Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2024
Instructions are located at
https://www.cde.ca.gov/re/lc/documents/budgetoverviewins2025.docx

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Credo High School
CDS code:	49 73882 0123786
LEA contact information:	Andrea Akmenkalns, Executive Director andrea.akmenkalns@credohigh.org
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount**	
Total LCFF funds	$	6,534,252
LCFF supplemental & concentration grants	$	460,963
All other state funds	$	1,602,754
All local funds	$	430,000
All federal funds	$	178,347
Total Projected Revenue	$	8,745,353

Total Budgeted Expenditures for the 2026-27 School Year	**Amount**	
Total Budgeted General Fund Expenditures	$	8,331,030
Total Budgeted Expenditures in the LCAP	$	1,077,800
Total Budgeted Expenditures for High Needs Students in the LCAP	$	826,200
Expenditures not in the LCAP	$	7,253,230

Expenditures for High Needs Students in the 2025-26 School Year	**Amount**

Total Budgeted Expenditures for High Needs Students in the LCAP	$	924,000
Actual Expenditures for High Needs Students in LCAP	$	812,203

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Credo High School

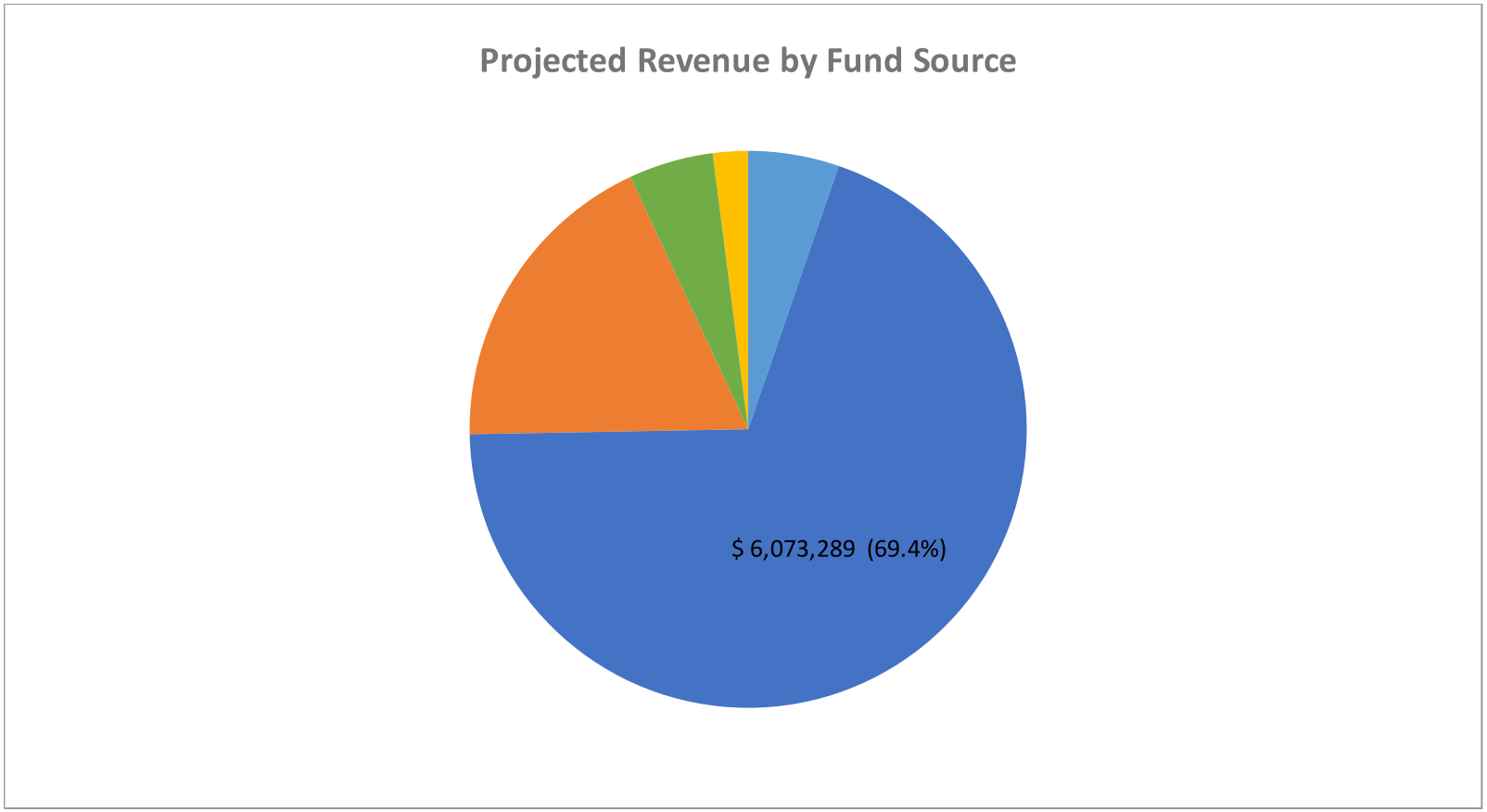
CDS Code: 49 73882 0123786

School Year: 2026-27

LEA contact information: Andrea Akmenkalns, Executive Director

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

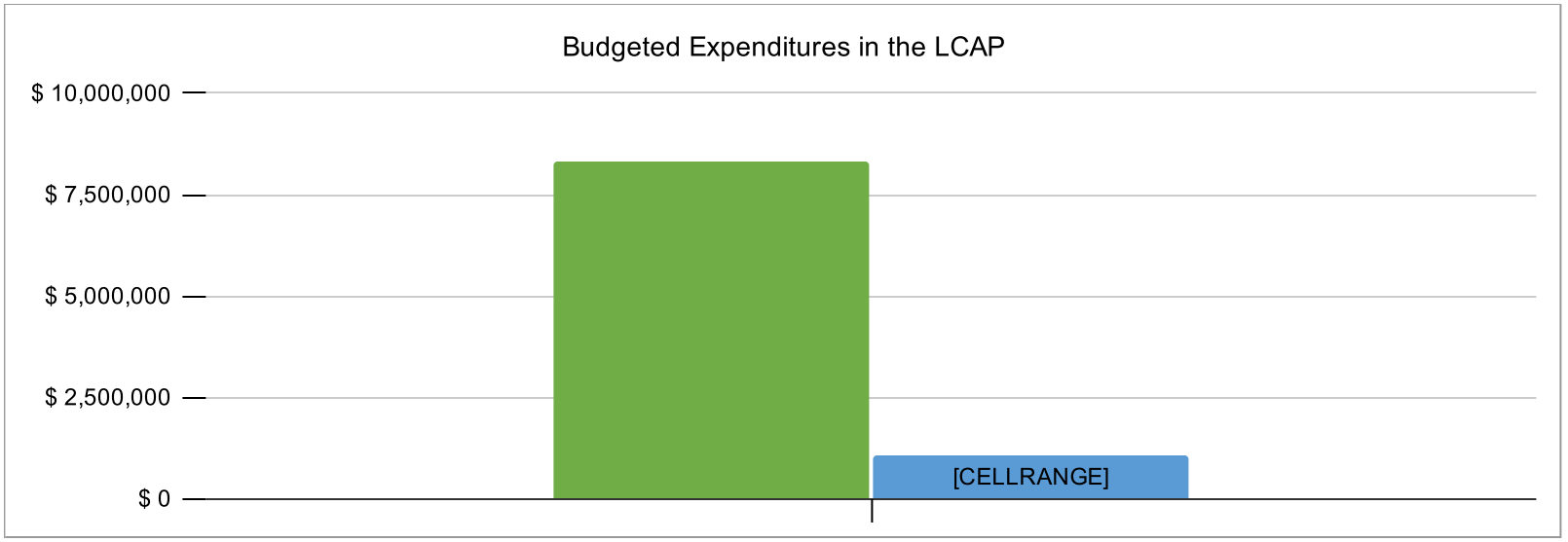
Budget Overview for the 2026-27 School Year



