

LCAP Advisory Committee Meeting Minutes

California Virtual Academy at San Mateo

May 27, 2026 3:15pm

Via Zoom

Welcome and Introductions / Call to Order

- **Meeting called to order by:** Leah Fellows at 3:28 PM
- **Reminders:** This is an open meeting, open to the public. The Green Act governs compliance. Meetings are not recorded; minutes are posted to the CAVA website.

Roll Call

- **CAVA @ San Mateo**
 - Representative from grades TK–2: Heaven Curl – Present
 - Representative from grades 3–5: Not present
 - Representative from middle school: Lisa Kim – Present
 - Representative from high school: Not present
 - Student Representative: Not present
 - Alternate: Not present
 - CVUE President: Nicole Piper – Present
 - Translator: Jocelyn Arcinegia – Present
 - Ed Specialist: Lana Silva – Present
- **Staff Present:** Leah Fellows (Director of Engagement and Community), Krista Mount (Director of Categorical Programs), Susie Miramontes (SEL Counseling Specialist, note-taker), Jocelyn (Spanish Engagement Coach)

Public Comment Specific to LCAP (3 minutes)

- No public comments were received.

Review of Bylaws Governing Committee Operations

- Bylaws were shared in the meeting chat and distributed with the initial invitation.
- The Green Act governs meeting compliance (less formal than the Brown Act).
- The meeting is open to the public, though designed for committee members.
- Spanish translation services were available; no attendees required translation.
- Meetings are kept to 1 hour. Respectful and civil conduct is expected.
- Minutes are posted to the CAVA website and retained indefinitely.

Resources and Training

- Leah Fellows shared the following resources in the meeting chat:
 - 2025 LCAP Documents and Infographics – available on the CAVA website, including the current 2025–26 LCAP, the mid-year update, and infographics summarizing the LCAP with visuals.
 - California Department of Education website – for school accountability information.

- LCFF/LCAP Training Series – created by Krista Mount; breaks down the LCFF and LCAP in relation to CAVA's schools.

Presentation of LCAP – Krista Mount, Director of Categorical Programs

LCFF Overview

- The Local Control Funding Formula (LCFF) is California's school funding system.
- Funding is based on student enrollment, with additional funding for unduplicated students: low-income students, English learners, and foster youth.

LCAP Overview

- The LCAP is a three-year plan describing how LCFF funding will be used to support student success and address needs identified through feedback from students, families, staff, and community partners.
- The proposed LCAP covers the 2026–27 school year, which is Year 3 of the current three-year cycle.
- Goals, actions, and services largely continue from prior years, with tweaks rather than major overhauls. Significant changes will be introduced in the next LCAP cycle.
- After this advisory meeting, the LCAP will go to the board for approval, then be posted publicly.

California Dashboard – Data Highlights (San Mateo)

- **English Language Arts:** Maintained at 2.7 (yellow). No students in the red category.
- **Math:** Increased by 25.8 points; moved to green (high). No red indicators. Some student groups (African American, Hispanic, socioeconomically disadvantaged, students with disabilities) need additional support to reach the all-student level.
- **English Learner Progress:** Increased 7.7 (green). Long-term ELs performing well.
- **College and Career:** Declined slightly (maintained). Not in red; trending upward.
- **Chronic Absenteeism:** Declined slightly; CAVA San Mateo at 9.7% vs. state average of 17.1%.
- **Graduation Rate:** Focus area. Students often enter credit-deficient, making on-time graduation challenging.
- **Science:** CAVA San Mateo at 59.3% vs. state average of 52.6%. Above state level.

Budget Overview

- Base general grant: \$21 million (covers teachers, curriculum, and required services).
- Supplemental and concentration funds: \$2.3 million – this is the funding outlined in the LCAP.
- Additional funding sources include:
 - Other State Funds: Learning Recovery Emergency Block Grant (post-COVID; has an expiration date)
 - Federal Funds: Title I (achievement gap), Title II (professional development), Title III (English learners)
- Prior year: Budgeted under \$1 million; spent over \$1 million due to increased enrollment mid-year. No overspend – additional funding was received.

Goal Summary

- **Goal 1 – Student Achievement (Priorities 4 & 8):** Increase student achievement and proficiency for all students, including unduplicated students and students with disabilities.

- Actions and services: teacher training, English learner supports, instructional coaches, summer school programs (varies by grade band), CTE (high school and middle school preview), instructional support and intervention.
- New in 2026–27: Class size reduction (Goal 1, Action 8) – improves individualized instruction, targeted intervention, and progress monitoring. Benefits all students, especially those with learning gaps.
- **Goal 2 – Safe and Effective Learning Environment (Priorities 3 & 6):** Provide a safe, positive school culture inclusive of all students, driven by input from parents, teachers, staff, and students.
 - Actions and services: non-English-speaking parent services (translation, interpretation), student engagement, family engagement, and social-emotional learning (SEL).
- **Goal 3 – Access to Standards-Aligned Curriculum (Priorities 1, 2 & 7):** Provide all students access to standards-aligned courses taught by credentialed teachers, using 21st-century technology.
 - Actions and services: student internet reimbursement (increased to \$65/month from \$40/month), high-quality and new teacher training, accountability and data analysis, curriculum specialists, foster youth services.
- **Goal 4 – Decrease Chronic Absenteeism (Priority 5):** Decrease chronic absenteeism by 2% across all student groups by year-end.
 - Actions and services: Compass Program, Attendance Advocate, Engagement Coaches, bilingual engagement coaches, teacher-focused attendance support.
- **Goal 5 – High School Graduation and Post-Secondary Readiness (Priority 5):** Increase graduation rate by 5% in each significant student group and overall by year-end.
 - Actions and services: transcript evaluation, guidance program, math and ELA intervention (Math Lab, ELA Lab, Read 180), A–G completion.

Key Takeaways

- The majority of planned LCAP actions were implemented successfully across all goals.
- Academic intervention programs and counseling supports contributed to improved student outcomes.
- Family engagement, SEL initiatives, and mental health resources strengthened school connectedness.
- Graduation support, transcript monitoring, and intervention programs improved credit sufficiency and graduation progress for some student groups.
- Attendance improvement and A–G completion remain priority areas for continued growth.

Committee Questions and Discussion

- **Lisa Kim (San Mateo):** Asked whether class size reduction applies to high school classes as well.
- **Krista Mount:** Confirmed yes – class size reduction is in Goal 1 because it applies to all grades, including high school. It will also contribute to high school graduation goals

(Goal 5). The intent is to onboard and train more teachers at the start of the year to manage rolling enrollment throughout the semester.

Committee Review, Discussion, and Feedback

Committee members were asked to consider the following questions:

- Does the proposed LCAP 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?
- Does it meet the requirement to increase or improve services for unduplicated students?

Responses:

- **Lisa Kim (San Mateo):** "Year 3 looks really tightened up. The way the money is portioned out looks like it's going to be a really successful year. I'm super happy with it, and I think it can go forward to the board."
- **Naraya Pipkins (Sutter):** "The plan for going forward next year does look really tight. I do think it is going to improve a lot – for youth with disabilities and English speakers, I think it is going to help a lot."
- **Heaven Curl (San Mateo, written response):** "I do believe that the proposed actions and services within the LCAP are going to help improve student success."

Head of School Response

- No additional head of school response was required at this time.

Adjournment

- The meeting was adjourned. 4:17pm