

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
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Plan Summary 2024

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 2023/24 school year there were four twelfth grade cohorts, three eleventh grade cohorts, five tenth grade cohorts, and four ninth grade cohorts for a total of 430 students. In 2024/25 we expect to have 460 students and over the next three years we plan to grow to approximately 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 introductory classes in guitar or piano), Farming, social/emotional learning curriculum. Credo offers electives such as “Electric Vehicle Design and Build”.

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 was renewed by Cotati Rohnert Park Unifited 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 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 the question of what it takes to provide a holistic and equitable educational program at scale.

In the 2020-21 school year, Credo received the California Distinguished School Award. 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.

Reflections: Annual Performance

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

2023/24 Successes Include:

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. The 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 have been articulated and aligned with LCAP goals and actions.

In the third year post distance learning, the school overall school climate continues to improve. The 2024 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 3.36 which is in the 55th percentile for Sonoma County high schools.

Student engagement in extracurricular activities returned to pre-pandemic levels with a particularly great showing by our fledgling FIRST Robotics team which ranked in the top 12 of the regional championships. Credo’s theater program is now in it’s third 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.

Supports for students with mental health needs were strengthened by providing additional hours for MFT interns 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 2024/25 school year are greatly improved over the last three years and the overall number of fully credentialed teachers is increasing.

Credo is developing articulated CTE pathways. Credo is the recipient of three grants to support this effort. The College and Career Access Pathways (CCAP) grant for \$100,000 over two years provides resources to establish dual enrollment opportunities with the Santa Rosa Junior College for our students. There will be three JC courses offered at Credo in 2024/25.

The Strong Workforce Grant for \$399,000 over three years reinforces the school’s ability to immediately begin developing innovative and impactful CTE pathways thereby increasing students’ social mobility and helping to fuel our regional economy with skilled workers.

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.

Credo’s 11th grade CAASPP scores for English Language Arts for 2023 were strong at 65.2 points above standard for all students.

The graduation rate for the class of 2023 is 92.3%. 91.9% of 12th grade students met 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.

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 two 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 another area in need of improvement. Chronic truancy rates have improved by 1 point over the prior year yet in 2023/24 were 20.4%. Average daily attendance was at 93% for the year. The goal is to raise average daily attendance to at least 94%.

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
Faculty, Admin, Parents & Students	2022/23 WASC Self-Study Report. Over the course of the school year culminating in the spring of 2023, Credo engaged all stakeholders groups in developing a multi-year plan for ongoing school development.
Faculty, Admin, Parents & Students	Youth Truth Survey to all Stakeholders
Faculty	Faculty Working Groups including DEIJ and Curriculum Committee
Parents	In February and April of 2024 Town Hall Meetings with Parents and Credo’s Executive Director were held to provide “state of the school” information and solicit input from parents for strategic planning including the LCAP.
Students	Draft goals and actions for the LCAP were shared with Student Leadership
Credo Board and Community	In May of 2024 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.

The results of the parent survey indicated that there is 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.

The faculty are eager to collaborate and engage in more shared decision making in the school. They are seeking more guidance, training, and support.

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.

Student mental health is a concern based on input from the Student Youth Truth Survey. Counseling services, Personal Sustainability classes, a balanced curriculum of core academics with visual and performing arts and electives are central to supporting students. In addition, developing clear expectations academically and socially is important.

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.

An explanation of why the LEA has developed this goal.