This chart shows the total general purpose revenue Credo High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Credo High School is $8,745,353.23, of which $6,534,252.00 is Local Control Funding Formula (LCFF), $1,602,754.07 is other state funds, $430,000.00 is local funds, and $178,347.16 is federal funds. Of the $6,534,252.00 in LCFF Funds, $460,963.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



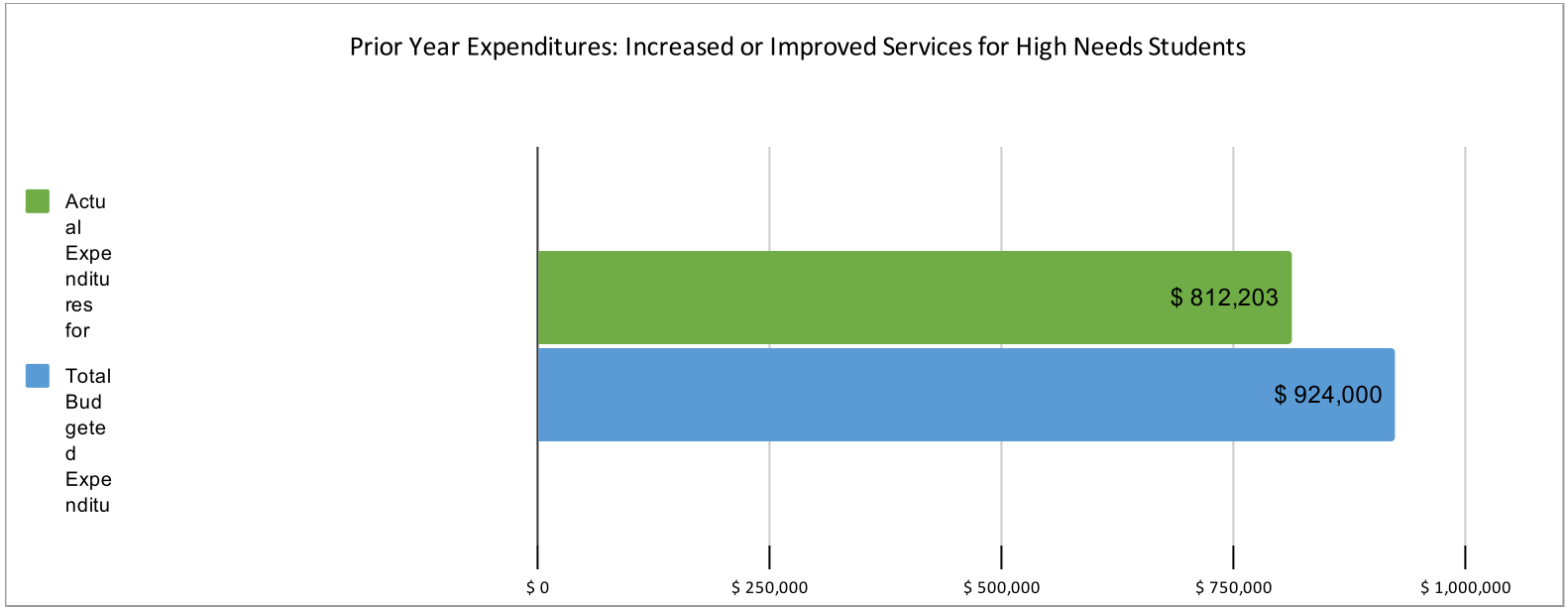
This chart provides a quick summary of how much Credo High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Credo High School plans to spend $8,331,029.53 for the 2026-27 school year. Of that amount, $1,077,800.00 is tied to actions/services in the LCAP and $7,253,229.53 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Credo High School is projecting it will receive $460,963.00 based on the enrollment of foster youth, English learner, and low-income students. Credo High School must describe how it intends to increase or improve services for high needs students in the LCAP. Credo High School plans to spend $826,200.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Credo High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Credo High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Credo High School's LCAP budgeted $924,000.00 for planned actions to increase or improve services for high needs students. Credo High School actually spent $812,203.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $111,797.00 had the following impact on Credo High School's ability to increase or improve services for high needs students:

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Credo High	Andrea Akmenkalns, Executive Director	Andrea.Akmenkalns@credohigh.org (707) 794-6003

Plan Summary 2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Credo High School is a Public Waldorf, college-prep charter school in Rohnert Park, California, serving students in ninth through twelfth grades. The school opened with an initial ninth grade on August 22, 2011 and added a grade each year through 2014-15. Each grade level is built around cohorts of 28 - 36 students. In the 2025/26 school year there were four twelfth grade cohorts, three eleventh grade cohorts, four tenth grade cohorts, and four ninth grade cohorts for a total of 487 students. In 2026/27 we expect to have around 490 students.

Credo offers a rigorous academic curriculum that exceeds the University of California “A-G” admission requirements and includes a full complement of enrichment subjects, including Spanish, Mandarin, visual arts (painting, drawing, printmaking, sculpture), practical arts (farming, woodworking), theater, music (choir, American music, orchestra as well as classes in guitar or piano), agriculture, social/emotional learning curriculum. Credo offers electives such as “Electric Vehicle Design and Build” and “California Wildlife Biology.”

Credo is the world’s first One Planet School and has been awarded Planetary Leader status by the international nonprofit, BioRegional, Inc., and the parent organization for One Planet Communities.

Credo’s Charter renewal petition was authorized by Cotati Rohnert Park Unified School District in the fall of 2020 for a third five-year term ending in June 2026. Due to pandemic disruptions, the state issued an extension on renewals. Credo’s renewal is now due in June 2027. Credo has been granted full member status in the Alliance for Public Waldorf Education and holds the distinction of being the largest Public Waldorf high school in North America. As such, the school is actively engaged in what it takes to provide a holistic and equitable educational program at scale.

This year Credo received the California Distinguished School Award for the second time (it was also awarded in the 2020-21 school year). In the 2022/23 school year, Credo engaged in a full self-study for the Western Association of Schools and Colleges (WASC) and received another six-year accreditation term beginning July 2023. In 2026 Credo successfully underwent a WASC midcycle review.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Successes:

In 2024-25, Credo hired an Education Director to serve as part of a three-member Administrative Leadership team. The Ed. Dir. became a primary point of contact and established a foundation of support and oversight for the faculty. This year the school transitioned its senior administrative leadership team to include a Dean of Students and a Director of Operations. This allowed the Executive Director to absorb the role of Education Director and focus more time on site leadership. The 2023 WASC self-study process supported engaging the school community, particularly the faculty and administration, in a thorough analysis of areas of strength and areas for improvement. A clear set of goals and actions for the next six-year cycle was articulated and aligned with LCAP goals and actions. Credo was found to be making continued progress on achieving those goals during the WASC mid-cycle review process this year.

The overall school climate continues to improve. The 2025 Youth Truth student score for “Belonging and Peer Collaboration” is 3.67 which places Credo in the 90th percentile in Sonoma County. The “Culture” Measure which describes the degree to which students believe that the school fosters a culture of respect and fairness is 3.38 which is in the 59th percentile for Sonoma County high schools.

Student engagement in extracurricular activities is high. There are over 30 student-sponsored and led clubs, with a particularly great showing by our FIRST Robotics team which ranked in the top 12 of the regional championships and won several team awards in 2025-26, including awards for Spirit and Sustainability Credo’s theater program is now in its fifth year and has produced two full productions each year. Gryphon Athletics competes at the highest level within its league regularly earning playoff or championship status.

Support for students with mental health needs were strengthened by providing a full time MFT to meet with self-referred students. A suicide prevention training, QPR, was provided to all students and faculty by SCOE personnel. Credo’s MTSS model was strengthened with the implementation of a student referral program and articulated sequence of steps.

Teacher retention rates heading into the 2026/27 school year are greatly improved over the years immediately following the Covid-19 pandemic and the overall number of fully credentialed teachers is increasing.

Credo is developing articulated CTE pathways and is the recipient of several grants to support this effort. First, the College and Career Access Pathways (CCAP) grant for $100,000 over two years also provided resources to establish dual enrollment opportunities with the Santa Rosa Junior College for our students. In 2025/26 Credo offered 4 SRJC College and Career Access Pathways (CCAP) courses on its campus. In 2026/27 there will be another 4 CCAP courses offered on campus.

