

# **CAVA @ San Diego — Meeting Minutes**

Local Control and Accountability Plan (LCAP) Review Meeting

May 28, 2026 @ 2:00pm Via Zoom

## **Attendance**

---

### **CAVA @ San Diego Staff**

- Director of Community and Engagement: Leah Fellows (Chair)
- Director of Categorical Programs: Krista Mount (Presenter)
- Compass Engagement Coach / Translator: Mirna Dahlen
- Counseling Specialist / Recorder: Latrese Gerren

### **Committee Members Present**

- Middle School Representative: Christen Yoakum
- Student Representative (MS): Angel Bowen-Taylor

### **Not Present**

- Representative from grades TK–2
- Representative from grades 3–5
- High School Representative
- Alternate Student Representative

## **Call to Order**

---

The meeting was called to order by Leah Fellows at 2:04 PM.

## **Public Comment Specific to LCAP (3 Minutes)**

---

No public comment was received. No members of the public were present.

## **Review of Bylaws That Govern Committee Operations**

---

Leah Fellows noted that meetings are not recorded; however, detailed minutes are posted to the CAVA website for public review. Bylaws were shared in the meeting chat. Participants were encouraged to review the current LCAP, mid-year updates, and infographic summaries available on the CAVA website.

## **Resources and Training Overview**

---

Leah Fellows highlighted the following resources available to committee members and educational partners:

- Current LCAP (2025–26 school year) — available via link shared in chat
- Mid-year update — shared at the January partner engagement meeting and with the San Diego School Board
- LCAP infographics — visual summaries using pictures, graphs, and short descriptions to make the document more accessible

- LCFF/LCAP training series — created by Krista Mount; available on demand for parents, students, and staff; covers how California funds schools and explains the LCAP process
- California Department of Education website — link shared in chat

## **LCFF and LCAP Overview**

---

### **Local Control Funding Formula (LCFF)**

Leah Fellows provided the following overview:

- LCFF is California's school funding system that provides funding based on student enrollment.
- Additional funding is provided for students who may need extra support: low-income students, English learners, and foster youth.
- These students are referred to as "unduplicated students" — if a student falls into more than one category, they are counted only once.

### **Local Control and Accountability Plan (LCAP)**

- The LCAP is a 3-year plan explaining how the school will use LCFF funding to support student success, improve outcomes, and address needs identified through stakeholder feedback.
- CAVA @ San Diego is currently in Year 3 of its three-year LCAP cycle for the 2026–27 school year.
- Goals, actions, and services are continuing from the existing cycle. Major new programs are not being introduced; existing programs are being refined and modified.
- LCAP goals are based on California's 8 State Education Priorities, which guide all public schools in the state.

## **Presentation of LCAP — Krista Mount, Director of Categorical Programs**

---

### **Goal 1 — Increase Student Achievement (Focus Goal)**

Aligns with State Priorities 4 and 8 (Student Achievement and Other Pupil Outcomes).

Goal: Increase student achievement and proficiency for all students, including unduplicated students and students with disabilities.

Supporting actions and services include:

- Teacher training and instructional coaching
- English learner (EL) support
- Summer school programs (varies by grade band and student group)
- Career and Technical Education (CTE) — robust high school program; middle school students may also enroll in select CTE courses
- Intervention and instructional support services
- NEW for 2026–27 — Class Size Reduction (Goal 1, Action 8): Reduces student-to-teacher ratios to increase opportunities for individualized and small group instruction, targeted intervention, and ongoing progress monitoring. Designed to address persistent performance gaps through differentiated instruction, feedback, and data-driven strategies aligned to individual student needs.

### **Goal 2 — Improve School Climate and Engagement (Maintenance Goal)**

Aligns with State Priorities 3 and 6 (Parental Involvement and School Climate).

Goal: Provide a safe and effective learning environment that fosters positive school connection and culture, driven by the input of all educational partners, and that is inclusive and representative of the school population.

Supporting actions and services include:

- Translation and interpreter services for non-English-speaking parents
- Student and family engagement programs
- Social-emotional learning (SEL) programs

### **Goal 3 — Ensure Access to Quality Curriculum and Instruction (Maintenance Goal)**

Aligns with State Priorities 1, 2, and 7 (Basic Services, Academic Standards, and Course Access).

Goal: Provide all students access to standards-aligned courses and a well-rounded curriculum taught by appropriately assigned and credentialed teachers, utilizing 21st-century technology and targeted programs.

Supporting actions and services include:

- Internet reimbursement for low-income families (increasing from \$40 to \$65/month for 2026–27)
- High-quality, credentialed teaching staff using research-based practices
- Accountability and data analysis systems
- Curriculum specialists to ensure standards alignment and consistency across grade levels
- Support and resources for unhoused students and foster youth (McKinney-Vento / MKV students)
- New teacher training

### **Goal 4 — Reduce Chronic Absenteeism (Focus Goal)**

Aligns with State Priority 5 (Pupil Engagement).

Goal: Decrease the chronic absenteeism rate by 2% in all student groups by the end of the 2026–27 school year.

Supporting actions and services include:

- Compass program
- Attendance advocates
- Engagement coaches and bilingual engagement coaches
- Teacher-focused attendance monitoring and support

### **Goal 5 — Increase Graduation Rates (Focus Goal)**

Aligns with State Priority 5 (Pupil Engagement).

Goal: Increase the graduation rate by 5% in each significant student group and overall by the end of the school year.

Note: A challenge specific to CAVA is that many students enroll credit-deficient, requiring the school to not only keep students on track but also address prior credit gaps.