Through these targeted actions, 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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Waldorf Trained Teachers	9 out of 30 teachers are fully trained	Provide a Year 1 (Foundation Studies) training free of charge to a cohort of faculty and staff. The desired outcome is to have a half to 66% of faculty complete a Year One Foundation Studies.	Provide a Year 2 Training to a cohort of teachers. The desired outcome is to have a half to 66% of faculty complete a Year 2 Training.	Provide a Year 3 Training to a cohort of teachers. The desired outcome is to have a half to 66% of faculty complete a Year 3 Training.	
2	Youth Truth Survey Student “Belonging and Peer Collaboration” scale	Spring 2024 summary score of 3.67/90th percentile	Spring 2025 of 3.7/90th percentile or above	Spring 2026 3.7/90th percentile or above	Spring 2026 3.7/90th percentile or above	
3	Youth Truth Survey Student “Engagement” scale	Spring 2024 summary score of 3.42/38th percentile	Spring 2025 summary score of 3.5 or above	Spring 2026 summary score of 3.55 or above	Spring 2027 summary score of 3.60 or above	
4	Youth Truth Survey Student “Culture” scale	Spring 2024 summary score of 3.36/55th percentile	Spring 2025 summary score of 3.5 or above	Spring 2026 summary score of 3.55 or above	Spring 2027 summary score of 3.60 or above	
5	Youth Truth Survey Student “Relationships” scale	Spring 2024 summary score of 3.21/31st percentile	Spring 2025 summary score of 3.5 or above	Spring 2026 summary score of 3.55 or above	Spring 2027 summary score of 3.60 or above	

Insert or delete rows, as necessary.

Goal Analysis for LCAP 2023

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.

This goal was embedded with a more overarching goal of “Provide a rigorous and relevant College Prep and Public Waldorf Program”. The two elements, Public Waldorf and College Prep, are differentiated in two separate goals for the coming year(s). In 2022/23 Credo hired an Education Director who was responsible for faculty oversight and professional development. The Education Director’s is responsible for guiding the school in applying a Waldorf lens to our overall program development.

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.

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

The Adventure Learning Program for 9th and 12th grade students is highly effective as a means to develop a strong sense of culture and community. The Youth Truth Data shows that Credo students experience a strong sense of belonging. The Adventure Learning Program is designed to create meaningful rights of passage for students coming into and then leaving high school. The program is designed to encourage personal reflection as well as reinforce the value of community. The program sets a strong tone for students entering the school and the senior trip is a highly anticipated culminating event.

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.

The goal has been adjusted to differentiate between a strong Waldorf program and a rigorous College Prep program. While the two elements are often interrelated we have decided to explicitly articulate the Waldorf lens as a unique part of the school’s identity and thereby attach specific goals and actions to values associated with Waldorf education.

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	<p>Waldorf Training</p> <p>Identified Need:</p> <p>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.</p>	Implement a multi-year Waldorf Teacher Training Program	\$21,000	Yes
2	<p>Adventure Learning</p> <p>Identified Need:</p> <ul style="list-style-type: none"> • 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. 	Implement a sustainable and meaningful Adventure Learning Program for 9th and 12th grade	\$150,000	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.

Priorities 2, 4, 7

An explanation of why the LEA has developed this goal.

By implementing these actions, we are committed to providing a rigorous and relevant college and career preparedness program that addresses the diverse needs of our student population. From improving standardized test scores to integrating technology, offering career-focused pathways, expanding counseling services, and enhancing elective choices, we ensure that our students are well-prepared for the demands of higher education and the workforce. Our focus on professional development for educators further supports this goal by fostering a culture of continuous improvement and excellence in teaching. 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
1	UC a-g Graduation rate 1) all students 2) Hispanic 3) Low SES	Spring 2024 1) 93% 2) 85.7% 3) 93.5%	Spring 2025	Spring 2025	1) 95% UC a-g 2) 90% 3) 95%	0
2	SRJC Courses offered at Credo	no courses	3 courses: 1) Basic Drafting 2) CAD 3) Graphic Design	4 courses: 2 each semester	4 courses: 2 each semester	0
3	Articulated CTE Pathways	no pathways	1) Engineering 2) Manufacturing & Product Design 3) Graphic Design	1) Engineering 2) Manufacturing & Product Design 3) Graphic Design	First three plus one	0
4	CAASPP English % Met or Exceeded State Standard	Spring 2024 85%	Spring 2025	Spring 2026	Spring 2027 90%	0
5	CAASPP Math % Met or Exceeded State Standard	Spring 2024 65%	Spring 2025	Spring 2026	Spring 2027 70%	0
6	Youth Truth Survey Student College and Career Readiness Summary Scale	Spring 2024 2.72/3rd percentile	Spring 2025	Spring 2026	Spring 2027 50th percentile	0
7	Youth Truth Survey Student Academic Challenge Summary Scale	Spring 2024				0

Insert or delete rows, as necessary.