Second, Credo has received three Strong Workforce Grants to reinforce the school’s ability to begin developing innovative and impactful CTE pathways, thereby increasing students’ social mobility and helping to fuel our regional economy with skilled workers.

Third, the Golden State Pathways grant for $688,000 over four years provides critical resources to promote pathways in high-wage, high-skill, high-growth areas, including technology, health care, education, and climate-related fields that, among other things, allow students to advance seamlessly from high school to college and career and provide the workforce needed for economic growth.

In 2025/26, 270 students participated in a class that was part of a CTE pathway.

Credo's 11th grade CAASPP scores for English Language Arts for 2025 were strong at 83.5 points above standard for all students. The 12th grade CAAST scores for Science for 2025 were also strong, at 66.3 points above average.

The graduation rate for the class of 2025 was 95.1% with 94.9.9% of 12th grade students meeting the UC A-G requirements. According to data compiled by the San Francisco Chronicle, Credo High School ranked fourth in Sonoma County for University of California admissions. 45% of seniors applied to UC's and of those applicants 76% were admitted.

In 2026 Credo successfully completed the mid-cycle WASC review.

Challenges:

Identified Needs: One of the biggest areas of need is increasing faculty and staff salaries. The school has made significant gains in increasing salaries over the last few years, but they still lag behind District and regional comparables.

The WASC process included an in-depth analysis of the optimal school size in light of economics, facilities, class sizes, and school culture. Credo has historically targeted 640 students as its ultimate size. Currently goals put the targeted size at 490 students across four grades and a total of 16 cohorts. The lower overall enrollment numbers require deliberate planning for resource allocation particularly in the area of programs such as Adventure Learning.

Effective communication to parents in an area of growth. Parent square is a valuable tool, but the reality is that parents are overwhelmed by email and other forms of communication. We need to find ways to engage parents in more compelling ways: regular communication from administration, on-site parent evenings, student presentations, etc.

Professional development for faculty is an identified need. Credo's new educational director will be providing Waldorf training as well as guiding faculty towards increased collaboration and subject specific professional development opportunities.

Attendance is an area where we have seen improvement. In 2023-2024, Average Daily Attendance was at 93% and in 2024/25 it was 94.43%. However, for 2025/26 ADA is hovering around 93.7%.

In 2025/26 Credo reached 42% of students qualifying as unduplicated. This allows the school to shift focus to schoolwide programs to address those students' needs within the community. Part of this growth has been driven by an increase in Hispanic students. In 2022/23 16.8% of students identified as Hispanic, which has risen to 23.41% in 2025/26. This increase has required the school to refine and add supports to its Multilingual Learners program, although fewer than 30 students qualify for the program.

Required Actions Based on Priority Student Groups

2023/24 Required Actions: None. No student groups in Red category on any dashboard measure

2024/25 Required Actions: None. No student groups in Red category on any dashboard measure

2025/26 Required Actions: None. No student groups in Red category on any dashboard measure

2026/27 Required Actions:

ELs: N/A (<30)

LTELS: N/A (<30)

Differentiated Assistance: N/A (not eligible)

Equity Multiplier: N/A (not eligible)

Learning Recovery Emergency Block Grant (LREGB) Funds:

Credo did not expend any LREGB funds in 2025/26.

Credo plans to use the LREGB funds allocated to the school in 2026-2027 to support actions aligned with the allowable uses outlined by the California Department of Education based on the school's needs analysis of student outcome data. Specifically, Credo plans to support learning recovery in mathematics. Student CAASPP scores for Math showed that 50% of students who participated in the assessment in 2024/25 scored below Level 3. Of those students, 42% are either Hispanic, English language learners, or have been previously reclassified as English Language Proficient. In this LCAP GOAL 2, ACTION 2.1 is to increase support for Multi-Lingual Learners so that they can achieve better academic success in mathematics and English Language Arts. In 2026-27 Credo will spend $28,646 of LREGB funds on teacher salary costs to add a math-focused section of Directed Studies to serve students in Grades 9 and 10.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administration	Youth Truth Survey to all educational partners. Weekly staff meetings to discuss priorities and areas of concern.
Faculty	Weekly faculty meetings to discuss priorities and areas of concern.
Parents	YouthTruth Survey to all educational partners. Town Hall in March, 2026, where questions and concerns from the community were solicited.
Students	Draft goals and actions for the LCAP were shared with Student Leadership. Student delegation attended SCOE YouthTruth workshop series in Fall 2025 and Spring 2026.
Credo Board and Community	In May of 2026 draft goals and actions were presented to the Board.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

This LCAP cycle was heavily influenced by the outcome of the WASC accreditation process, where all educational partners were deeply engaged in analyzing and assessing Credo's past successes and future challenges. The administration, faculty, and board reviewed data and metrics to determine goals and align them with the needs that were present at that time. Both previous years of this LCAP cycle have seen educational partners give feedback on the success of actions taken and provide input on adjustments to actions in order to meet the goals.

LCAP Summary:

Broad Vision:

Goal 2: Provide a relevant and rigorous college and career readiness program, including a 95% completion rate of a-g requirements for all students by 2027.

Goal 3: Provide a safe and secure environment for optimal student learning, including a decrease in suspension rates for all students and an increase of 50% students who report they have a trusted adult on campus when feeling upset or stressed by 2027.

Focused Goal:

Goal 5: Increase Parent Engagement, including by increasing the YouthTruth summary response to Communication and Feedback to 3.5 by 2027.

Maintenance of Progress:

Goal 1: Provide a relevant and contemporary Public Waldorf curriculum based on the aims of Waldorf Schools, including increasing YouthTruth summary scores on student measures of Belonging & Peer Collaboration, Engagement, Culture, and Relationships by 2027.

Goal 4: Attract and retain highly qualified teachers, including by bringing our salary schedule on par with local districts and increasing teachers with Clear Credentials and Waldorf training.

Key modifications based on feedback in 2025/26:

Goal 5: The results of the Parent portion of the YouthTruth survey in 2025 indicated a need for increased parent communication and engagement. Parents are eager to get to know teachers and staff. They benefit from parent education and want to have more regular updates about student progress.

Goal 4: The faculty are eager to collaborate and engage in more shared decision making in the school. They are seeking more guidance, training, and support beyond increased salaries.

Goal 2: According to the Youth Truth Survey, 9th and 10th grade students are not aware of the level of college planning that is available to them. Making this more explicit is a priority. All students also expressed a lack of career planning opportunities, which is an area that Credo has not previously focused on.

Credo acknowledges and values the input from all educational partners in shaping a strategic plan that improves student outcomes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a relevant and contemporary Public Waldorf curriculum based on the aims of Waldorf Schools.	Maintenance of Progress

State Priorities addressed by this goal.

All Priorities are addressed by this goal. Waldorf education is the lens that informs the school's approach to each of the state priorities.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We are committed to providing a Waldorf curriculum that is both relevant and contemporary, ensuring our students receive an education that prepares them for the complexities of the modern world while staying true to the core values of Waldorf education. This approach not only honors the rich traditions of Waldorf schooling but also embraces the innovations and demands of today's educational landscape. For example, our core Waldorf programming aligns well with the state goal of increasing Career and Technical Education pathways. A core motto of Waldorf education is "education for these children, in this time, in this place." Success in meeting this goal will appear in students feeling like they are connected to their peers and the adults in their community, that they belong to a positive school culture, and that they are engaged with their education–values strongly upheld in the Waldorf tradition and highly correlated with measures of student achievement and well-being.

