SWD students not meeting grade level standards.

*English Learners (EL) - No performance color with 55% of EL students meeting or exceeding grade level standards, and 45% of EL students not meeting grade level standards.

*3rd Grade Students - 56% nearly met or did not meet the standards (2023 data reported 63% of third grade students nearly met or did not meet the standards).

*4th Grade Students - 56% nearly met or did not meet the standards (2023 data reported 51% of third grade students nearly met or did not meet the standards).

2024 CAASPP Mathematics Data Results:

*All Students (3rd-8th and 11th graders) - Orange status level with 39% of GVCS students meeting or exceeding standards and 61% of GVCS students not meeting grade level standards.

*Socioeconomically Disadvantaged (SED) Students - Orange status level with 40% of SED students meeting or exceeding grade level standards, and 60% of SED students not meeting grade level standards.

*Students with Disabilities (SWD) - No performance color with 17% of SWD students meeting or exceeding grade level standards, and 83% SWD students not meeting grade level standards.

*English Learners (EL) - No performance color with 41% of EL students meeting or exceeding grade level standards, and 59% of EL students not meeting grade level standards.

Graduation Rate - All Students: 86%.

GVCS also administered a local assessment using i-Ready Diagnostic. i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. The diagnostic offers a complete picture of student performance and growth, eliminating the need for multiple, redundant tests. Diagnostic results also set a personalized learning path for each GVCS student, ensuring they are working on instruction that matches their unique learning needs. i-Ready results were reported on the Parsec Education Dashboard.

2024 i-Ready Reading Data Results:

*All Students - 69% scored on or above grade level (2023 data: 63%), while 16% are considered at risk scoring two grade levels below grade level (2023 data: 20%).

*SED Students - 64% scored on or above grade level (2023 data: 56%), while 19% of SED students are considered at risk scoring two grade levels below grade level (2023 data: 26%).

*SWD Students - 26% scored on or above grade level (2023 data: 35%), while 54% of SWD students are considered at risk scoring two grade levels below grade level (2023 data: 56%).

*English Learners (EL) - 54% scored on or above grade level (2023 data: 44%), while 31% are considered at risk scoring two grade levels below grade level (2023 data: 56%).

i-Ready Mathematics Data Results:

*All Students - 59% scored on or above grade level (2023 data: 47%), while 17% are considered at risk scoring two grade levels below grade level (2023 data: 26%)

*SED Students - 50% scored on or above grade level (2023 data: 40%), while 23% of SED students are considered at risk scoring two grade levels below grade level (2023 data: 34%).

*SWD Students - 26% scored on or above grade level (2023 data: 16%), while 46% of SWD students are considered at risk scoring two grade levels below grade level (2023 data: 68%).

*English Learners (EL) - 62% scored on or above grade level (2023 data: 44%), while 23% are considered at risk scoring two grade levels below grade level (2023 data: 56%).

Golden Valley Charter School is also incredibly proud of the ongoing teamwork demonstrated by our staff throughout the year, as they collaborated to deliver a strong and supportive program for our students and families. Throughout the school year, educational partners were actively involved in shaping GVCS through participation in surveys, meetings, and committee work.

2024-25 Annual Educational Partners Survey Results:

*Does GVCS demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?
Parent/Guardians - 100% Agreed/Strongly Agreed / GVCS Staff - 100% Agreed/Strongly Agreed

*Does GVCS provides textbooks and learning materials to support student learning?
Parent/Guardians - 100% Agreed/Strongly Agreed / GVCS Staff - 100% Agreed/Strongly Agreed / GVCS Students - 100% Agreed/Strongly Agreed

*Do you feel valued by GVCS as an important partner in our school?
Parent/Guardians - 99% Agreed/Strongly Agreed / GVCS Staff - 100% Agreed/Strongly Agreed

