



Credo High School
Revised Charter Petition
for the Term July 1, 2021 - June 30, 2026
(Extended to June 30, 2027)
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This petition by Credo High School (CHS or the “Charter School”) requests approval from the Cotati-Rohnert Park Unified School District (“CRPUSD” or the “District”) for the updated petition of this 9-12 charter school under the provisions of the Charter Schools Act. This revision would begin with CRPUSD approval.

ASSURANCES AND AFFIRMATIONS

As the authorized lead petitioner, I, Andrea Akmenkalns, hereby certify that the information submitted in this petition for renewal of a California public charter school named Credo High School (CHS) is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, CHS will follow any and all federal, state, and local laws and regulations that apply to CHS, including but not limited to:

- CHS shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- CHS shall not charge tuition. [Ref. Education Code Section 47605(d)(1)] EC 47605(d)(1)
- CHS shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- CHS shall admit all students who wish to attend, unless CHS receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to CHS shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of CHS in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- CHS shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- CHS declares that it shall be deemed the exclusive public-school employer of the employees of Credo High School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- CHS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of

1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- CHS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- CHS shall ensure that its teachers hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. [Ref. Education Code Section 47605(l)]
- CHS School shall always maintain all necessary and appropriate insurance coverage.
- CHS shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Ed Code Section 47612.5(a)(1)(A)-(D).
- CHS shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- CHS shall notify the superintendent of a pupil's last known address within 30 days if that pupil is expelled or leaves CHS without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.
- CHS may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to or continued enrollment at CHS. [Ref. Education Code Section 47605(n)]
- CHS shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- CHS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- CHS shall comply with any applicable jurisdictional limitations to the location of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- CHS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- CHS shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- CHS shall comply with the Public Records Act.
- CHS shall comply with the Family Educational Rights and Privacy Act.
- CHS shall comply with the Ralph M. Brown Act.
- CHS shall comply with the Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.01.
- CHS shall comply with the Political Reform Act.

Andrea Akmenkalns, M.Ed.Credo High School

Date

INTRODUCTION

Credo High School (CHS) is a California charter school located at 1300 Valley House Drive, Suite 100, Rohnert Park, California. Since August 2011, CHS has provided its students with a Public Waldorf-inspired, college-prep educational program and has successfully secured a charter approval and a subsequent charter renewal from Cotati-Rohnert Park Unified School District. CHS remains financially sound, having successfully weathered the state budgetary challenges of the past several years, and possesses a healthy reserve.

This petition outlines the history, educational program, governance structure, operations, management, and policies of CHS. For review, the document has been organized to align with the standard charter school elements, with input from the law firm, School and College Legal Services.

History of Public Waldorf Education in the North Bay

From 1995 to 2003, six autonomous K-8 charter schools, guided by the core principals of Public Waldorf Education, were founded by parents and teachers in the North Bay communities of Novato, Napa, Sonoma, Petaluma and Sebastopol. These public schools now serve over 1,500 students from over 1,000 families.¹

The Waldorf Curriculum

Worldwide, there are over 1,500 Waldorf schools. In the United States the majority of Waldorf schools are private, but a growing number of charter and magnet schools serve a diverse socio-economic population. All of these schools are inspired by Public Waldorf education, which is developmental, arts-integrated and teaches imaginatively and experientially in a way that inspires students to enjoy learning. These schools offer thorough special education programs and are accountable to state standards and school district oversight.

The Waldorf curriculum is developmental, holistic, arts-integrated, classical and comprehensive. The academic expectations grow increasingly rigorous through the grades; by middle school, the North Bay charter students excel in standardized test scores. Students also learn Spanish, gardening, farming, cooking, painting, drawing, sculpting, knitting, sewing, choral singing, flute and recorder, violin, wood carving, furniture making, drama and theater, movement, games, sports, folk dancing, and social development—including conflict resolution and community service.

Parent Satisfaction

Each of these schools is in great demand by parents seeking a child-centered public school alternative. The gathering of parents around students and teachers is particularly strong in our Public Waldorf charters. Parents have found their own communities of

¹Live Oak Charter School in Petaluma: www.liveoakcharter.org
Novato Charter School: www.novatocharterschool.org
Sebastopol Independent Charter School: www.sebastopol-charter.org
Stone Bridge Charter School in Napa: www.stonebridgeschool.org
Sun Ridge Charter School in Sebastopol: www.sunridgeschool.org
Woodland Star Charter School in Sonoma: www.woodlandstarschool.org

families with shared values; they know all of the children in the class and take great care in supporting teachers in each child's learning.