An analysis of the 2023 California School Dashboard data indicated that Credo is making good progress on meeting the needs of all learners. Areas of growth that were identified came from the 2024 YouthTruth survey that indicated areas of school culture that should be highly correlated with a robust Waldorf educational experience and are statistically correlated with measures of student academic achievement:

- Student Engagement scale: 38th percentile in Sonoma County

- Student Culture scale: 55th percentile in Sonoma County
- Student Relationships scale: 31st percentile in Sonoma County

During the LCAP development period, educational partners identified the need to increase support for core Waldorf pedagogy and programming at Credo in order to increase desired outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Waldorf Trained Teachers	9 out of 30 teachers are fully trained	50% of Faculty have completed a minimum of a Foundation Studies Program	50% of Faculty have completed a minimum of a Foundation Studies Program	66% of faculty complete at least a Foundation Studies Year of Training	Increase from 30% to 50%.
1.2	Youth Truth Survey Student “Belonging and Peer Collaboration” scale	Spring 2024 summary score of 3.67/90th percentile	Spring 2025 summary score of 3.64/88th percentile	Spring 2025 summary score of 3.67/90th percentile	Spring 2027 3.7/90th percentile or above	Increase from 88th to 90th percentile
1.3	Youth Truth Survey Student “Engagement” scale	Spring 2024 summary score of 3.42/38th percentile	Spring 2025 summary score of 3.51/55th percentile	Spring 2026 summary score of 3.49/48th percentile	Spring 2027 summary score of 3.60 or above	Decrease from 55th to 48th percentile
1.4	Youth Truth Survey Student “Culture” scale	Spring 2024 summary score of 3.36/55th percentile	Spring 2025 summary score of 3.49/69th percentile	Spring 2026 summary score of 3.38/59th percentile	Spring 2027 summary score of 3.60 or above	Decrease from 69th to 59th percentile
1.5	Youth Truth Survey Student “Relationships” scale	Spring 2024 summary score of 3.21/31st percentile	Spring 2025 summary score of 3.34/44th percentile	Spring 2026 summary score of 3.36/48th percentile	Spring 2027 summary score of 3.60 or above	Increase from 44st to 48th percentile

Insert or delete rows, as necessary.

Goal Analysis for LCAP 2025/26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, progress is being made towards Goal 1.

Action 1.1 Waldorf teacher training (partially implemented). In 2022/23 Credo hired an Education Director who was responsible for faculty oversight and professional development. The Education Director was responsible for guiding the school in applying a Waldorf lens to our overall program development. A Director of Student Services held responsibility for student discipline and school counseling. Under this model, the Executive Director carried the responsibility of functioning as the site principal, superintendent, and director of all school/district operations. At the close of the 2024/25 year, it was determined that Credo needed the Executive Director to be more involved in faculty oversight and the pedagogical direction of the program. In 2025/26 the administrative leadership team shifted to having a Executive Director, Dean of Students, and a Director of Operations. This reorganization was intended to allow a stronger holding of the Waldorf and college prep programs from the most senior level of the school, as well as greater attention to the quality of student life at Credo.

Action 1.2 Sustainable Adventure Learning program (partially implemented). Credo once offered Adventure Learning at all four grade levels. That became financially and logistically unsustainable as the school grew towards full enrollment. During this LCAP cycle the program has been pared back to only offering significant Adventure Learning trips in 9th and 12th grades, when the need for community-building and rites of passage are greatest. The program in Grade 9 sets a strong tone for students entering the school and the senior trip is a highly anticipated culminating event.

Credo acknowledges that this LCAP does not contain all of the required metrics for measuring goal effectiveness. They will be added in the 2026-27 LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

1.1 Waldorf Teacher Training: Partially Effective.

Hiring the Education Director was effective at providing structured support for teachers and management of curriculum and instruction. The Education Director created a plan for Waldorf Teacher Training which was implemented in 24/25 and continued in 25/26.

In 2025/26 the school leadership team was restructured to eliminate the Education Director and add a Director of Operations. This restructuring allowed a more comprehensive and cohesive vision of the Waldorf program to emerge and shape all operations of the school. The Executive Director, Director of Operations, and Dean of Students are all now aligned with the vision and mission of the school and working to create and implement sustainable changes to the curriculum, school programming, and daily operational functions that will reinforce Credo's commitment to its identity. This effort has temporarily taken focus away from the desire to implement increased Waldorf training for Credo's faculty. It has also resulted in some backsliding the areas of student engagement and school culture, as the shift and redistribution of administrative responsibilities across the new administrative roles required time to determine and implement.

1.2 Sustainable Adventure Learning program: Partially Effective

The Adventure Learning program for 9th and 12th grade students has continued to be highly effective as a means to develop a strong sense of culture and community. The YouthTruth data shows that Credo students experience an exceptionally strong sense of belonging. In 2024/25 there was an increase in problematic behaviors on the 9th grade trip, and in response to partner feedback (students, faculty, parents) in 2025/26 the programming for the 9th grade trip was expanded and took place over many months, culminating in the actual trip taking place in the spring instead of in the fall. Moving the trip from the beginning of the year to the spring allowed the 9th grade students to work together to build healthy expectations and practices before going on the trip. It allowed the trip to be more successful when it occurred, but a side effect was the delay in the 9th grade forming a cohesive identity as a class at Credo and having lowered feelings of engagement and connection at the mid-year YouthTruth survey.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Currently no changes planned.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Waldorf Training	Implement a multi-year Waldorf Teacher Training Program. In order to fulfill the school's mission as a Public Waldorf School it is necessary to have Waldorf-trained teachers that are well-versed in the Core Principles and philosophy of Public Waldorf Education, which emphasize holistic development, the integration of arts and academics, and the nurturing of students' physical and emotional growth.	$3,236	Yes
1.2	Sustainable Adventure Learning program	Implement a sustainable and meaningful Adventure Learning Program for 9th and 12th grade. Identified Need: ● Holistic experiences that cultivate community and creativity, and a respect for the natural world by engaging students physically, intellectually, and emotionally in a natural setting. ● Building a sense of cohesion among incoming 9th grade students along with opportunities to build resilience, self-reliance and confidence. ● A capstone experience for 12th grade students to reflect on their high school years and prepare for the transition to adulthood and further education.	$223,000	Yes

Goal

Goal #	Description	Type of Goal
2	Provide a relevant and rigorous college and career readiness program	Broad

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners, including Credo alumni.

Analysis of YouthTruth survey results show that very few Credo students feel that they are being adequately prepared for college and careers, in spite of Credo's focus on being a college prep school. In 2024, Credo students ranked at only the 3rd percentile in Sonoma County on this measure.

Credo alumni reported during the WASC accreditation cycle that they felt disadvantaged by not having access to advanced placement exams.

Credo plans to implement actions that demonstrate that we are committed to providing a rigorous and relevant college and career preparedness program that addresses the diverse needs of our student population including:

- improving standardized test scores
- integrating technology for students
- offering career-focused pathways
- expanding counseling services
- enhancing elective choices
- Increasing professional development for teachers

Through these comprehensive strategies, we aim to equip all students with the skills, knowledge, and experiences necessary for their future success

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	UC a-g Graduation rate (CA School Dashboard, DataQuest) 1) all students 2) Hispanic 3) Low SES	Spring 2024 1) 93% 2) 85.7% 3) 93.5%	Spring 2025 1) 95.1% 2) Not Avail. 3) 97.4%	Spring 2026	1) 95% UC a-g 2) 90% 3) 95%	+2.1%
2.2	SRJC Courses offered at Credo	no courses	3 courses: 1) Basic Drafting 2) CAD 3) Graphic Design	1) Basic Drafting 2) CAD 3) Graphic Design 4) Photography 5) Coding 6) Animation	4 courses: 2 each semester 1) Art 82 Photo 2) Journ59 3) Intro to Sust. Ag. 4) Photoshop 5) Art 82 Photo	An increase of 2 classes
2.3	Articulated CTE Pathways	no pathways	1) Manufacturing & Product Design	1. Manufacturing & Product Design 2. Equitable Climate Science Pathways: Farm to Fork	1. Manufacturing & Product Design 2. Equitable Climate Science Pathways: Farm to Fork 3. Healthcare pathway	2 articulated CTE Pathways

