

LCAP Advisory Committee Meeting

CAVA @ San Mateo

June 6, 2025

- A. Welcome and Introductions Leah Fellows opened - shared agenda
- B. Call to Order
 - o Meeting was called to order by Leah Fellows at 2:04pm.
- C. Roll Call (First/Last Name) Leah Fellows
 - Representative from grades TK-2
 - Representative from grades 3-5 –
 - Representative from middle school – Lisa Kim, mother of 7th grader
 - Representative from high school –
 - Two student representatives from middle school or high school
 - Other attendees: Melissa Ramirez, Anne Kahn, Krista Mount, and Leah Fellows
- D. Public Comment Specific to LCAP (3 minutes) - Melissa Ramirez shared that this is her first year and she's attending to observe and learn. Her student is finishing the school year, and she's interested in understanding the programs available and how funds are used to support student success. She is particularly concerned about the support for ELD (English Language Development), MKV (McKinney-Vento), and attendance issues across different CAVA schools statewide.
- E. Review of Bylaws that Govern Committee Operations - reviewed by Leah Fellows, no comments or questions
- F. Presentation of LCAP – Krista Mount, Director of Categorical Programs

- Krista Mount reviewed CAVA's LCAP goals
- Krista Mount reviewed CAVA's LCAP Actions & Services

Unduplicated – EL, Foster Youth, Homeless, SE Disadvantaged – only count once...if they are Foster and SE Disadv...they only count once, which is why we call them “unduplicated”

Unduplicated number 63.5% - double check this number...

EL are in “red” for EL Progress in ELPAC testing

LTEL – long term English Learners – new subgroup this year – in red for ELA and EL Progress on ELPAC

San Mateo Lisa Kim question – how do you identify students with disabilities – Answer: students with an active IEP

This is a 3 yr plan – we can tweak our actions without re-doing our whole plan.

San Mateo Top 3 Rated Priorities based on family response on survey:

1. Student successfully graduate from HS
2. Recruiting, training and retaining teachers
3. Ensure students attend school

San Mateo Concerns

1. Wanted more live and engaging classes
2. Teacher responsiveness and communication (support/quality/timeline of teacher responses)
3. Appreciation for SpEd Staff

San Mateo Actions updated based on feedback:

- MS Science Camp
- Different interaction with partners...more time for feedback/discussion...flipped model – provide video/info to frontload and then we can have a conversation together
- Enhanced onboarding
- 8th grade possibly adding single-subject credentials-this is a process
- HS adding after-hours support, dedicated graduation support, Geometry, A-G credit recovery courses after school

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We are in year 2 of a 3-year cycle. Choose goals around what students need to be successful. Directors have to review quarterly

- Reviewing goal analysis, discussing how successful/effective we were in meeting goal
- PEAR Assessment, for example, prove effectiveness through effectiveness
- TK assessment for dyslexia

Comments, and feedback

Krista reviewed LCAP funds – general and supplemental data for CAVA @ San Mateo and Sutter

We are talking about support that goes “above and beyond” other funding/support

Projections vs. spending

2.3 million needs to be spent on increasing or improving for unduplicated groups

Not certain about Title funds for next year

Comments: San Mateo Lisa Kim - The budget line item for 2.1 EL had gone up and was wondering why the cost went up. Krista: Number of IEP’s went up and translation services for that.

Lisa Kim noticed that the number was higher than expected – where does that money come from?

Krista said there is carryover or supplemental funds that will help with the funds needed. We don’t project every dollar – we leave a cushion in there for circumstances.

Lisa Kim comment: parent engagement – how to engage more people – a 125-page document is intimidating, but then some of what was sent, didn’t save, it would have been nice for me to know what didn’t save so I didn’t have to reread it.

Krista/Leah – we will do our best to highlight what changed. Maybe provide infographics to summarize what to look at and what they should reflect on.

LCAP as of right now – Does the proposed plan:

- Align with the identified needs of students?
- Support progress toward goals?
- Improve outcomes for all students – especially unduplicated students

Lisa Kim – I really appreciate how honest and transparent you’ve been—acknowledging where things aren’t working and being willing to adjust. Whether it’s changing course or making small tweaks, that kind of reflection and responsiveness really stands out. Yes, it was 125 pages, but it was well worth the time. Kudos to everyone who contributed—these documents are hard and often messy. It’s clear that the whole team, including teachers and staff, is invested in improving outcomes and not afraid to say, “This isn’t working, let’s try something else.”

I’m genuinely impressed by the work that went into this. I know how difficult and frustrating the LCAP process can be—it’s a living document, constantly evolving—but you all approach it with such dedication.

I’m grateful for the opportunity to give feedback, and I want to say the final product is incredible. Our students are lucky to have such a committed team behind them.

Mrs. Ramirez:

I really appreciate you allowing me to listen in today. Like Ms. Kim mentioned, there’s a lot of information to take in, and that’s why, Leah, you’ve probably seen me at so many meetings. I just want to absorb as much as I can—both to support my own student and to possibly help other families who couldn’t attend.

This has been incredibly helpful, and when it’s time for our specific school’s discussions, I’ll be better prepared to offer informed input. Something like Cliff Notes or a parent-friendly summary would be so valuable—I know that would help families be more engaged. I’m not trying to create more work for you; it’s just about making it easier for us to be active participants in the process.

At the end of the day, we all want our students to succeed. That means involvement from administration, the board, committees, learning coaches—everyone. And honestly, I believe it can even impact end-of-year scores. For our family, we pay close attention to attendance, ADA funding, and final scores because we know how they tie into LCAP.

Thank you again for including me. I really appreciate it, and I hope you all have a wonderful summer!

Leah asked them to consider attending the School Board meetings, Engagement Meeting, and encouraged them to reach out to principals to get more information.

G. Date of Next Meeting

- a. More info to come

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H. Adjourn Meeting

a. Meeting was adjourned at 3:05PM.