*Do you feel connected to I feel GVCS?
Parent/Guardians - 98% Agreed/Strongly Agreed / GVCS Staff - 100% Agreed/Strongly Agreed / GVCS Students - 44% Yes; 17% No; 39% Unsure

*Does GVCS staff respond quickly to phone calls, emails, and/or texts?
Parent/Guardians - 99% Agreed/Strongly Agreed / GVCS Staff - 100% Agreed/Strongly Agreed

As a parent-choice, homeschool/independent study charter school, GVCS recognizes that consistency across grade levels can vary from family to family, as well as year to year. Based on CAASPP and local data outcomes, GVCS will continue efforts to close performance gaps by maintaining fully-credentialed staff, strengthening standards-based instruction, implementing targeted interventions in mathematics and early literacy, and offering purposeful enrichment opportunities. Strategies will be driven by ongoing data analysis and cycles of inquiry, with continued professional learning for staff and families to support academic and social-emotional growth. These efforts aim to ensure GVCS graduates are well-prepared for higher education and career pathways.

GVCS recognizes the need to develop clear grade-level benchmark standards to provide parents/guardians with tools to monitor student academic progress, particularly when using parent-selected curriculum. There is an ongoing need for additional tutors to deliver targeted instruction in mathematics and ELA, prioritizing students with disabilities, English Learners, socioeconomically disadvantaged students. GVCS will continue utilizing benchmark assessments, written and oral evaluations, and i-Ready testing throughout the school year to measure student growth. Additionally, GVCS will maintain its commitment to providing educational resources and support for Foster Youth, English Learners, and Socioeconomically Disadvantaged students utilizing the Supplemental Funding Program, ensuring greater equity and expanded learning opportunities for all students.

Educational strategies, supplemental curriculum/materials, and technology supports will continue to be investigated and purchased by GVCS to assist parent/guardian educators to implement strategies in their homeschool/independent study environment, focusing on the areas of mathematics and ELA. Parent/guardian workshops targeting mathematics and early literacy will continue to be developed and delivered to provide additional support, particularly for students with unique needs. Strengthening student, family, and staff engagement and connectedness will remain a top priority, with a focus on expanding in-person enrichment opportunities. Community partnerships will continue to be supported through the GVCS vendor program, and students will continue to have access to school-wide academic subscriptions that offer standards-based ELA and mathematics support to strengthen skills and address areas of high need.

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.

GVCS 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.

GVCS 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.

GVCS 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 weekly to address school needs and respond to input from GVCS staff, students, and parents/guardians. They also had opportunities to share feedback during the eight governing board meetings held throughout the year and at the spring town hall meeting, helping ensure that educational partner voices were actively included in school planning and decision-making.
GVCS Staff (Educational Facilitators and School Personnel)	Certificated and classified staff engaged with administration regularly through team meetings, individual meetings, schoolwide meetings, emails, and surveys. Meetings were held both in-person and virtually throughout the year. GVCS staff also had additional opportunities to provide input during Governing Board meetings and at the spring Town Hall meeting.
GVCS TK-12 Parents/Guardians	Parents, including those of unduplicated pupils and students with exceptional needs, had multiple ways to share input in making decisions for GVCS. Opportunities included surveys, in-person/virtual meetings with EFs, town hall events, Governing Board meetings,

Educational Partner(s)	Process for Engagement
	enrichment and outreach activities, responses to ParentSquare announcements, and direct communication through emails, or phone calls. Families also visited the GVCS office, which facilitated opportunities for parents/guardians to share their thoughts, ideas, and needs with administration.
GVCS TK-12 Students	GVCS students had several opportunities to share input on school decisions by completing surveys, participating in monthly in-person or virtual learning plan meetings, attending enrichment and outreach activities, engaging in student focus groups, and offering feedback during special student events.