2.4	CAASPP English % Met or Exceeded State Standard (CA Dashboard) 1) All students 2) Hispanic 3) Low SES	Spring 2023 1) 77.17% 2) 80% 3) 70.97%	Spring 2024 1) 75% 2) 50% 3) 68.96%	Spring 2025 Data 1) 77% 2) 63% 3) 76%	Spring 2027 1) 80% 2) 75% 3) 75%	1) +2% 2) +13% 3) +7%
2.5	CAASPP Math % Met or Exceeded State Standard (CA Dashboard) 1) All students 2) Hispanic 3) Low SES	Spring 2023 1) 56.32% 2) 57.14% 3) 41.38%	Spring 2024 1) 50% 2) 28.57% 3) 46.66%	Spring 2025 Data 1) 50% 2) 17% 3) 31%	Spring 2027 1) 60% 2) 55% 3) 50%	1) 0 2) -12% 3) -16%
2.6	Youth Truth Survey Student College and Career Readiness Summary Scale 1) All students 2) Hispanic	Spring 2024 1) 2.72/3rd percentile 2) 2.96/14th percentile	Spring 2025 1) 2.80/4th percentile 2) 2.79/3rd percentile	Spring 2026 Data 1) 3.06/22nd percentile 2) 3.32/56th percentile	Spring 2027 1) 35th percentile 2) 35 percentile	1) + 026/18 percentile points 2) +0.53
2.7	Youth Truth Survey Student Academic Challenge Summary Scale 1) All students 2) Hispanic	Spring 2024 1) 3.48/25th percentile 2) 3.50/28th percentile	Spring 2025 1) 3.51/30th percentile 2) 3.40/11th percentile	Spring 2026 Data 1) 3.52/29th percentile 2) 3.61/45th percentile	Spring 2027 1) 3.65 2) 3.60	1) + 0.01 2) +0.21

Goal Analysis for 2025/26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, this goal is being achieved as described.

2.1 Update and refine MLL programming and supports (partial implementation): Credo formed a team to address MLL support systems in 2025/26. A deep analysis and improvement of the RFEP process was undertaken, which included more rigorous exploration of how students from subgroups are performing within Credo's college prep academic programming. Credo also began exploring a deeper uptake of Mastery Based Grading, which shifts focus away from things like homework completion and towards content mastery.

2.2 Adopt 1:1 Student Chromebook program (full implementation): Credo continued rolling out a 1:1 chromebook program with the newest incoming 9th grade class. Now both 9th and 10th grade students have received new personal chromebooks upon entering Credo. A school-wide temporary chromebook loan program within each classroom was also implemented this year, so that students who didn't have their chromebook would not have to leave the classroom or miss instructional time to find a replacement.

2.3 Continue development of CTE pathways and dual enrollment opportunities (full implementation): Credo added a second CTE pathway this year and received a grant to begin implementing a third pathway.

2.4 Increase college and career counseling services in Grades 9 & 10 (partial implementation): Credo's college counselor did push-in sessions during 9th & 10th grade Cohort Advisory periods to introduce students to the California College Guidance Initiative platform and assist them with logging in and beginning to use the platform. The counselor also held two evening Zoom meetings for 10th graders and their parents to start exploring the college application process.

2.5 Target college and career counseling services for designated subgroups (EL, RFEP, low SES) (partially implemented): Credo's college counselor held 1:1 meetings with every 12th grade student and individual meetings with every 11th grade family (student and at least one parent). Special attention was given to ensuring that designated subgroups participated and had language translation services available as appropriate.

2.6 Offer onsite Advanced Placement Exams (fully implemented): Credo now offers proctored AP exams on campus during the AP testing window. Students may sign up for any AP exam they want to take and Credo will proctor it.

2.7 Expand elective offerings for Grades 11 and 12 (fully implemented): Credo now offers as many elective courses as the current enrollment can support. Special effort has been made to expand electives in STEM fields, coinciding with CTE pathway development.

2.8 Implement Professional Learning Communities (partially implemented): The team implementing PLC continues to make progress in restructuring faculty meeting time. In 2025/26 a new monthly cycle was implemented for the weekly meetings that establishes a rhythm for faculty to have time together in their departments and time together as a whole group. The PLC at Credo collaboratively establishes the topics and concerns they want to address in their meeting time.

Credo acknowledges that this LCAP does not contain all of the required metrics for measuring goal effectiveness. They will be added in the 2026-27 LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

2.1 Update and refine MLL programming and supports: Partially Effective

CAASPP scores in ELA and Math for Hispanic and low SES students have dropped during this LCAP cycle, showing the need for further actions next year.

2.2 Adopt 1:1 Student Chromebook program: Effective

All students have access to a personal Chromebook, especially in Grades 9 and 10. Students and teachers report having an easier time submitting assignments and less class time is being lost to dealing with technology.

2.3 Continue development of CTE pathways and dual enrollment opportunities: Effective

CALPADS data showed that 270 Credo students, about 50% of students overall, participated in a CTE pathway course in 2025/26.

2.4 Increase college and career counseling services in Grades 9 & 10 : Partially Effective

On the YouthTruth survey this year, 10th grade students scored 3.22 and the 44th percentile in Sonoma County on the College & Career Readiness aggregate measure. 9th grade students scored 3.03 and 18th percentile. There is still lots of room to improve, but we see the doubled score of the 10th grade versus the 9th grade to be indicative of the additional time and support that the 10th grade received.

2.5 Target college and career counseling services for designated subgroups (EL, RFEP, low SES): Partially Effective

On the measure of College & Career Readiness in the YouthTruth survey this year, EL students scored 3.28 and at the 51st percentile in Sonoma County versus non-English language learners, who scored 3.07 and the 23rd percentile. Hispanic students scored 3.32 and 56th percentile in the county.

2.6 Offer onsite Advanced Placement Exams: Effective

Credo now offers proctored AP exams on campus during the AP testing window. Students may sign up for any AP exam they want to take and Credo will proctor it. Students may also schedule a Study Hall to prepare for the AP exams. In 2025 students took AP exams in 13 different subject areas. In 2026 students took AP exams in 18 different subject areas.

2.7 Expand elective offerings for Grades 11 and 12: Effective

Credo now offers as many elective courses as the current enrollment can support. Special effort has been made to expand electives in STEM fields, coinciding with CTE pathway development.

2.8 Implement Professional Learning Communities: Partially Effective

The new rhythm of faculty meeting time and collaboration was only established in the second semester of 2025/26. The individual departments are now beginning to build out the most productive use of their collective time so that they can address and target specific areas of learning that are challenging students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.1: Continued implementation of Mastery Based Grading practices is planned. Also, Mathematics and Directed Studies classes are being reconfigured to provide increased support for students in subgroups who are not making the academic achievement gains targeted in Goal 2.

2.4 & 2.5: In 2026/27 the Cohort Advisory program is planned to have an additional infusion of sessions dedicated to internships, resume writing, and mock interviews. This will increase career readiness for Credo students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Update and refine programming for increased number of MLL students with ELD Coordinator and professional development.	Hispanic students are not scoring as well on the ELA and Math tests as their White counterparts. Improving services for MLL students, who are largely Spanish-speaking at Credo, will help increase test scores.	$22,288	Yes

2.2	Adopt 1:1 Student Chromebooks	Not all students have access to the technology necessary to complete homework and other assignments. Ensuring each student has their own device helps bridge the digital divide. It provides equitable access to technology for all students, regardless of their socioeconomic background, ensuring everyone has the tools they need for success. Instructional time is also wasted with shared devices that require a check-in/check-out process. Maintenance and tech updates will be streamlined with a centralized system. Continue to provide 1:1 Student Chromebooks for students coming into 9th grade	$41,906	Yes
2.3	Continue development of CTE pathways including onsite dual enrollment opportunities CTE Pathways and dual enrollment	Credo provides a well-rounded, liberal studies style curriculum to all students. Providing CTE pathways and dual enrollment opportunities through our CCAP agreement with SRJC, students will have increased opportunities for individual choice and engagement in their career planning.	$43.991	Yes
2.4	Increase college and Career Counseling services in grades 9 & 10, expanding College Counselor to 1.2 FTE	Since students are not choosing most of their courses in 9th and 10th grade, they are not engaged in thinking about college and career applications. Focused counseling in the early grades will foster more awareness of this process.	$56,307	Yes
2.5	Target college and career counseling services for designated subgroups: EL, RFEP, Low SES	Providing all students with the awareness of and access to college opportunities that fit a wide range of needs.	$56,307	Yes
2.6	Provide access to onsite Advanced Placement exams	Credo intentionally does not offer AP courses; however, alumni report being at a disadvantage in terms of achieving advanced standing. By offering AP exams, students have the opportunity to take advanced standing courses in college, thereby saving time and money.	$4,004	Yes

2.7	Expanding Elective Offerings	Credo's course progression is fairly prescribed. Eleventh and 12th-grade students benefit from a wide range of elective opportunities to explore interests and career pathways.	$61,250	Yes
2.8	Professional Learning Communities Training: Establish a guiding coalition of two administrators and five subject area teacher leads to participate in a three-year professional development program anchoring data based PLC practices	Expanding data-informed departmental and schoolwide collaboration is an identified need from Credo's WASC self-study in 2023.	$11,640	Yes

Goal

Goal #	Description	Type of Goal
3	Provide a safe and secure environment for optimal student learning	Broad

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified by students through their direct feedback, analysis of suspension and disciplinary rates, and analysis of YouthTruth survey data.