Goal Analysis for 2023/24

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.

2.1	CAASPP Results	Continue to improve on CAASPP results especially for subgroups	This is an ongoing effort. The PLC training planned for 24/25 and beyond will embed more data-driven strategies and practices.
2.2	Visual and Performing Arts	Increase instructional time allocated to 9th and 10th grade visual and performing arts from 100 minutes per week (in 2019/20) to 225 minutes per week (in 2021/22)	This action is complete
2.3	Provide Waldorf inspired coaching and mentoring for faculty	Designated staff will provide professional development opportunities during regular faculty meetings, staff development days, and a targeted individual basis.	This action is complete and has been replaced by Goal 1 of the 24/25 LCAP.
2.4	Weekly Faculty Meetings	Include pedagogical best practices as part of weekly staff meetings.	This action is complete and has been replaced by Goal 1 of the 24/25 LCAP.
2.5	Professional Learning Community	Provide regular opportunities for faculty to collaborate in relevant teams.	This action took place on a monthly basis. The PLC training planned for 24/25 is designed to provide a shared framework and structure to carry this work forward.
2.6	College and Career Counseling	Beginning in 9th grade, make college planning more explicit to students.	Initial steps were taken to re-engage 9th and 10th grade families. This action is carried forward and ongoing.

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.

Credo’s CAASPP scores continue to be strong and will benefit from schoolwide data-driven analysis and practices including common formative assessments as well as targeted attention towards underrepresented groups. The V&P program at Credo expanded quickly with the allocation of additional time in the school schedule and was challenging to implement initially. Going into the 2024/25 school year all V & P teachers will be fully credentialed and class sizes will be optimal for student learning. These classes can create a positive holistic environment that supports overall academic success.

In 2023/24 the Education Director organized multiple professional development days centered around Waldorf education. Generally, they generated more understanding and fruitful discussions about the philosophy and best practices associated with Waldorf education.

The weekly faculty meetings provided time for training, breakout sessions, department level discussions, and planning. All of this work supported the overall goal and again, the PLC work in 24/25 will take this work deeper.

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.

Establishing CTE pathways is the new frontier for the school. A substantial amount of groundwork has been laid for the 24/25 school year including dual enrollment opportunities on campus.

Credo is moving towards 1:1 chromebook rollout in an effort to minimize lost instructional time with chromebook distribution and collection. It is also a necessary step towards providing equitable access to school resources.

Expanded elective offerings, particularly science electives, is part of creating more engaging opportunities and ones that set students up for success in higher education.

College and Career counseling with specific attention to specific subgroups of students is an identified need that is served by this goal. Increasing the college counseling function from 1.0 FTE to 1.2 FTE will ensure better support of identified 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
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1	<p>CAASPP</p> <p>Identified Need:</p> <p>Hispanic students are not scoring as well on the ELA and Math tests as their White counterparts.</p>	Continue to improve on CAASPP results especially for subgroups	\$21,000	Yes
2	<p>1:1 Student Chromebooks</p> <p>Identified Need:</p> <p>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.</p> <p>Another Identified Need is Resource Efficiency. Instructional time is wasted with shared devices that require check-in/check-out. Maintenance and tech updates will be streamlined with a centralized system.</p>	Provide 1:1 Student Chromebooks	\$45,000	Yes
3	<p>CTE Pathways and dual enrollment</p> <p>Identified Need:</p> <p>Credo provides a well-rounded, liberal studies style curriculum to all students. Providing CTE pathways and dual enrollment opportunities, students will have increased opportunities for individual choice and engagement in their career planning.</p>	Continue development of CTE pathways including onsite dual enrollment opportunities	\$72,000	Yes
4	<p>College and Career Counseling</p> <p>Identified Need:</p> <p>Since students are not choosing their 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.</p>	Increase college and Career Counseling services in grades 9 & 10	\$36,000	Yes
5	<p>College and Career Counseling</p> <p>Identified Need: Providing all students will the awareness of and access to college opportunities that fit a wide range of needs.</p>	Target college and career counseling services for designated subgroups: EL, RFEP, Low SES	\$38,000	Yes