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

After gathering feedback and collaborating with educational partners, GVCS identified several key themes that directly influenced the development of the 2025–26 LCAP. GVCS deeply values the ongoing efforts to provide high-quality instructional and supplemental materials, effective intervention strategies, and essential guidance to support the academic growth of all students. As a unique homeschool/independent study program, where parents and guardians play the central role in delivering instruction, GVCS remains committed to offering the resources, support, and opportunities needed to empower families in this important work. Based on the input received from educational partners, key areas reflected in the 2025–26 LCAP include:

GVCS TK–12 parents and guardians identified several key needs through their feedback. There was strong support for continuing the Supplemental Funding Program (SFP) to address individual student needs, as well as expanding in-person enrichment and outreach opportunities to strengthen school connectedness. Families also emphasized the need for additional services and supports for high school students. Maintaining and expanding community partnerships through the vendor program was also a priority, along with continuing to provide students with access to schoolwide academic subscriptions to support learning.

GVCS students expressed a desire for more in-person opportunities. They also indicated a need for additional ways to connect with peers in similar age groups, especially middle and high school students. Students suggested expanding field trip options and hosting more family-oriented events, such as outdoor adventure days, community service projects, and academic fairs, to foster school connectedness and engagement.

GVCS certificated and classified staff, along with GVCS directors, recognize the need to continue using benchmark assessments, written and oral assessments, and i-Ready testing to monitor the academic progress of students. Additionally, GVCS will maintain its focus on providing supplemental educational resources for foster youth, English learners, and socioeconomically disadvantaged students through the use of the supplemental funding program. Parent workshops will be developed and offered, along with a parent resource opportunity where families can gather to share ideas and support one another. Fostering continued engagement and school connectedness will also remain a top priority for GVCS, with an emphasis on expanding in-person enrichment and outreach opportunities for the upcoming school year.

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.

In developing Goal 1, Golden Valley Charter School (GVCS) prioritized the needs of socioeconomically disadvantaged (SED) students, English Learners (EL), and all students. GVCS is committed to equipping every student with the academic skills, foundational literacy, and mathematical proficiency necessary for post-secondary success. This goal includes strategies such as differentiated learning models, including online courses, targeted interventions, remediation, and academic acceleration. Through ongoing data collection and analysis, staff and families will collaboratively develop individualized learning plans that adapt to each student's progress. With 99% of educational partners expressing support for these efforts, GVCS remains dedicated to inclusive, student-centered practices that promote college and career readiness for all learners.

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		Maintain baseline for teachers appropriately assigned and fully credentialed for assignment.	No difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			credentialed for assignment.			
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.		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 implemented and sustainable.	According to the local reflection tool on the 2024 CA Dashboard, progress of implementing state board adopted academic and performance standards for all students is fully implemented and sustainable.		Maintain "Full Implementation And Sustainability" on CA Dashboard Rating Scale.	No difference.
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	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	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		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
	knowledge and English language proficiency.	language proficiency is fully implemented.	content knowledge and English language proficiency is fully implemented.			
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; 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;	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 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		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% 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%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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. 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. 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.			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%; 2024: 59%; Difference: 3% SWD Students - Did Not Meet Grade-Level Standards: Baseline: 87%; 2024: 83%; Difference: 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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).		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 course of study (EC 51210/51220).	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 broad course of study.		Maintain baseline of 100% access to a broad course of study.	No difference.
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.		Maintain 98% participation rate.	Difference: +1%

Goal Analysis [2024-25]

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
The implementation of supplemental instructional materials, curriculum, and software aimed at personalizing and enhancing student learning for socioeconomically disadvantaged students, foster youth, and English learners was successfully carried out. These resources were provided to meet the diverse needs of our students and support their academic growth. Throughout the year, supplemental materials such as targeted intervention programs and curriculum tailored to support literacy and mathematics were made available, particularly focusing on students with unique learning needs. The overall implementation aligned closely with planned actions, with minor adjustments made to better cater to the changing needs of students during the school year. There were no substantive changes in the planned actions compared to actual implementation in previous years.