Creating a safe and secure environment that is optimal for student learning involves addressing both the physical and psychological needs of students. The actions outlined include:

- remodeling student bathrooms
- repairing the HVAC system
- hiring a full-time MFT counselor
- implementing a wellness center

These improvements collectively ensure that students are not only physically comfortable and healthy but also mentally supported and engaged. When students feel safe and secure in their environment, they are more likely to attend school regularly, participate actively in class, and perform better academically. Thus, these actions are integral to fostering a school climate that prioritizes student well-being and academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

3.1	Standard heating and cooling temperatures of 68-70 degrees year-round.	2023/24 West Wing seasonal fluctuations are lower than 65 degrees and higher than 75 degrees.	Adjustments made with central heating system. No HVAC.	Targeted repairs on the HVAC system in the West Wing and Art Wing to improve seasonally appropriate temperatures.	Standard temperatures of 68-70 degrees year-round.	Significant improvement
3.2	Wellness Center Design and Implementation	No “Wellness Center” but a range of services for identified students.	Student Services department has implemented supports at MTSS levels 1, 2, and 3.	Student services has a full-time MFT on staff. Administrative staff did a comprehensive review and update of the School Safety Plan. Improved integration and visibility of student health data to relevant parties to better serve specific student needs.	Completed Wellness Center Design and Full Implementation including community awareness of available services.	Increased coherence with articulated supports.
3.3	Youth Truth Survey Student Emotional Health Question: “When I’m feeling upset, stressed, or having problems, there is an adult I can talk with”	Spring 2024 3.08/23rd percentile	Spring 2025 3.19/ 41st percentile	Spring 2026 3.08/18th percentile	Increase to 50th percentile	- - 0.11 - -23 percentile points

3.4	CA Dashboard Suspension Rates	2023 Dashboard 2.6 suspension rate, an increase of 1.7%. White, low SES, Students with Disabilities, and students of two or more races had an increased rate of suspension and is recorded in the orange zone on the dashboard. Hispanic students fall into the yellow category.	2024 Dashboard 2.7 suspension rate, Maintained Orange: 4.8% of Hispanic students were suspended at least one day; 9.5% of students with Disabilities; Yellow (maintained) 2.3% of White students; Green 2% of students of Two or More Races, 1.9% Low SES	2025 Dashboard 2.8% suspension rate. Orange: 6% of Hispanic students were suspended at least one day; 3.2% of students identifying as two or more races; Green: 1.4% of Low SES, 1.7% of White studens	Decreased rates for all students	Overall Maintained White maintained Hispanic +1.2% Students with Disabilities -9.5% Two or More Races +1.2% Low SES -0.5%

Insert or delete rows, as necessary.

Goal Analysis for 2025/26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, this goal is being achieved as described.

3.1 Renovate student bathrooms (full implementation): The student bathrooms were fully renovated before the 2024/25 academic year.

3.2 Repair HVAC system (partial implementation): In 2025/26 Credo hired multiple technicians to identify problem areas with the HVAC system. Multiple successive rounds of repairs were made to establish comfortable classroom conditions.

3.3 Hire a fulltime MFT (full implementation): In 2024/25 the MFT was increased to 1.0 FTE.

3.4 Implement a campus wellness center (not implemented): The campus wellness center plan was eliminated.

Credo acknowledges that this LCAP does not contain all of the required metrics for measuring goal effectiveness. They will be added in the 2026-27 LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.4 The Campus Wellness Center plan was eliminated in 2025/26 and the resources re-allocated to other administrative positions.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

3.1 Renovate student bathrooms: Effective

The student bathrooms are now clean and in good repair. The students show that they value this improvement by reporting any act of vandalism or malfunction right away. Student culture has shifted significantly around the upkeep of the student bathrooms.

3.2 Repair HVAC system: Effective

Classrooms are now kept at comfortable temperatures regardless of the external temperatures.

3.3 Hire a fulltime MFT Counselor: Effective

A full-time MFT counselor has been hired to replace the set of interns and trainees who provided services over the last number of years. One full-time licensed counselor provides more streamlined services to students and integrated collaboration with other Student Services staff. Students, families, and school staff can use a referral form to be seen by the counselor.

3.4 Implement a campus wellness center : not implemented

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to this goal or actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Remodel Student Bathrooms:	Student bathrooms have suffered from age and vandalism, leading to a sense of disrespect on campus. Broken locks on doors, securely anchored graffiti-proof partitions, solid ceilings and new flooring create a safer environment for students' physical needs.	$0	No
3.2	Repair HVAC system	Certain classrooms run either too hot or too cold, especially in the west wing.	$7,100	No
3.3	Hire a full time MFT counselor to support mental health	Credo had a patchwork counseling program made up of part time trainees and interns. Having one fully trained counselor will ensure continuity of services and greater coherence with student services staff.	$87,543	Yes
3.4	Implement a campus wellness center	Support Services are not always visible to students at large and are fragmented. A wellness center will provide more comprehensive support to a greater number of students.	$23,275	Yes

Goal

Goal #	Description	Type of Goal
4	Attract and retain highly qualified teachers	Maintenance of Progress

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed through feedback from education partners and the data used to inform the Williams Act Review after the passage of AB1505. AB1505 established a timeline for all charter school teachers to be fully credentialed within their subject areas or to be deemed misassigned. Credo has been working to comply with those requirements.

By focusing on attracting and retaining highly qualified teachers, the school ensures that it can provide a high-quality, stable, and innovative educational experience for all students, ultimately supporting their academic and personal success. Much national attention has been focused on the high burnout rates among educators. Increased pressures related to the pandemic including meeting the needs of distance learning and hybrid instruction, responding to increased social/emotional needs of students, an increasingly politicized climate, as well as relatively low pay and respect as compared to other professions with similar education requirements is driving more and more educators to leave the profession. In Sonoma County, we have the added burden of high cost of living and risk of wildfires due to climate change.

As a Public Waldorf Charter School, Credo High School relies on teachers with a depth of knowledge of Waldorf Education as well as teachers willing to learn about Waldorf Education. In terms of instructional time, this training is equivalent to a Master's Program. While the expectations of a Credo teacher are higher than traditional public schools, Credo's salary schedule lags behind district and county counterparts. In order to remain competitive in retaining and hiring excellent, credentialed teachers, we need to increase salaries and benefits.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	a. Years 1 b. Year 10 c. Year 20	2023/24 Salary Schedule a.$55,586 b. $67,215 c. $89,215	24/25 Salary Schedule a. $57,545 b. $72,522 c. $92,360	25/26 Salary Schedule a. $57,545 b. $72,522 c. $92,360	On par with Cotati Rohnert Park BA +30 for steps 1 - 10 and BA + 60 for years 11 - 24	a. +$1,959 b. +$5,307 c. +$3,145
4.2	CALSAAS Clear Credential Intern Incomplete Out of Field Emergency Cred.	2021/22 Data 63.1% 2.6% 11.2% 8.8% 14.4%	2022/23 61.9% 0% 16% 2.4% 16.4%	23/24 62.7% 0% 14.4% 4.7% 18.2%	2024/25 80% 1% 10% 0 9%	 +0.8% 0% -1.6% +2.3% +1.8%
4.3	a. a. Teachers who have completed Waldorf teacher Training (through Foundation Studies) b. b. Teachers enrolled in Waldorf Teacher Training	2023/24 a. 11 b. 0	2024/25 a. 12 b. 7	25/26 a.17 b.0	a. 20 b. 10-15	a. +5 b. 0

Insert or delete rows, as necessary.