6	<p>AP Exams</p> <p>Identified Need:</p> <p>Credo intentionally does not offer AP courses however, alumni report being at a disadvantage in terms of achieving advance standing. By offering AP exams student's have the opportunity to take advance standing courses in college thereby saving time and money.</p>	Provide access to onsite Advanced Placement exams	\$12,000	Yes
7	<p>Elective Offerings</p> <p>Identified Need:</p> <p>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.</p>	Expand Elective Offerings	\$36,000	Yes
8	<p>PLC Training</p> <p>Identified Need: Expanding data-informed departmental and schoolwide collaboration is an identified need from Credo's WASC self-study in 2023.</p>	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	\$13,000	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.

Priorities 1, 4, 5, 6

An explanation of why the LEA has developed this goal.

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—remodeling student bathrooms, repairing the HVAC system, hiring a full-time MFT counselor, and implementing a wellness center—are strategic steps toward achieving this goal. 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
1	Standard heating and cooling temperatures of 68-70 degrees year round.	2023/24 West Wing seasonal fluctuations that are lower than 65 degrees and higher than 75 degrees.			Standard temperatures of 68-70 degrees year round.	0
2	Wellness Center Design and Implementation	No "Wellness Center" but a range of services for identified students.			Completed Wellness Center Design and Full Implementation including community awareness of available services.	0
3	Youth Truth Survey Student Emotional Health Question: "When I'm feeling upset, stressed, or having problems, my school has programs that can help me"	Spring 2024 3.07/23rd percentile			[Insert target outcome here]	0

4	CA Dashboard Suspension Rates	<p>2023 Dashboard</p> <p>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.</p> <p>Hispanic students fall into the yellow category.</p>			All Students in the Green Range of the Dashboard.	0
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Insert or delete rows, as necessary.

Goal Analysis for 2023/24

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.

Social/Emotional Programs	Implement and maintain a robust Personal Sustainability and Cohort Advisory program	The cohort advisory program made modest gains in creating cohort level communities. There continues to be a wide range of programming within the 30 minutes per week of cohort time beyond the weekly announcements that provide a wider base of communication about school rules, programming, and events. The Personal Sustainability Program served students in grades 9 - 11. It provided a necessary function of conveying the sex education curriculum, and providing developmentally appropriate topics of discussion and exploration in a smaller group setting.
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Adventure Learning	Implement a sustainable and meaningful Adventure Learning program	The ninth and twelfth grade trips were planned and facilitated by Weaving Earth, experienced outdoor rites of passage educators. The results are unquestionably positive for community building and individual holistic growth. Funding for this program remains the biggest challenge. Family giving does not currently support it and the school cannot fully subsidize it.
	Maintain mental health services for students by providing supervision for interns and expanding community partnerships including wider communication about the services provided.	The 2023/24 school year is the last year that this model will be implemented. This model has served to provide a robust social/emotional counseling program for students at an affordable cost. Nearly forty hours per week of counseling support was made available to students throughout the year.
Parent Education/Community Building	Resume community building events including music concerts, field trips and parent education events.	Completed. Concerts, plays, poetry slams, and athletic events were re-established as a core element of community building. Parent education evening will resume in 2024/25.
Open House	Establish a Fall Open House for families to visit the school and meet teachers.	Completed. The school has now hosted two fall back to school events.
Campus Supervisor	Hire a campus supervisor	Resources for this position were reallocated.
Discipline Matrix	Articulate and implement a student discipline matrix that balances a restorative lens for individuals with healthy boundaries for the whole school.	On going. The school discipline matrix includes more of a restorative lens while maintaining clear boundaries for the whole school.

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.

The Campus Supervisor position was eliminated mid-year 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.

1. Social/Emotional Programs: Implement and maintain a robust Personal Sustainability and Cohort Advisory program

Effectiveness:

Cohort Advisory Program: The cohort advisory program made modest gains in creating cohort-level communities. There is a variety of programming during the 30 minutes per week of cohort time, beyond the weekly announcements. This variety helps improve communication about school rules, programming, and events, but the impact on community building has been limited. Increased training and planning is needed to make further progress.

