

**California Virtual Academy at Sonoma**  
**LCAP Advisory Committee Meeting**  
**May 29, 2026 | 2:00 PM – 3:11 PM | Zoom**

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**A. Welcome and Introductions**

- Leah Fellows welcomed attendees and introduced the meeting agenda.
- Leah Fellows reviewed previous meeting goals and minutes. Minutes are available for review.
- Leah Fellows introduced presenters and participants:
  - Leah Fellows, Director of Engagement and Community (Facilitator)
  - Krista Mount, Director of Categorical Programs (Presenter)
  - Rhesa Curry, SEL Counseling Specialist (Notetaker)
  - Amelia (Mia) Theolet, Middle School Student Representative, CAVA at San Joaquin
  - Sonal Patel, High School Student Representative, CAVA at San Joaquin
  - Sophia Engineer, Student Representative, CAVA at San Joaquin
  - Sandra Smith, Parent Representative, CAVA at Sonoma
- Leah Fellows reviewed the purpose of the LCAP Advisory Committee meeting, including reviewing the proposed 2026–2027 LCAP, gathering feedback, and ensuring services support all students, especially unduplicated student groups.

**B. Call to Order**

Meeting was called to order by Leah Fellows at approximately 2:05 PM.

**C. Roll Call (First/Last Name)**

<b>Role</b>	<b>Name</b>	<b>Present?</b>
Representative from grades TK–2	Not present	No
Representative from grades 3–5	Not present	No

Representative from middle school	Not present	No
Representative from high school	Not present	No
Parent representative	Sandra Smith	Yes
Alternate	Not present	No

**D. Public Comment Specific to LCAP (3 minutes)**

No public comments were made.

**E. Review of Bylaws That Govern Committee Operations**

- Leah Fellows reviewed Greene Act compliance, meeting expectations, public meeting requirements, availability of Spanish translation services, and procedures for posting meeting minutes.
- Committee members were reminded that meetings are open to the public and are intended to provide meaningful feedback on the proposed LCAP.
- The following resources were shared in the meeting chat: the current 2025–26 LCAP (including the board-approved version and mid-year update), LCAP Infographics, the California Department of Education website, the LCFF & LCAP Training Series developed by Krista Mount, and committee bylaws.

**F. Presentation of LCAP – Krista Mount, Director of Categorical Programs**

- Leah Fellows provided an overview of the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP), including the purpose of the three-year plan and California's state priorities. This is Year 3 of the current three-year plan.
- Krista Mount noted that CAVA at Sonoma has approximately 1,000 students and CAVA at San Joaquin has over 3,000 students. Despite the significant size difference, the schools' data trends are very similar.
- Funding sources reviewed include LCFF Supplemental & Concentration Funds, Learning Recovery Emergency Block Grant, Title I, Title II, and Title III. Sonoma's supplemental funds total approximately \$2 million.

### **LCAP Goals and Associated Actions and Services:**

- Goal 1: Increase student achievement and proficiency for all students, including unduplicated students and students with disabilities, through teacher training, English learner support, instructional coaches, summer school, and CTE programs. Middle school CTE courses are also available.
- Goal 2 (Maintenance Goal): Maintain a safe and engaging school climate through expanded SEL learning, prevention/intervention services, family engagement, and Caresol referrals. This goal supports the foundational conditions for learning.
- Goal 3: Ensure equitable access to standards-aligned curriculum, credentialed teachers, and student supports, including McKinney-Vento and homeless/foster youth supports to remove barriers for vulnerable students.
- Goal 4: Reduce chronic absenteeism by 2% in all student groups through Compass Team interventions, targeted outreach, and improved attendance monitoring.
- Goal 5: Improve graduation rates by 5% per student group and overall, and support college/career readiness through transcript evaluation, intervention courses, credit recovery, expanded CTE pathways, and A-G completion supports.