Goal Analysis for 2025/26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, this goal is being achieved as described.

4.1 Achieve and maintain competitive salary schedules (partially implemented): In 2023/24 the school made significant progress in increasing salaries. Certificated teachers saw increases ranging from 10-28% depending on their placement on the salary schedule. Credo's salary schedule also recognizes Waldorf training with a $4,000 annual stipend, advanced degrees with a $2,000 and cohort guides are stipended for their extra responsibilities.

4.2 Provide increased opportunities for subject-specific professional development (partially implemented): A Mathematics teacher ordered small professional development training. A Social Sciences teacher attended a professional development series at the Sonoma County Office of Education. A World Language teacher is attending a summer professional development workshop.

4.3 Provide Induction and on-site mentoring experiences for new teachers (partially implemented): All new teachers working on clearing their credential have been assigned mentor teachers.

Credo acknowledges that this LCAP does not contain all of the required metrics for measuring goal effectiveness. They will be added in the 2026-27 LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

4.1 Achieve and maintain competitive salary schedules: Partially Effective

Four years ago it would have been nearly impossible to compete with hiring an experienced teacher but over the last two years the school has been able to attract and retain more highly qualified teachers. An experienced Waldorf teacher with an advanced degree is closer to parity with district schedules than ever before in the school's history. However, the salary schedule still lags behind local districts, especially at the early end.

4.2 Provide increased opportunities for subject specific professional development: Partially Effective

More subject-specific opportunities are needed.

4.3 Provide Induction and on-site mentoring experiences for new teachers: Effective

All new teachers working on clearing their credential have been assigned mentor teachers.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to the goals or actions

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Achieve and maintain competitive salary schedules	Credo's salaries are some of the lowest in the region.	$144,631	Yes
4.2	Provide increased opportunities for subject specific professional development	The strongest feedback from teachers is the desire for subject specific professional development.	$11,640	Yes
4.3	Provide Induction and on-site mentoring experiences for new teachers	Support for beginning teachers which supports their efficacy and retention.	$7,200	Yes

Goal

Goal #	Description	Type of Goal
5	Increase Parent Engagement	Focus

State Priorities are addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed through the direct feedback of the parent community of Credo.

Making parent engagement an LCAP goal underscores its critical role in enhancing student achievement, well-being, and overall school success. By fostering strong partnerships between parents and schools, we create a supportive and collaborative environment that benefits students, families, and the entire educational community. Engaged parents contribute to a positive school culture, provide valuable resources, and help ensure that all students have the opportunity to succeed academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Response rate to surveys	39%	38%	44%	50%	+6%
5.2	Level of engagement in Parent Advisory Committee	20-30 in virtual attendance to Town Hall Meetings	20-30 in virtual attendance to Town Hall Meetings	20-30 Town Hall Attendance	50-75	Constant
5.3	Youth Truth Family Summary Response to Communication and Feedback Scale	Score 3.29/ 35th percentile	Score 3.40/45th percentile	Score 3.46/47th percentile	Score 3.5	+0.06/+2 percentile
5.4	Youth Truth Family Summary Response to Engagement Scale	Score 3.11/ 25th percentile	Score 3.45/61st percentile	Score 3.43/56th percentile	Score 3.5	-0.02/-5 percentile

Insert or delete rows, as necessary.

Goal Analysis for 2025/26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

5.1 Develop a parent engagement survey and database: Effective

The parent summary response for Communication and Feedback is moving in a positive direction.

5.2 Establish a parent advisory group that meets monthly: Partially effective

The new DEI group of parents is moving towards a monthly meeting cycle that will help more fully support implementation of desired programming.

5.3 Host parent events: Partially effective

Although more community events for parents are happening than since before the Covid-19 pandemic, the 2025/26 parent summary response for Engagement remained essentially stagnant from 2024/25.

5.4 Host a spring family gathering: Partially effective

A series of family-focused events were held in the spring to celebrate student accomplishments. These included four 10th Grade Poetry Slams, two Music Performance Evenings, and an Athletics Banquet.

Credo acknowledges that this LCAP does not contain all of the required metrics for measuring goal effectiveness. They will be added in the 2026-27 LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

5 No material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

5.1 Develop a parent engagement survey and database (not implemented): In 2025/26 a new, centralized communication tool was developed in the form of a weekly newsletter called the *Credo Compass*. The *Compass* includes a variety of news and calendar updates, requests for assistance or volunteers from the community, and a section called Community Connections where parents and community members can post opportunities for students and one another.

5.2 Establish a parent advisory group that meets monthly (partially implemented): In 2025/26 a team of parents formed to help support the school on issues of inclusivity, diversity, and equity. The group began meeting with school administrators and planning how to support students and staff.

5.3 Host parent events (fully implemented): The school has partnered with the Credo Foundation to increase the amount and types of community events available for families, ranging from informational evenings to informal coffee cart gatherings to a Chili Cook-Off. This is in addition to the regular programming of the annual open house, back to school night, family orientation, and town hall.

5.4 Host a spring family gathering (partially implemented): We have seen some success in helping to increase the YouthTruth data on the Communication & Feedback score. Importantly, the targeted efforts made at better communication with Spanish-speaking families (e.g. translation services at community events, the newsletter delivered in the language of their choice, etc.) led to a higher YouthTruth rating on Communication & Feedback for parents who identify Spanish as the primary language spoken at home: 3.93, which is the 83rd percentile in the county. We also hosted numerous mid-size family gathering opportunities that were student-centered. These were well-attended, but were not primarily opportunities for parents to connect with each other. More opportunities for lateral family connection are still needed.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

5.2: Increase the frequency of parent advisory group meetings

5.3: Add open studio nights to the calendar, where parents can come to the campus and experience some of the arts programming that students participate in (e.g. blacksmithing, woodturning, ceramics)

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Develop a Parent Engagement Survey and Database to create awareness of engagement opportunities and solicit volunteers	Parents do not have enough access points and awareness of the ways in which their support can benefit the school.	$4,819	Yes
5.2	Establish a Parent Advisory Group that meets monthly	Parents are not always sure how/where/when they can engage in decision making.	$0	No
5.3	Host parent events including Back to School Night; Grade level parent evenings	Identified Need: As a commuter school, their parent community needs support to be more cohesive.	$1,000	Yes
5.4	Host a spring family gathering	Parents desire more engagement.	$1,600	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$361,156	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.35%	0%	$0	6.35%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

26-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
26-27	$ 6,073,289	$ 460,963	7.590%	0.000%	7.590%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 827,800	$ 250,000	$ -	$ -	$ 1,077,800.00	$ 619,700	$ 458,100