Action 1.2: Technology Support / 5 – Full Implementation and Sustainability
GVCS successfully implemented a reliable and secure digital network to enhance the instructional program. The availability of supplemental materials, curriculum, and software helped personalize learning for socioeconomically disadvantaged students, foster youth, and English learners. The integration of digital tools, such as personalized learning platforms and Learning Ally, supported student engagement and targeted interventions. As a 1:1 device school, all students had access to the necessary technology, eliminating barriers to digital learning. This ensured that every student was able to fully engage with online resources without concerns about device availability or connectivity. There were no substantive changes in the planned actions compared to actual implementation in previous years.

Action 1.3: English Learner (EL) Support / Implementation Status: 4 Full Implementation
Although GVCS has a small EL population (4%), supplemental EL curriculum, materials, and online resources were provided to support language acquisition. Professional learning opportunities for both teaching staff and parent educators need to be offered next school year, focusing on effective strategies and resources to assist EL students. These actions ensured that our EL students received targeted support to enhance their language development, even within a smaller cohort. Continued focus on professional development and resource access will help maintain and strengthen EL support moving forward. 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 GVCS did not have any foster youth students during the 2024-25 school year, the action to provide targeted support for foster youth continues to be a priority, if needed. Supplemental resources and intervention strategies remain in place to ensure that, should a foster youth student enroll, they will receive the necessary academic and emotional support. GVCS is committed to maintaining these provisions so that foster youth students have equitable access to resources, allowing them to succeed academically and thrive in their learning environment. There were no substantive changes in the planned actions compared to actual implementation in previous years.

Action 1.5: Professional Learning Opportunities / 5 – Full Implementation and Sustainability
GVCS continued to provide professional development opportunities to both staff and parent educators, to support the academic progress of all students including socioeconomically disadvantaged and students with disabilities. These learning opportunities were designed to enhance instructional strategies and equip educators with the tools needed to address the unique challenges faced by these student groups. The training has proven beneficial in helping educators better understand and implement targeted approaches for improving student outcomes in these key areas. 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 hired a dedicated staff member to pilot the new math support program, focusing on providing targeted tutoring through Varsity Tutors for students who met the required criteria. This staff member played a key role in coordinating communication between students, staff, and Varsity Tutors, ensuring smooth delivery and effective support. As a result of this targeted intervention, students involved in the program showed measurable improvements in their math scores, demonstrating the success of the initiative in boosting academic achievement in mathematics. 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. However, the demand for additional supplemental materials exceeded the available funding, highlighting a continued need for increased support in this area.

Action 1.2: Technology Support - A reliable and secure digital network was implemented to enhance the GVCS instructional program, improve access to resources, and increase staff efficiency. This infrastructure supports an enriched learning experience for socioeconomically disadvantaged students, foster youth, and English Learners. However, additional funding was required due to technology costs exceeding the original budget projections.

Action 1.3: English Learner Support - Supplemental EL curriculum, materials, and on-line resources were purchased and provided, as needed, to improve language acquisition for our EL students. There was a minor substantive difference between budgeted expenditures and actual expenditures, so funds were allocated to other actions.

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 significant progress toward its goal of preparing students for higher education and/or career paths through the implementation of LCAP actions 1.1-1.6. These actions have proven effective in addressing the academic needs of socioeconomically disadvantaged (SED) students, students with disabilities (SWD), and English Learners (EL).

GVCS commitment to providing supplemental curriculum and materials has helped personalize learning for all students, especially those in need of additional academic support. Actions like the continued provision of Chromebooks and subscriptions to online curriculum resources have ensured that all students have equal access to technology and educational materials. The 1:1 device initiative has eliminated digital access barriers, ensuring that students can engage with content consistently.

In addition, the hiring of a dedicated staff member to pilot the new math support program, which provided targeted tutoring through Varsity Tutors, directly impacted students' math performance. This initiative allowed for tailored interventions, and the results were evident, with participating students showing improvements in their math scores.

