

Introduction:

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LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Credo High School is governed by a Board of Directors that is comprised of parents and community members, with non-voting participation by the school’s Executive Director, Educational Director and Business Manager and an administrative Finance Committee. These stakeholder groups play an active part in the school. In January 2014, Credo received its initial WACS accreditation having completed an initial intensive self-study, which also served to inform the LCAP formation. Administration, faculty and board set annual goals created from group input.</p> <p>Stakeholders have ongoing, and at least, annual, opportunities to provide feedback to the administration and faculty. Credo parents and teachers have an opportunity to respond to a 16-question survey about the school’s curriculum, climates, campus safety and parental involvement.</p> <p>Credo students were given a survey to provide feedback about their experience of the school.</p> <p>Parents comprise a majority of positions on the school’s Board of Directors, which receives input from all stakeholders.</p> <p>The creation of Credo’s annual budget is overseen by the Finance Committee, which is comprised of staff, board members and parent volunteers. The budget is approved by the governing board.</p> <p>A Board-Faculty retreat was held to examine the school’s culture, achievements and challenges, and to identify areas of concern or those in needs of further examination, to devise actions to further unify school stakeholders in support of the mission.</p>	<p>Stakeholder involvement is established at Credo. The culture of involvement and contribution sets the stage for participation in the LCAP process. Goal setting has been active at Credo since the school’s founding.</p> <p>Surveys provide parents and teachers an opportunity to communicate their understanding of the workings of the school, the steps to success, and the parent's role in the success of the school and of their children.</p> <p>Prior to this survey, student feedback came primarily through elected student representation to the school's Student Council. The adoption of an annual survey gives each student stakeholder the opportunity to share feedback directly.</p> <p>LCAP was presented to the board and faculty for input.</p> <p>The use of LCFF funding, as it relates to LCAP, was designed by representatives of the stakeholder groups (not including students), on the Finance Committee.</p> <p>The forum initiated the work necessary for LCAP.</p>
<p>Annual Update:</p> <p>Credo High School remains governed by a Board of Directors that is comprised of parents and community members, with non-voting participation by the school’s Executive Director, Educational Director and Business Manager. A new board member representing the community at large, joined the board this school year,</p>	<p>Annual Update:</p> <p>Stakeholder involvement is established at Credo. The culture of involvement and contribution sets the stage for participation in the LCAP process. Goal setting has been active at Credo since the school’s founding. A new board member, James Freed, brought a fresh perspective to the governing body of the school.</p>

<p>Annual surveys were made available through an online survey service to parents, students, and faculty.</p> <p>The Finance Committee met monthly, more frequently if needed, to discuss funding and allocation of monies.</p>	<p>He holds a MA in Education with a particular interest in sustainability and architecture. His expertise will be valuable to School Climate and Safety, learning goals of the state.</p> <p>Survey results provide input by the school's stakeholders.</p> <p>With an informed perspective on the school's budget, the Finance Committee was instrumental in the financial oversight of the school.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and

input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives

for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

			\$262,761
			2000-2999: Classified Personnel Salaries - Base: \$209,981
			3000-3999: Employee Benefits - Base: \$129,255
			4000-4999: Books and Supplies - Base: \$56,942
			5000-5999: Services and Other Operating Expenses - Base: \$60,200

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • CAASPP results for 2015 will serve as baseline for student performance. Credo commits to 2% increase in number of students proficient or advanced. • Student grades documented in AERES will serve as a baseline for GPA measure. Student GPAs will be averaged and Credo commits to an annual increase in the average GPA. • Of the Credo Sophomores who take the CASHEE test, 85% or greater will pass. 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures

<p>Support Waldorf and Charter education through participation in Alliance for Public Waldorf education</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>5300: Professional/ Consulting Services and Operating Expenses - Base: \$900</p>
<p>Differentiated instruction for English Learners from appropriately trained teachers</p>	<p>Unduplicated Students</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1000-1999: Certificated Personnel Salaries - Supplemental: \$0</p>
<p>Student Instruction: Provide daily lessons for students based on curriculum</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1000-1999: Certificated Personnel Salaries - Base: \$270,644</p> <p>2000-2999: Classified Personnel Salaries - Base: \$216,280</p> <p>3000-3999: Employee Benefits - Base: \$129,255</p> <p>4000-4999: Books and Supplies - Base: \$56,942</p>