Supporting actions and services include:

- Transcript evaluation services (including foreign transcript evaluation)
- Guidance and counseling program
- Math and ELA intervention
- A–G completion support

- Credit recovery programs
- Expanded after-hours support

## **Student Performance Data — California Dashboard Review**

---

### **English Language Arts (ELA)**

- Increased 9.4 points — moved from Low to Medium overall
- All student groups improved; no groups remain in the red category
- Long-term English learners and students with disabilities remain in the orange category

### **Mathematics**

- Increased 23.5 points — moved from Low to Medium overall
- All student groups improved
- Students with disabilities remain in the orange category

### **English Learner Progress (ELPAC)**

- Increased 14.5 points — English learners moved to High; long-term English learners moved to Very High
- Both groups had previously been in the red category — significant improvement

### **College and Career Readiness**

- High school maintained overall; dropped one point
- Students with disabilities remain in the red category for this indicator

### **Science**

- Performing above state average: CAVA 56.7 points vs. state average of 52.6
- No groups in the red category

### **Student Growth Indicators (Year-over-Year)**

- ELA: Approximately 70% of students improved their scores from the prior year
- Math: Rated as Exceptional across student groups

### **Chronic Absenteeism**

- Increased slightly by 0.6% — moving in the wrong direction
- CAVA's overall rate of 10.1% remains well below the state average of 17.1%
- Homeless students remain in the red category
- English learners improved from orange to green; long-term ELs moved out of red into orange

### **Graduation Rate**

- Decreased slightly by 0.4 points — moved from Medium to Low overall
- Students with disabilities remain in the red category
- Socioeconomically disadvantaged students improved from Low to Medium

## **Budget and Funding Overview**

---

- General budget: approximately \$67 million (covers all curriculum, teachers, and core school operations)

- LCAP-specific spending: approximately \$6.8 million — funds above-and-beyond services to support students
- Prior year LCAP budget: \$2.9 million budgeted; slightly exceeded due to enrollment growth (additional funds were available)

Funding sources within the LCAP include:

- LCFF Supplemental and Concentration Funds: approximately \$2.8 million (based on unduplicated student percentage, approximately 70%)
- Other State Funds: approximately \$1 million (Learning Recovery Emergency Block Grants, post-COVID funds, expiring in coming years)
- Federal Funds: approximately \$1.6 million — Title I (achievement gap), Title II (professional development), Title III (English learners)

Of the \$6.8 million total LCAP funds:

- \$5.5 million spent on personnel (staffing and student support)
- \$1.3 million spent on non-personnel programs and materials

Note: Special education funds and some other funding sources are not included in the LCAP document. For exact per-pupil spending figures, refer to the School Accountability Report Card (SARC) posted on the CAVA website.

## **Stakeholder Feedback and Planned Improvements**

---

The following adjustments are planned for 2026–27 based on stakeholder feedback:

### **Goal 1 — Student Achievement**

- More targeted professional development specific to teacher needs
- Refined cycles of inquiry using student data to drive instruction
- Improved quality of student feedback at the high school level
- Enhanced ELD instruction and coaching
- Expanded universal screeners (DIBELS extended to additional grade levels due to success in identifying dyslexia)
- Expanded MTSS (Multi-Tiered Systems of Support) — academic and social-emotional
- Middle school summer school condensed based on feedback (better student participation expected)

### **Goal 2 — School Climate and Engagement**

- Expanded multilingual feedback systems and language options across websites and communications
- Outreach to underrepresented families
- Strengthened SEL practices and mental health referral processes

### **Goal 3 — Curriculum and Instruction**

- Internet reimbursement increased from \$40 to \$65/month for low-income families
- Improved verification process for internet reimbursement eligibility
- Expanded services for homeless and housing-unstable students

### **Goal 4 — Attendance**

- Improved attendance monitoring systems following platform transition challenges earlier in the year

- Timely data systems to enable early intervention
- Expanded attendance advocate and Compass program support

### **Goal 5 — Graduation**

- Expanded after-hours support and credit recovery opportunities
- Additional A–G course offerings
- Continued alignment of CTE courses to A–G requirements so students can pursue either college or career pathways

### **Committee Review, Discussion, and Feedback**

---

Committee members were asked to consider three questions:

- Does the proposed plan align with the identified needs of students?
- Does it support progress toward school-wide goals?
- Does it improve outcomes for all students, especially unduplicated students?

Committee members provided the following feedback:

- Christen Yoakum (Middle School Representative): "I feel like it's good."
- Angel Bowen-Taylor (Student Representative): "I feel that this plan is going to help students."

Both committee members confirmed that, if implemented with fidelity, the proposed LCAP aligns with student needs, supports progress toward school-wide goals, and meets the requirement to increase or improve services for unduplicated students.

### **Head of School Response**

---

Leah Fellows thanked committee members for their participation and feedback. She affirmed that data is reviewed continuously at all levels — from classroom teachers to engagement coaches and intervention staff — and that adjustments are made throughout the year, not only at semester or annual checkpoints.

### **Next Steps**

---

- The proposed LCAP will be presented to the CAVA @ San Diego School Board for final approval (the week after next; board meeting time and link are posted on the CAVA website under "Board Reports").
- Following board approval, the plan will be implemented beginning in the 2026–27 school year.
- Next year will involve a comprehensive evaluation of the full three-year LCAP cycle and the development of a new LCAP. Goals that have been met may be retired, and new priorities may be established.

### **Date of Next Meeting**

---

- CAVA @ Los Angeles — April 30

### **Adjournment**

---

The meeting was adjourned at 2:56 PM by Leah Fellows.