Professional development opportunities for both staff and parent educators, focusing on mathematics and support strategies for SED and SWD students, have further strengthened instructional practices. These efforts ensured that educators were well-equipped with the tools necessary to address the diverse needs of their students.

While the support for foster youth has not yet been utilized, GVCS remains committed to having resources and strategies in place to support any foster youth who may enroll in the future. Similarly, the actions related to English Learner (EL) support, while serving a small population, continue to be in place, ensuring that any EL students receive the resources and professional development necessary to succeed academically.

Overall, these actions have led to noticeable improvements in student outcomes, particularly in math, and have positioned GVCS to further build on these successes in the coming years. The continued engagement of educational partners and the ongoing evaluation of these strategies will ensure that GVCS remains focused on meeting the academic needs of all students and preparing them for future success.

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.

Metric #1.5 will only focus on students not meeting grade-level standards by in both ELA and Mathematics, especially since it is the Target for Year 3 Outcome.

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.	$240,000.00	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.	$95,000.00	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.	$7,000.00	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
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.	$16,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$80,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Golden Valley Charter School will strive to foster a strong sense of school connectedness by creating a safe and inclusive school environment that is accessible and conducive to student learning.	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 safe, inclusive, and accessible environment that promotes school connectedness is a top priority. By making students feel welcomed and valued, GVCS seeks to enhance engagement and support their academic and social-emotional growth. This goal's initiatives will strengthen collaboration among students, parents, staff, and the community, improving communication and providing comprehensive support services. Additionally, student incentives and outreach programs will create more opportunities for connection, building a positive and nurturing school atmosphere that encourages learning.

Based on the 2024-25 annual student survey, only 44% of students reported feeling connected to the school, while 39% were unsure of their connection to GVCS. This indicates a need for more engagement opportunities. Additionally, students expressed interest in more opportunities to interact with peers of similar age groups, especially middle and high school students. Providing these opportunities will help students feel more connected to GVCS and give them a greater platform to offer input. The survey also highlighted that 100% of educational partners believe GVCS fosters a caring environment with high expectations, honoring individual differences and supporting student learning.

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: Efforts to seek parent input in making	According to the 2023-24 Parent Survey, 34% of GVCS families participated in the Annual Survey.	According to the 2024-25 Parent Survey, 30% of GVCS families participated in the Annual Survey.		By 2026-27, at least 40% of GVCS families will participate in the Annual Survey.	Annual Survey Participation: Declined 4%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	decisions for school sites.	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.	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.		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: Declined 2%.
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.		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.		By 2026-27, maintain baseline of at least 100% participation rate.	No difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Priority 5(a): Engagement Pupil Engagement: School attendance rates.	According to the GVCS Student Information System, student attendance rate was 98%.	According to the GVCS Student Information System, student attendance rate was 98%.		By 2026-27, maintain baseline of at least 98% attendance rate.	No difference.
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%.		By 2026-27, GVCS high school graduation rate will be at least 94%	Declined 8%.
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	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.		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	Students feeling connected to GVCS: Decreased 20%; 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.	Additionally, 99% of GVCS educational partners reported feeling connected and valued by GVCS.		connected to GVCS.	

Goal Analysis [2024-25]

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 addition of a school counselor to GVCS has proven to be a valuable resource in addressing the social-emotional needs of students. The counselor's role in conducting risk assessments, providing case management, and offering individual and group counseling has helped support students, especially those with unique needs. Through this action, students have received targeted support, which has contributed to their overall well-being and academic success. The school counselor's presence has also fostered a more inclusive and safe school environment, which aligns with the goals of promoting school connectedness and supporting students' social-emotional growth. Moving forward, the counselor will continue to be a critical component in ensuring that students have the support necessary to succeed both academically and personally.