### **California School Dashboard Data and School Progress:**

- ELA: Both schools showed improvement. San Joaquin has no student groups in red. Sonoma's only red indicator is in high school.
- Math: Strong growth at both schools. Sonoma showed exceptional improvement at 71.8% of students improving scores.
- Science: Sonoma scored 56.9, with all student groups in green or blue.
- English learner progress: Both schools saw large increases. Sonoma ELs increased 19.7% and are in blue.
- College and career readiness: Increased 9% at Sonoma; all students are in yellow.
- Chronic absenteeism: Sonoma decreased 2%
- Graduation rate: Sonoma's graduation rate remains a significant concern (discussed under Goal 5).

### **Highlighted Concerns and Context:**

- Sonoma's homeless population remained stable. Staff acknowledged it can take multiple years to meaningfully impact outcomes for students who are new to the school.
- Sonoma's graduation rate is an ongoing focus. With only 123 graduates last year, the departure of even one student significantly affects subgroup percentages. Many students arrive credit-deficient, requiring CAVA to provide both catch-up and on-track coursework. Sonoma is designated under Comprehensive Support and Improvement (CSI) and receives additional state funding specifically for graduation rate improvement. The current three-year average is 62%, and the target is 68%.
- Students with disabilities at Sonoma saw a decline in graduation-related indicators. Math course completion remains a significant barrier to graduation at both schools; math coaches and teachers are receiving additional professional development to address this.

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

- Amelia (Mia) Theolet asked how the school decides when a program should receive additional funding versus maintaining current funding levels. Krista Mount explained that the goal analysis in the LCAP addresses this by examining whether the program was implemented as planned, whether spending matched the budget, and what changes are proposed for the following year.
- Mia asked what additional targeted supports beyond increased staffing are being considered for homeless and housing-insecure students. Leah Fellows responded that her team provides direct outreach and wraparound supports for those students, and that the LCAP includes specific actions to address barriers to attendance and engagement for that group, including after-hours programming and one-on-one interventions.
- Mia asked about the personal finance course: when it will become available and which grade levels it will serve. Krista Mount responded that the course is expected to be available starting next school year, that it is a semester-long course, and that it is anticipated to be available to all high school students. The exact details, including whether it counts toward math or elective credit, should be confirmed with high school counselors. Leah Fellows encouraged Mia and Sophia to reach out to their homeroom teacher or counselor for more information, and offered to follow up directly if needed.

- Sophia Engineer provided the following recommendations on behalf of CAVA at San Joaquin:
  - Additional counselors are needed to support the growing number of students enrolled in the CAVA College program. The current single counselor is managing high caseloads and is unable to meet every specialized student need in a timely manner.
  - Student engagement in an online setting requires proactive strategies. Sophia recommended that funding and programming be directed toward making students want to engage, rather than relying on compliance-based approaches.
  - Math curriculum should incorporate more real-world, practical applications — such as writing checks, understanding credit scores, and personal finance — rather than focusing exclusively on career-specific content. Sophia noted that many students cannot connect advanced math to their daily lives, which contributes to disengagement and lower graduation rates.
  - Sophia expressed strong support for the personal finance course being added and encouraged the school to continue expanding offerings that prepare students for adult life.
- All three student representatives from CAVA at San Joaquin (Mia, Sonal, and Sophia) and the parent representative from CAVA at Sonoma (Sandra Smith) confirmed that the proposed LCAP meets the requirement to increase or improve services for unduplicated students and expressed confidence in moving forward to the approval process.
- Mia specifically noted agreement with Sophia's recommendations and confirmed that the proposed LCAP represents a solid plan for the coming school year.
- Leah Fellows stated that all feedback and recommendations shared during the meeting would be communicated to relevant school leadership, counseling, and support staff, and reflected in the board presentation.

#### **H. Head of School Response**

Not needed.

#### **I. Adjourn Meeting**

Meeting was adjourned at approximately 3:11 PM.