5000-5999:
Services and
Other
Operating
Expenses -
Base:
\$60,200

LCAP Year 3: 2017-18

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| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> • CAASPP results for 2015 will serve as baseline for student performance. Credo commits to 2% increase in number of students proficient or advanced. • Student grades documented in AERES will serve as a baseline for GPA measure. Student GPAs will be averaged and Credo commits to an annual increase in the average GPA. • Of the Credo Sophomores who take the CASHEE test, 85% or greater will pass. |
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support Waldorf and Charter education through participation in Alliance for Public Waldorf education	School-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	5300: Professional/ Consulting Services and Operating Expenses - Base: \$900
Differentiated instruction for English Learners from appropriately trained teachers	Unduplicated Students	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1000-1999: Certificated Personnel Salaries - Supplemental: \$0
Student Instruction: Provide daily lessons for students based on curriculum	School-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	1000-1999: Certificated Personnel Salaries - Base:

\$278,763

2000-2999:
Classified
Personnel
Salaries -
Base:
\$222,768

3000-3999:
Employee
Benefits -
Base:
\$129,255

4000-4999:
Books and
Supplies -
Base:
\$56,942

5000-5999:
Services and
Other
Operating
Expenses -
Base:
\$60,200

			Benefits - Base: \$129,255
			4000-4999: Books and Supplies - Base: \$56,942
			5000-5999: Services and Other Operating Expenses - Base: \$60,200

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 80% of Credo students, with the exception of IEP students, will pass "A-G" courses with a grade of "C" or better. • Additional support through academic mentoring is provided to students for a minimal of six hours per week. • 80% of 2017 graduates will meet UC "A-G" requirements.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Differentiated instruction for English Learners from appropriately trained teachers	Unduplicated Students	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1000-1999: Certificated Personnel Salaries - Supplemental: \$0
Student Instruction: Provide daily lessons for students based on curriculum	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1000-1999: Certificated Personnel Salaries - Base: \$270,644

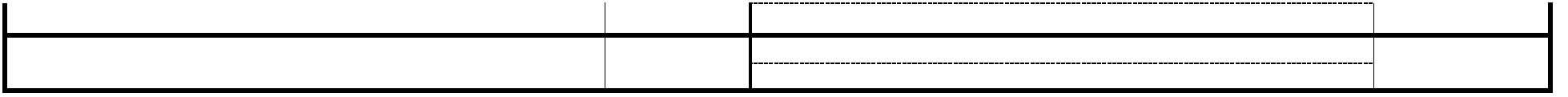
			2000-2999: Classified Personnel Salaries - Base: \$216,280 3000-3999: Employee Benefits - Base: \$129,255 4000-4999: Books and Supplies - Base: \$56,942 5000-5999: Services and Other Operating Expenses - Base: \$60,200

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 80% of Credo students, with the exception of IEP students, will pass "A-G" courses with a grade of "C" or better. • Additional support through academic mentoring is provided to students for a minimal of six hours per week. • 80% or greater of 2018 graduates will meet UC "A-G" requirements.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Differentiated instruction for English Learners from	Unduplicated	__ALL	1000-1999:

appropriately trained teachers	Students	OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Certificated Personnel Salaries - Supplemental: \$0
Student Instruction: Provide daily lessons for students based on curriculum	School-wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	1000-1999: Certificated Personnel Salaries - Base: \$278,763 2000-2999: Classified Personnel Salaries - Base: \$222,768 3000-3999: Employee Benefits - Base: \$129,255 4000-4999: Books and Supplies - Base: \$56,942 5000-5999: Services and Other Operating Expenses - Base: \$60,200