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 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 supported students' social-emotional needs by conducting risk assessments, providing case management, and offering both individual and group support, with a focus on students with unique needs. Due to a higher-than-anticipated personnel expenses, additional funds were required beyond what was originally budgeted.

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 efforts of Action 2.1 (school counselor support) and Action 2.2 (school pride, connectedness, and outreach) have effectively fostered a positive and inclusive environment at GVCS. Through individual counseling, group support, and needs assessments, the school counselor addressed students' academic and social-emotional needs. Simultaneously, outreach events and incentives strengthened school pride and engagement, helping all students, including those with unique needs, feel connected and valued. Together, these actions have played a vital role in creating a safe, supportive, and inclusive school culture that promotes student growth and well-being.

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 at GVCS to support student's social-emotional needs by conducting risk-assessments, providing case management, and offering individual and group support, giving priority 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 and offer student encouragements to promote school pride and foster a sense of belonging, ensuring that all students, including those with unique needs, feel valued, supported, and connected to the GVCS community.	$15,030.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$514,030	$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
6.359%	0.000%	$0.00	6.359%

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). These supplemental resources are essential in	For SED students, access to supplemental curriculum and materials helps bridge resource gaps and provides essential academic support, reducing disparities and empowering students to reach their full potential. Likewise, customized supplementary materials designed for EL students can aid in language acquisition and comprehension, fostering a supportive learning environment that promotes their language acquisition.	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
	promoting equitable learning opportunities and supporting the diverse academic needs of all students, regardless of their background or circumstances. The data highlights the need for our efforts to be focused on ELA and mathematics. 2024 CAASPP Data Results for students not meeting grade level standards in ELA include: 46% of All GVCS students; 61% of SED students; 66% of SWD students; and 45% of EL students. 2024 CAASPP Data Results for students not meeting grade level standards in Mathematics include: 61% of All GVCS students; 60% of SED students; 83% SWD students; and 59% of EL students. These statistics highlight the disparities that must be addressed to guarantee that every student, especially those confronting diverse challenges, receive the vital support and resources needed to excel academically. **Scope:** LEA-wide Schoolwide	Foster youth, who may experience educational disruptions or instability, benefit from consistent access to high-quality supplemental curriculum and materials, which offer much-needed structure and continuity in their education. As a homeschool/independent study charter school, Golden Valley Charter School recognizes the importance of equipping parents and guardians with appropriate curriculum and materials to create a collaborative and supportive educational experience at home. Ensuring access to TK-12 supplemental curriculum and materials reflects GVCS's ongoing commitment to equity, inclusion, and academic success for all students.	
1.2	**Action:** Technology Support **Need:** Providing technology support for students, particularly those who are socioeconomically disadvantaged, English learners, and foster youth, is essential to ensuring equitable	Technological proficiency is vital for academic achievement and future career readiness. By providing students with Chromebooks and access to online curriculum, GVCS ensures equitable access to educational resources, particularly for socioeconomically disadvantaged, English learner, and foster youth students who may face barriers to traditional learning tools.	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
	access to education in today's digital age. The 2024 CAASPP results underscore the need to strengthen instruction in both English Language Arts and mathematics. These outcomes reveal persistent achievement gaps that must be addressed to ensure all students, especially those facing additional barriers, receive the targeted resources and support necessary for academic success. **Scope:** LEA-wide Schoolwide	This commitment extends to supporting homeschool families with the digital tools and resources needed to guide their children's education. By bridging the digital divide, GVCS empowers all students to engage meaningfully with instruction and develop the skills needed to succeed in a technology-driven world.	
1.3	**Action:** English Learner Support **Need:** According to the 2024 CA Dashboard, GVCS had less than 11 students, so data was not displayed for privacy. However, 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). **Scope:** LEA-wide Schoolwide	Due to our relatively small English Learner population, GVCS will address their requirements as they emerge, guaranteeing they access the essential support and resources vital for academic and social success. Despite the smaller size of this group, our dedication to delivering customized aid and advocacy remains steadfast. GVCS is committed to addressing the distinct needs of every English learner, fostering a nurturing and inclusive atmosphere conducive to their development and achievement.	Metrics to monitor the effectiveness of this action will include the following priorities: 1.6
