

LCAP Advisory Committee Meeting Minutes

California Virtual Academy at San Diego

Date: February 18, 2026

Welcome and Introductions

Facilitator: Leah Fellows, Director of Engagement and Community

Recorders: Anne Kahn, Counseling Specialist; Katy Shobe, Counseling Specialist

Translator (Standby): Jocelyn Arciniega (no translation requests received)

Call to Order

Meeting was called to order by Leah Fellows at 3:10 PM.

- Representative from grades TK-2 – Parent - Sara Sanchez
- Representative from grades 3-5 – Not present
- Representative from middle school – Not present
- Representative from high school – Gregory Motas
- Alternate – Not present
- Student Representative – Not present

Community:

Nicole Piper – CVEU President

- Melissa Ramirez, Camey Valverde, Lupe Cisneros – Parents
- M.Norris, J.Mount - Students

Public Comment Specific to LCAP (3 minutes)

- *Nicole Piper (CVEU President)* requested that mid-year LCAP infographics be posted to the CAVA website for public access. Leah Fellows acknowledged the feedback and shared the infographics in the meeting chat.
- *Melissa Ramirez (CAVA San Diego Parent)* expressed concern about chronic absenteeism, particularly for new families who struggle with onboarding and navigation. She also raised concerns regarding support for homebound students, the need for human-led instruction for English learners (EL students), accessibility of graduation plans since the transition to Canvas, and access to counselors for students experiencing personal hardships.

Review of Bylaws that Govern Committee Operations

- Green Act compliance/open meeting reminders shared
- Conduct expectations: respectful/civil discussion
- Translation available upon request
- Meeting length: one hour
- Notes will be posted publicly

Presentation of LCAP

Presenter: Leah Fellows: Director, Engagement and Community

Overview shared:

- LCAP purpose: accountability plan outlining goals, actions/services, expenditures, and stakeholder engagement
- Focus on services for unduplicated pupils: English learners, low-income, foster youth
- LCAP goals reviewed (5 goals):
 1. Increase student achievement/proficiency
 2. Safe/effective learning environment and positive school culture
 3. Standards-aligned curriculum taught by credentialed staff (conditions for learning)
 4. Decrease chronic absenteeism
 5. Increase graduation rate/college & career readiness

Mid-Year LCAP Update purpose discussed:

- Monitor implementation of actions/services
- Review data/outcomes and make adjustments
- Ensure transparency (stakeholders and board reporting)
- Support continuous improvement cycle (plan → implement → monitor → adjust)

Questions and Discussion During Presentation:

Sara Sanchez asked how chronic absenteeism is being addressed. Leah Fellows explained that the Compass program and attendance advocates have systems in place to monitor attendance and intervene, including automated outreach, Class Connect participation tracking, and offline work logs.

Sara Sanchez also raised concerns about families not receiving timely responses when seeking resources, such as low-income internet assistance. Leah Fellows directed families to info@caliva.org, which is monitored daily with a 100% response rate. She also noted that Cami Valverde's Compass/SEL team monitors the Learning Coach Community and responds to questions there.

Sara Sanchez noted that some new teachers at CAVA San Diego are also unfamiliar with available forms and resources. Leah Fellows acknowledged the concern and encouraged staff and families alike to use info@caliva.org for any resource-related questions.

M. Norris asked whether class-level attendance is tracked for online students. Leah Fellows and Cami Valverde confirmed that detailed attendance data is collected, including Class Connect participation, time spent in the online school system, and work completion. Students inactive for 15 minutes are flagged. Attendance credit requires both participation and completed coursework.

M. Norris asked about the timeline for spending LCAP funds. Leah Fellows confirmed that funds must be spent within the school year, and department leads are regularly audited to ensure timely expenditures.

- *Goal 1 – Maximize Academic Achievement (Broad Goal):* Increase student achievement and proficiency for all students, including unduplicated pupils and students with disabilities. Approximately 42% of LCAP expenditures support this goal.
- *Goal 2 – Ensure a Safe, Effective Learning Environment (Maintenance Goal):* Foster positive school culture and connection, driven by input from parents, teachers, staff, and students.
- *Goal 3 – Provide a High-Quality Education (Maintenance Goal):* Ensure access to standards-aligned courses taught by credentialed teachers using 21st-century technology.
- *Goal 4 – Decrease Chronic Absenteeism (Focus Goal):* Decrease the chronic absenteeism rate by 2% overall and for each significant student group by end of year. Current semester one attendance rate for CAVA San Diego is 96.9%, compared to a baseline of 97.2% and a 2027 target of 98%.
- *Goal 5 – Increase Graduation Rate (Focus Goal):* Increase the graduation rate by 5% overall and for each significant student group by end of year.
- CAVA at San Diego serves 2,924 TK–12 students. 71% are classified as high needs; 69% are low income; 10% are English learners; less than 1% are foster youth.
- Total LCAP expenditures reviewed: approximately \$5,645,000 for CAVA at San Diego; approximately \$3,000,000 for CAVA at Fresno.
- The mid-year update monitors implementation fidelity, tracks actual versus budgeted expenditures, and identifies any adjustments to planned actions and services.
- Resources shared: Parent and Partner Guide to the LCAP (infographic format) and the LCAP Mid-Year Update document, both available on the CAVA website under Public Notices.

Committee Review, Discussion, and Feedback

Committee members provided the following feedback:

Mary Norris also inquired about career and technical education (CTE) options for high school students with IEPs who are interested in career pathways such as graphic design rather than traditional college. Leah Fellows confirmed that CAVA has a robust CTE program and offered to connect Mary with the appropriate department staff (Madonna Johnson or Katherine O'Brien).

- *Mary Norris:* Affirmed that data shows measurable improvements year over year and that goals and actions appear well-identified and appropriately targeted.
- *Gregory Motas:* Noted that Google Forms for attendance reporting are a necessary and effective tool; attendance management has not been an issue when forms are completed.
- *Lupe Cisneros:* Expressed appreciation for the transparency of the LCAP process. As a new TK parent, she noted that student interactions with teachers and performance at outings suggest students are set up for success.

- *J. Mount (student representative)*: Noted that transportation barriers may prevent some students from attending outings. Suggested providing all students with access to reading platforms such as Epic to support English learners in building literacy skills.
- *Cami Valverde*: Affirmed that identified goals and actions appear to be moving key metrics in a positive direction. Suggested that Goal 5 (graduation rate) could be strengthened by improving the accessibility and visibility of graduation plans for students and families, echoing a concern raised by Melissa Ramirez.
- *Melissa Ramirez*: Expressed appreciation for the engagement and preparation shown by committee members and affirmed confidence that their participation will help CAVA students improve, connect, and grow.

Date of Next Meeting

- Late May / Early June (exact date TBD)

Adjourn Meeting

Meeting was adjourned at 4:28 PM.