Outcomes:	Practices. <ul style="list-style-type: none"> 100% of Credo faculty teaching "A-G" courses will complete a minimum of 40 hours of professional development annually. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Mentoring and curricular support provided by Education Director	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1000-1999: Certificated Personnel Salaries - Base: \$11,124
Professional development - salaries for ten (10) teachers and Education Director; seven (7) days x \$225/day	School-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1000-1999: Certificated Personnel Salaries - Base: \$15,400

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 100% of Credo faculty teaching "A-G" courses will hold the credential required for the subject matter. 100% of all Credo teachers will be evaluated by an in-house evaluator. Evaluation will include adherence to Credo's Foundational Practices. 100% of Credo faculty teaching "A-G" courses will complete a minimum of 40 hours of professional development annually. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Mentoring and curricular support provided by Education Director	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1000-1999: Certificated Personnel Salaries - Base: \$11,457
Professional development - salaries for ten teachers and Education Director; seven (7) days x \$250/day	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1000-1999: Certificated Personnel Salaries - Base:

			\$16,940

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Academic mentoring and support	Unduplicated Students	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1000-1999: Certificated Personnel Salaries - Supplemental: \$
Professional development	School-wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1000-1999: Certificated Personnel Salaries - Supplemental: \$20,600

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- 80% of low income students, with the exception of IEP students, will pass with a grade of "C" or better.
- Additional support through academic mentoring will be provided to low income students at six (6) hours a week.
- 75% of 2018 graduates will meet UC "A-G" requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Academic mentoring and support	Unduplicated Students	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1000-1999: Certificated Personnel Salaries - Supplemental: \$
Professional development	School-wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1000-1999: Certificated Personnel Salaries - Base: \$21,218

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	Implement a college-prep Waldorf curriculum, integrating Common Core Standards to ensure that academic content and performance standards in ELA and math adopted by the State Board of Education are effectively taught.	Related State and/or Local Priorities: 1__x__ 2__x__ 3__ 4__x__ 5__x__ 6__x__ 7__x__ 8__x__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Credo High School Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Standardized testing results (CAASPP and CST - Science) for 2015 will serve as baseline. Credo commits to 2% increase in number of students who reach proficient or advanced. Student grades will be documented and a baseline for student grades will be set with an annual increase. Maintain percentage of students who pass the CASHEE in Grade 10. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> This past Spring, Students in grade 10 took the CST - Science test and grade 11 took the CAASPP test. Baseline numbers will be set next year to monitor progress. Student grades are being entered in a database system (AERES). Student GPAs will be averaged and Credo commits to an annual increase in the average GPA Grade 10 students took the CASHEE test. Greater than 80% passed math and greater than 80% passed ELA.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Support for Waldorf and Charter Education	5300: Professional/Consulting Services and Operating Expenses Base: \$655	Credo maintained its membership in the Alliance for Public Waldorf Education.	5300: Professional/Consulting Services and Operating Expenses Base: \$700
Student Instruction	1000-1999: Certificated Personnel Salaries - Base: \$323,232	Credentialed teachers delivered a curriculum based on	1000-1999: Certificated Personnel Salaries - Base: \$323,232

		2000-2999: Classified Personnel Salaries - Base: \$66,797 3000-3999: Employee Benefits - Base: \$164,577 4000-4999: Books and Supplies - Base: \$35,419 5000-5999: Services and Other Operating Expenses - Base: \$95,803	Waldorf pedagogy and Common Core Standards.	2000-2999: Classified Personnel Salaries - Base: \$66,797 3000-3999: Employee Benefits - Base: \$164,577 4000-4999: Books and Supplies - Base: \$35,419 5000-5999: Services and Other Operating Expenses - Base: \$95,803
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Differentiated instruction for English Learners from appropriately trained teachers		1000-1999: Certificated Personnel	One English Learner and one Re-Designated student were enrolled in Credo this year. Students received one-on-one support.	1000-1999: Certificated Personnel

		Salaries - Base: \$12,783			Salaries - Base: \$12,783
Scope of service:	Unduplicated Students		Scope of service:	Unduplicated Students	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		At this time, there are no EL or Redesignated EL students enrolled. Support remains in place in the event a student does enroll.			