1.4	**Action:** Foster Youth Support **Need:**	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	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
	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:** LEA-wide Schoolwide	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.	
1.5	**Action:** Professional Learning Opportunities **Need:** Prioritizing the professional development of staff and parent educators is essential. This continuous focus enhances instructional quality while promoting equity, inclusivity, and improved academic outcomes for all students, particularly those who are socioeconomically disadvantaged, English learners, and foster youth. **Scope:** LEA-wide Schoolwide	Continual professional learning empowers GVCS EFs to enhance their practice by remaining abreast of the latest best practices, research-driven strategies, and innovative educational methods. This continuous growth cultivates an atmosphere of excellence, guaranteeing that EFs possess the expertise and abilities to adeptly assist every student and parent/guardian at GVCS. Through collaboration, EFs can exchange insights and tools with parent/guardian educators, fostering a professional network where they can learn from one another. Additionally, it will provide effective support for socioeconomically disadvantaged, English learner, and foster youth students by harnessing collective knowledge and experiences.	Metric to monitor the effectiveness of this action will include the following priorities: 1.1
1.6	**Action:** Targeted Academic Support **Need:** The 2024 CAASPP results revealed achievement gaps among student groups, especially socioeconomically disadvantaged, English learners, and students with disabilities,	GVCS will provide personalized academic support tailored to the needs of SED, EL, and SWD students. This includes targeted remediation and enrichment to help students overcome challenges and prepare for college and career success.	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
	in both ELA and mathematics. These disparities highlight the critical need for targeted interventions to provide all students, regardless of background or challenges, with the support and resources essential for academic success. **Scope:** LEA-wide Schoolwide		
2.1	**Action:** School Counselor **Need:** A full-time counselor is essential for meeting the social-emotional needs of socioeconomically disadvantaged students and preparing all students for future academic and career success. The counselor will provide support to overcome barriers to graduation, foster resilience, enhance academic engagement, and promote equity for all learners. **Scope:** LEA-wide Schoolwide	A dedicated full-time counselor will tackle graduation obstacles for students, especially our socioeconomically disadvantaged students. The school counselor will be able to provide tailored support such as counseling services, linking them with community resources, and advocating within the school system. Working closely with the GVCS staff the school counselor will nurture a welcoming, inclusive atmosphere to enhance student involvement and empower academic success for all, including SED students.	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 **Need:** Building school pride, fostering connectedness, and providing meaningful	Fostering school pride enhances the educational experience by creating a strong sense of belonging and community ownership. This is especially important for socioeconomically disadvantaged students, English learners, and foster youth, as it strengthens their self-esteem	Metrics to monitor the effectiveness of this action will include the following priorities: 2.1, 2.4, 2.5, and 2.6.

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
	rewards are key to nurturing a positive environment within homeschool/independent study settings, especially for socioeconomically disadvantaged students, English learners, and foster youth. According to the 2024 annual survey, only 44% of students reported feeling connected to GVCS, highlighting the continued need for investment in these areas. **Scope:** LEA-wide Schoolwide	and confidence. Building connectedness supports social-emotional well-being and academic success, particularly in homeschool settings. Providing outreach opportunities motivates students to set and achieve goals, promoting a culture of excellence while advancing equity and inclusion.	

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:** According to the 2024 CA Dashboard, GVCS had less than 11 students, so data was not displayed for privacy. However, 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).	Due to our relatively small English Learner population, GVCS will address their requirements as they emerge, guaranteeing they access the essential support and resources vital for academic and social success. Despite the smaller size of this group, our dedication to delivering customized aid and advocacy remains steadfast. GVCS is committed to addressing the distinct needs of every English learner, fostering a nurturing and inclusive atmosphere conducive to their development and achievement.	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
	Scope:		
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.