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Waldorf Training	All	Yes	Schoolwide	All	Schoolwide	Annual	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
1	2	Adventure Learning	All	Yes	Schoolwide	All	Schoolwide	Annual	$ -	$ 180,000	$ 180,000	$ -	$ -	$ -	$ 180,000	0.000%
2	1	CAASPP	All	Yes	Schoolwide	All	Schoolwide	Annual	$ 20,000	$ 10,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
2	2	1:1 Student Chromebooks	All	Yes	Schoolwide	All	Schoolwide	Annual	$ -	$ 40,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
2	3	CTE Pathways and dual enrollment	All	Yes	Schoolwide	All	Schoolwide	Annual	$ 100,000	$ 150,000	$ -	$ 250,000	$ -	$ -	$ 250,000	0.000%
2	4	College and Career Counseling	All	Yes	Schoolwide	All	Schoolwide	Annual	$ 60,000	$ -	$ 60,000	$ -	$ -	$ -	$ 60,000	0.000%
2	5	College and Career Counseling	Unduplicated	Yes	Schoolwide	All	Schoolwide	Annual	$ 60,000	$ -	$ 60,000	$ -	$ -	$ -	$ 60,000	0.000%
2	6	AP Exams	All	Yes	Schoolwide	All	Schoolwide	Annual	$ 2,500	$ 2,500	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
2	7	Elective Offerings	All	Yes	Schoolwide	All	Schoolwide	Annual	$ 75,000	$ -	$ 75,000	$ -	$ -	$ -	$ 75,000	0.000%
2	8	PLC Training	All	Yes	Schoolwide	All	Schoolwide	Annual	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
3	1	Remodel student bathrooms	All	No	Schoolwide	All	Schoolwide	Annual	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	2	Repair HVAC in west wing of campus	All	No	Schoolwide	All	Schoolwide	Annual	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	Hire a full time MFT counselor to support mental health	All	Yes	Schoolwide	All	Schoolwide	Annual	$ 95,000	$ (5,000)	$ 90,000	$ -	$ -	$ -	$ 90,000	0.000%
3	4	Implement a campus wellness center	All	Yes	Schoolwide	All	Schoolwide	Annual	$ -	$ 25,000	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
4	1	Salary Schedules	All	Yes	Schoolwide	All	Schoolwide	Annual	$ 200,000	$ -	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
4	2	Subject Area Professional Development	All	Yes	Schoolwide	All	Schoolwide	Annual	$ -	$ 12,000	$ 12,000	$ -	$ -	$ -	$ 12,000	0.000%
4	3	Mentoring	All	Yes	Schoolwide	All	Schoolwide	Annual	$ 7,200	$ -	$ 7,200	$ -	$ -	$ -	$ 7,200	0.000%
5	1	Parent Engagement	All	Yes	Schoolwide	All	Schoolwide	Annual	$ -	$ 12,000	$ 12,000	$ -	$ -	$ -	$ 12,000	0.000%
5	2	Parent Advisory Group	All	No	Schoolwide	All	Schoolwide	Annual	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	3	Parent Events	All	Yes	Schoolwide	All	Schoolwide	Annual	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
5	4	Family Gathering	All	No	Schoolwide	All	Schoolwide	Annual	$ -	$ 1,600	$ 1,600	$ -	$ -	$ -	$ 1,600	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

26-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 6,073,289	$ 460,963	7.590%	0.000%	7.590%	$ 826,200	0.000%	13.604%	**Total:**	$ 826,200
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 826,200

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Waldorf Training	Yes	Schoolwide	All	Schoolwide	$ 5,000	0.000%
1	2	Adventure Learning	Yes	Schoolwide	All	Schoolwide	$ 180,000	0.000%
2	1	CAASPP	Yes	Schoolwide	All	Schoolwide	$ 30,000	0.000%
2	2	1:1 Student Chromebooks	Yes	Schoolwide	All	Schoolwide	$ 40,000	0.000%
2	3	CTE Pathways and dual enrollment	Yes	Schoolwide	All	Schoolwide	$ -	0.000%
2	4	College and Career Counseling	Yes	Schoolwide	All	Schoolwide	$ 60,000	0.000%
2	5	College and Career Counseling	Yes	Schoolwide	All	Schoolwide	$ 60,000	0.000%
2	6	AP Exams	Yes	Schoolwide	All	Schoolwide	$ 5,000	0.000%
2	7	Elective Offerings	Yes	Schoolwide	All	Schoolwide	$ 75,000	0.000%
2	8	PLC Training	Yes	Schoolwide	All	Schoolwide	$ 10,000	0.000%
3	1	Remodel student bathrooms	No	Schoolwide		Schoolwide	$ -	0.000%
3	2	Repair HVAC in west wing of campus	No	Schoolwide		Schoolwide	$ -	0.000%
3	3	Hire a full time MFT counselor to support me	Yes	Schoolwide	All	Schoolwide	$ 90,000	0.000%
3	4	Implement a campus wellness center	Yes	Schoolwide	All	Schoolwide	$ 25,000	0.000%
4	1	Salary Schedules	Yes	Schoolwide	All	Schoolwide	$ 200,000	0.000%
4	2	Subject Area Professional Development	Yes	Schoolwide	All	Schoolwide	$ 12,000	0.000%
4	3	Mentoring	Yes	Schoolwide	All	Schoolwide	$ 7,200	0.000%
5	1	Parent Engagement	Yes	Schoolwide	All	Schoolwide	$ 12,000	0.000%
5	2	Parent Advisory Group	No	Schoolwide		Schoolwide	$ -	0.000%
5	3	Parent Events	Yes	Schoolwide	All	Schoolwide	$ 15,000	0.000%
5	4	Family Gathering	No	Schoolwide		Schoolwide	$ -	0.000%
							$ -	0.000%

26-27 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,077,800.00	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Waldorf Training	Yes	$ 5,000	$ -
1	2	Adventure Learning	Yes	$ 180,000	$ -
2	1	CAASPP	Yes	$ 30,000	$ -
2	2	1:1 Student Chromebooks	Yes	$ 40,000	$ -
2	3	CTE Pathways and dual enrollment	Yes	$ 250,000	$ -
2	4	College and Career Counseling	Yes	$ 60,000	$ -
2	5	College and Career Counseling	Yes	$ 60,000	$ -
2	6	AP Exams	Yes	$ 5,000	$ -
2	7	Elective Offerings	Yes	$ 75,000	$ -
2	8	PLC Training	Yes	$ 10,000	$ -
3	1	Remodel student bathrooms	No	$ -	$ -
3	2	Repair HVAC in west wing of campus	No	$ -	$ -
3	3	Hire a full time MFT counselor to support mental health	Yes	$ 90,000	$ -
3	4	Implement a campus wellness center	Yes	$ 25,000	$ -
4	1	Salary Schedules	Yes	$ 200,000	$ -
4	2	Subject Area Professional Development	Yes	$ 12,000	$ -
4	3	Mentoring	Yes	$ 7,200	$ -
5	1	Parent Engagement	Yes	$ 12,000	$ -
5	2	Parent Advisory Group	No	$ -	$ -
5	3	Parent Events	Yes	$ 15,000	$ -
5	4	Family Gathering	No	$ 1,600	$ -

26-27 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ -	$ 826,200	$ -	$ 826,200	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Waldorf Training	Yes	$ 5,000		0.000%	0.000%
1	2	Adventure Learning	Yes	$ 180,000		0.000%	0.000%
2	1	CAASPP	Yes	$ 30,000		0.000%	0.000%
2	2	1:1 Student Chromebooks	Yes	$ 40,000		0.000%	0.000%
2	3	CTE Pathways and dual enrollment	Yes	$ -		0.000%	0.000%
2	4	College and Career Counseling	Yes	$ 60,000		0.000%	0.000%
2	5	College and Career Counseling	Yes	$ 60,000		0.000%	0.000%
2	6	AP Exams	Yes	$ 5,000		0.000%	0.000%
2	7	Elective Offerings	Yes	$ 75,000		0.000%	0.000%
2	8	PLC Training	Yes	$ 10,000		0.000%	0.000%
3	1	Remodel student bathrooms	No	$ -	$ -	0.000%	0.000%
3	2	Repair HVAC in west wing of campus	No	$ -	$ -	0.000%	0.000%
3	3	Hire a full time MFT counselor to support mental health	Yes	$ 90,000		0.000%	0.000%
3	4	Implement a campus wellness center	Yes	$ 25,000		0.000%	0.000%
4	1	Salary Schedules	Yes	$ 200,000		0.000%	0.000%
4	2	Subject Area Professional Development	Yes	$ 12,000		0.000%	0.000%
4	3	Mentoring	Yes	$ 7,200		0.000%	0.000%
5	1	Parent Engagement	Yes	$ 12,000		0.000%	0.000%
5	2	Parent Advisory Group	No	$ -	$ -	0.000%	0.000%
5	3	Parent Events	Yes	$ 15,000		0.000%	0.000%
5	4	Family Gathering	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

26-27 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ -	$ -	0.000%	0.000%	$ -	0.000%	0.000%	$ -	0.000%