Personal Sustainability Program: This program served students in grades 9-11 effectively, providing sex education and developmentally appropriate discussions in smaller group settings. This targeted approach is necessary and beneficial for addressing specific student needs and fostering personal growth. The program will be reshaped to cohort level classes in 2024/25.

2. Adventure Learning: Implement a sustainable and meaningful Adventure Learning program

Effectiveness:

The ninth and twelfth-grade trips, facilitated by Weaving Earth, have been highly successful in fostering community building and individual holistic growth. The positive results indicate that these trips are effective in achieving their goals. However, the program faces significant funding challenges, as family giving does not fully support it and the school cannot completely subsidize it.

3. Mental Health Services: Maintain mental health services for students by providing supervision for interns and expanding community partnerships including wider communication about the services provided

Effectiveness:

The model implemented and provided robust social/emotional counseling for students, offering nearly forty hours per week of counseling support. This approach has been effective in making mental health services accessible and affordable for students. However, this model will not continue beyond the 2023/24 school year, indicating a need for a sustainable long-term solution.

4. Parent Education/Community Building: Resume community building events including music concerts, field trips, and parent education events

Effectiveness:

Community building events such as concerts, plays, poetry slams, and athletic events have been successfully re-established, effectively enhancing community engagement and school spirit. Parent education evenings are set to resume in 2024/25, further contributing to parent involvement and education.

5. Open House: Establish a Fall Open House for families to visit the school and meet teachers

Effectiveness:

The school has successfully hosted two fall back-to-school events, effectively allowing families to visit the school and meet teachers. These events have likely helped improve parent-teacher relationships and provided a welcoming atmosphere for families.

6. Campus Supervisor: Hire a campus supervisor

Ineffectiveness:

Resources for this position were reallocated, meaning the action was not implemented. The lack of a campus supervisor could impact the school's ability to maintain safety and order on campus effectively.

7. Discipline Matrix: Articulate and implement a student discipline matrix that balances a restorative lens for individuals with healthy boundaries for the whole school

Effectiveness:

The discipline matrix is an ongoing effort. It includes a restorative approach while maintaining clear boundaries, suggesting progress in balancing individual restorative practices with overall school discipline. The ongoing nature indicates that it is a work in progress, with room for further development and refinement. Summary:

The effectiveness of these actions varies. The Adventure Learning program and community building events have been particularly successful in achieving their goals, though the former faces funding challenges. The mental health services model has been effective but needs a sustainable replacement. The cohort advisory program and Personal Sustainability Program have made modest gains, and the discipline matrix shows promise as it continues to develop. The reallocation of resources for the campus supervisor position indicates an area of ineffectiveness that needs addressing. Overall, these actions contribute to the goal of providing a relevant and contemporary Public Waldorf curriculum, but continuous improvement and sustainable funding solutions are necessary.

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.

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.

The Personal Sustainability program will be streamlined into grade level cohort main lessons classes rather than pull out classes. This effects reduced costs and more focused community building within cohorts.

Cohort Development will continue under the umbrella of the Wellness Center.

The facilities actions emerged during 2023/24 and are called out as significant expenditures to support the overall climate of the school.

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	<p>Student Bathrooms:</p> <p>Identified Need: Student bathrooms have suffered from age and vandalism. Broken locks on doors, securely anchored graffiti-proof partitions, solid ceilings and new flooring would create a safer environment for students' physical needs.</p>	Remodel student bathrooms	175,000	No
2	<p>HVAC</p> <p>Identified Need: Certain classrooms run either too hot or too cold.</p>	Repair HVAC in west wing of campus	35,000	No
3	<p>MFT Counselor</p> <p>Identified Need: 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.</p>	Hire a full time MFT counselor to support mental health	90,000	Yes
4	<p>Wellness Center</p> <p>Identified Need:</p> <p>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.</p>	Implement a campus wellness center	100,000	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, 2, 3, 4, 5, 6, 7

An explanation of why the LEA has developed this goal.