GVCS 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

2025-26 Total 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	8,083,703	514,030	6.359%	0.000%	6.359%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$514,030.00	$0.00	$0.00	$0.00	$514,030.00	$140,000.00	$374,030.00

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 School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$240,000.00	$240,000.00				$240,000.00	
1	1.2	Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$0.00	$95,000.00	$95,000.00				$95,000.00	
1	1.3	English Learner Support	English Learners	Yes	LEA-wide School wide	English Learners			$0.00	$7,000.00	$7,000.00				$7,000.00	
1	1.4	Foster Youth Support	Foster Youth	Yes	LEA-wide School wide	Foster Youth			$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.5	Professional Learning Opportunities		Yes	LEA-wide School wide				$0.00	$16,000.00	$16,000.00				$16,000.00	
1	1.6	Targeted Academic Support	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income			$80,000.00	$0.00	$80,000.00				$80,000.00	
2	2.1	School Counselor		Yes	LEA-wide School wide				$60,000.00	$0.00	$60,000.00				$60,000.00	
2	2.2	School Connectedness Opportunities		Yes	LEA-wide School wide				$0.00	$15,030.00	$15,030.00				$15,030.00	

2025-26 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
8,083,703	514,030	6.359%	0.000%	6.359%	$514,030.00	0.000%	6.359 %	**Total:**	$514,030.00
								LEA-wide Total:	$514,030.00
								Limited Total:	$0.00
								Schoolwide Total:	$514,030.00

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	$240,000.00	
1	**1.2**	Technology Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$95,000.00	
1	**1.3**	English Learner Support	Yes	LEA-wide Schoolwide	English Learners		$7,000.00	
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			$16,000.00	
1	**1.6**	Targeted Academic Support	Yes	LEA-wide Schoolwide	English Learners Low Income		$80,000.00	
2	**2.1**	School Counselor	Yes	LEA-wide Schoolwide			$60,000.00	
2	**2.2**	School Connectedness Opportunities	Yes	LEA-wide Schoolwide			$15,030.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$385,146.00	$456,520.00

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	$198,000.00	$211,604.00
1	**1.2**	Technology Support	Yes	$80,000.00	$91,302.00
1	**1.3**	English Learner Support	Yes	$5,000.00	$4,178.00
1	**1.4**	Foster Youth Support	Yes	$1,000.00	$0.00
1	**1.5**	Professional Learning Opportunities	Yes	$10,000.00	$16,684.00
1	**1.6**	Support Staff for Math/Reading Intervention	Yes	$54,146.00	$54,146.00
2	**2.1**	School Counselor	Yes	$30,000.00	$69,087.00
2	**2.2**	School Pride, Connectedness, and Outreach Opportunities	Yes	$7,000.00	$9,519.00

2024-25 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)
$423,853.00	$385,146.00	$456,520.00	($71,374.00)	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	$198,000.00	$211,604.00	100	100
1	1.2	Technology Support	Yes	$80,000.00	$91,302.00		
1	1.3	English Learner Support	Yes	$5,000.00	$4,178.00		
1	1.4	Foster Youth Support	Yes	$1,000.00	$0.00		
1	1.5	Professional Learning Opportunities	Yes	$10,000.00	$16,684.00		
1	1.6	Support Staff for Math/Reading Intervention	Yes	$54,146.00	$54,146.00		
2	2.1	School Counselor	Yes	$30,000.00	$69,087.00		
2	2.2	School Pride, Connectedness, and Outreach Opportunities	Yes	$7,000.00	$9,519.00		

2024-25 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)
$385,146.00	$423,853.00	0.000%	110.050%	$456,520.00	100.000%	218.532%	$0.00	0.000%