based on curriculum.		<p>Certificated Personnel Salaries - Base: \$323,232</p> <p>2000-2999: Classified Personnel Salaries - Base: \$66,797</p> <p>3000-3999: Employee Benefits - Base: \$164,577</p> <p>4000-4999: Books and Supplies - Base: \$35,419</p> <p>5000-5999: Services and Other Operating Expenses - Base: \$95,803</p>	<p>Waldorf pedagogy and Common Core Standards. All courses offered to students were UC "A-G" approved courses.</p>	<p>Certificated Personnel Salaries - Base: \$323,232</p> <p>2000-2999: Classified Personnel Salaries - Base: \$66,797</p> <p>3000-3999: Employee Benefits - Base: \$164,577</p> <p>4000-4999: Books and Supplies - Base: \$35,419</p> <p>5000-5999: Services and Other Operating Expenses - Base: \$95,803</p>
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

As new courses are developed, Credo will apply for UC "A-G" approval. At this time, there are no EL or Redesigned EL students enrolled. Support remains in place in the event a student does enroll.

Original GOAL from prior year LCAP:	Continue professional development for faculty to deepen the understanding and delivery of the curriculum. Continue to hire highly qualified teachers as school expands. Continue to consider student assessment scores in the teacher evaluation process.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
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Goal Applies to:	Schools: Credo High School	Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 100% of Credo faculty teaching "A-G" courses will hold the credential required for the subject matter. 100% of all Credo teachers will be evaluated by an in-house evaluator. Evaluation will include adherence to Credo's Foundational Practices. 100% of Credo faculty teaching "A-G" courses will complete a minimum of 40 hours of professional development annually. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Annual review of credentials found 100% of faculty teaching UC "A-G" courses held the credential required to teach those classes. 100% of all Credo teachers were evaluated by an in-house evaluator 100% of Credo faculty teaching "A-G" courses completed a minimum of 40 hours of professional development.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Mentoring and curricular support	1000-1999: Certificated Personnel Salaries - Base: \$72,000	<ul style="list-style-type: none"> Teacher evaluations performed, through an in-house evaluator. Teachers completed scheduled days of pre-, post-, and in-service. Teachers met weekly to discuss curriculum delivery. 	1000-1999: Certificated Personnel Salaries - Base: \$72,000
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Professional development	1000-1999:	<ul style="list-style-type: none"> Teachers completed scheduled days of pre-, post-, 	1000-1999:

		Certificated Personnel Salaries - Base: \$20,000	and in-service. <ul style="list-style-type: none"> Teachers met weekly to discuss curriculum. 	Certificated Personnel Salaries - Base: \$14,000
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Upon review, goals were attained and actions/services will remain the same. No changes at this time.			

Original GOAL from prior year LCAP:	Track success of low-income students and provide additional instruction support as needed through academic mentoring, tutoring, and peer tutoring.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
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Goal Applies to:	Schools: Credo High School	Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Annual income survey of parents to identify qualification for Free and Reduced Lunch 80% of low income students, with the exception of IEP students, will pass with a grade of "C" or better. Additional support through academic mentoring will be provided to low income students at six (6) hours a week. 75% of 2015 graduates will meet UC "A-G" requirements. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Annual survey distributed, collected, and low-income students identified. 80% of low income students, with the exception of IEP students, will pass with a grade of "C" or better. Students received six (6) hours per week of additional support through academic mentoring. 94% of 2015 graduates met the UC "A-G" requirements.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Academic mentoring and support		1000-1999: Certificated Personnel Salaries - Supplemental: \$12,783	1000-1999: Certificated Personnel Salaries - Supplemental: \$
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient	

__ Other Subgroups:(Specify)_____			__ Other Subgroups:(Specify)_____		
Professional development		1000-1999: Certificated Personnel Salaries - Base: \$20,000	Teachers attended service days (pre-service, post-service, and in-service) for continued training: seven (7) days x \$200/day for ten (10) teachers, led by Educational Director.		1000-1999: Certificated Personnel Salaries - Base: \$14,000
Scope of service:	School-wide		Scope of service:	School-wid	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide

manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ _____

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

	%

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).