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. Credo must also continue working towards aligning with the requirements of AB1505 which requires all teachers to have appropriate credentials for their teaching assignments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	a. Years 1 b. Year 10 c. Year 20	2023/24 Salary Schedule a.\$55,586 b. \$67,215 c. \$89,215			On par with Cotati Rohnert Park BA +30 for steps 1 - 10 and BA + 60 for years 11 - 24	0
2	CALSAAS Misassignments	2021/22 Data Misassignments 37			0	0
3	a. a. Teachers who have completed Waldorf teacher Training. b. b. Teachers enrolled in Waldorf Teacher Training	2023/24 a. 11 b. 0			a. 20 b. 10-15	0

Insert or delete rows, as necessary.

Goal Analysis for 2023/24

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.

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 is still just one column but it recognizes Waldorf training with a \$4,000

annual stipend, advanced degrees with a \$2,000 and cohort guides are stipend for their extra responsibilities. An experienced Waldorf teacher with an advanced degree is closer to parity with district schedules than ever before in the school's history.

In addition to hiring an Education Director, in house Waldorf teacher training was provided during professional development days with guest lecturers. An official training will begin in 2024/25.

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.

It was a significant accomplishment to increase salaries to the current level and more resources are needed to remain competitive in hiring. 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.

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.

The goal and actions remain essentially the same.

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	Salary Schedules Identified Need: Credo's salaries are some of the lowest in the region.	Achieve and maintain competitive salary schedules	\$235,000	Yes
2	Subject Area Professional Dev. Identified Need: The strongest feedback from teachers is the desire for subject specific professional development.	Provide increased opportunities for subject specific professional development	\$5,000	Yes
3	Mentoring: Identified Need: Support for beginning teachers which supports their efficacy and retention.	Provide Induction and on-site mentoring experiences for new teachers	\$23,000	Yes

Goal

Goal #	Description	Type of Goal
5	Increase Parent Engagement	Focus

State Priorities addressed by this goal.

Priorities 3, 5, 6

An explanation of why the LEA has developed this goal.

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
1	Response rate to surveys	39%			50%	0
2	Level of engagement in Parent Advisory Committee	20-30 in virtual attendance to Town Hall Meetings			50-75	0
3	Youth Truth Family Summary Response to Communication and Feedback Scale	Score 3.29/ 35th percentile			Score 3.5	0
4	Youth Truth Family Summary Response to Engagement Scale	Score 3.11/ 25th percentile			Score 3.5	0

Insert or delete rows, as necessary.

Goal Analysis for 2023/24

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.

Parent Engagement was not a stand alone goal in 2023/24. The goal comes as a result of the Youth Truth Survey results and an understanding that families desire to feel more connected to the school community.

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.

N/A

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

N/A

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.

Parent engagement is crucial for enhancing student achievement and well-being, making it an essential LCAP goal. When parents are actively involved in their children's education, students benefit from increased academic support, motivation, and consistent attendance, all of which contribute to better academic outcomes. Engaged parents also play a vital role in addressing social and emotional needs, reinforcing positive behavior, and fostering a healthy, supportive school environment.

Furthermore, parent engagement strengthens the school community by promoting effective communication and collaboration between home and school. Parents provide valuable feedback, volunteer support, and additional resources, enriching the educational experience for all students. By involving parents from diverse backgrounds, schools can also address disparities and promote equity, ensuring that every family has a voice in the education process. Ultimately, parent engagement builds a strong, inclusive school culture that supports student success and overall school improvement.

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	<p>Parent Engagement Survey and Database</p> <p>Identified Need: Parents do not have enough access points and awareness of the ways in which their support can benefit the school.</p>	Develop a Parent Engagement Survey and Database to create awareness of engagement opportunities and solicit volunteers	\$12,000	Yes
2	<p>Parent Advisory Group</p> <p>Identified Need: Parents are not always sure how/where/when they can engage in decision making.</p>	Establish a Parent Advisory Group that meets monthly	\$8,000	No
3	<p>Parent Events:</p> <p>Identified Need: As a commuter school, there parent community needs support to be more cohesive.</p>	Host parent events including Back to School Night; Grade level parent evenings	\$15,000	Yes
4	<p>Spring Community Event</p> <p>Identified Need: Parents desire more engagement.</p>	Host a spring family gathering	\$6,500	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$356,021	\$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
6.67%	0%	\$0	6.67%

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