Collaboration

Our North Bay Alliance for Public Waldorf Education charters have come to work cooperatively on many fronts. The administrators meet regularly to share successes and challenges, policies and procedures. Teachers cooperate around specific content areas. Students gather together to enjoy each other's class plays and performance offerings and to cooperate in specific events, such as a fifth grade Olympics following all the fifth graders' study of ancient Greece. Each school operates more effectively because of the successes of the others, and this cooperation demonstrates to students that partnership and cooperation are vital to being effective in the world. Each of our schools is a broad-based learning community, and our network of schools is itself a learning organism.

About Credo High School

Credo's North Bay K-8 feeder schools are graduating approximately 150 eighth graders each year. These students excel in mainstream public and in private high schools, where they are widely welcomed as creative and critical thinkers and as curious learners. The Waldorf curriculum is a K-12 curriculum and Credo, one of only three charter Waldorf high schools in the nation, provides the opportunity for local students to complete their Waldorf education in grades 9 – 12. The Credo program is available to all students, not only the graduates of our regions Public Waldorf K-8 schools.

In May of 2010, school leaders approached the Cotati-Rohnert Park School District, geographically central to the feeder school student population, to discuss the prospect of authorization. The proposal was warmly received. By June of 2010, developers had collected over 900 signatures in support of the school's charter document, which was formally submitted to the district in July 2010 and authorized in September.

Credo opened with its first class of ninth graders on August 22, 2011 in a rented campus located at 1290 Southwest Boulevard in Rohnert Park, California. In the spring of 2017, Credo relocated to its present site in SOMO Village where the school now has a 30-year lease on a 55,000 sq. ft. campus.

Credo is also a member of both the California Charter Schools Association and of the Alliance for Public Waldorf Education, a national nonprofit that offers an annual conference, broad information sharing and fosters collaboration among Public Waldorf schools.

Mission Statement

The mission of Credo High School is to offer a college preparatory high school program that: continues the education of graduates of the North Bay's Alliance for Public Waldorf Education grade schools and other students of like-minded values; is committed to the core principles of Public Waldorf education; and teaches and models social, environmental, agricultural, economic and personal sustainability.

Credo High School is an independent, direct-funded California charter school.

Vision Statement

Credo High School seeks to maximize each student's capacity to think, to feel and to act and supports students to become holistically educated, culturally competent and environmentally responsible lifelong learners, capable of making compassionate, creative and effective contributions to the health and sustainability of the community and the world.

	<i>Abstract Thinking:</i>
HEAD	As students move through adolescence, they are ready for intellectual challenges that are academically rigorous and satisfy the deep human need for real work. In all areas of their education, our students are encouraged to strive for mastery of abstract and complex concepts.
	<i>Ethical Judgment:</i>
HEART	We encourage students to build a sense of competence, responsibility, and purpose. Our program is designed to foster an understanding of ethical principles, and to widen students' respect for the environment and deepen their respect and empathy for the communities to which they belong.
	<i>Creative Imagination and Practical Empowerment:</i>
HANDS	We motivate students to develop their imagination through artistic expression across the curriculum. The development of the imagination promotes increased problem solving ability and flexible thinking. In addition, the practice of artistic expression leads to a sense of confidence and self-efficacy, so that students feel empowered to bring their ideals into the world.

*Through the striving of the whole school community
our students discover in themselves their own striving that enables them
to fulfill their individual potential and make their place in the world.*

Credo Accomplishments

Credo earned initial accreditation in January 2014 from the Western Association of Schools and Colleges and has had its "a-g" academic courses approved by the University

of California. In February of 2020, WASC conducted a mid-term visit and fully affirmed Credo's accreditation through June 2023 (see Appendix E).

Since 2012, Credo's API scores consistently exceeded 800 with a most recent score of 853, placing Credo as third in academic achievement of 26 Sonoma County public high schools. In 2019 CAASPP testing, 62% of Credo students met or exceeded standards in math and 73% of Credo students met or exceeded standards in ELA; in both categories Credo was among the top three of all public high schools in the North Bay.

Based on the quality of the Credo academic program, Sonoma State University has established for Credo a "Passport to SSU," guaranteeing SSU admission to every Credo graduate with a GPA of 3.0 or higher. The University of California has guaranteed admission to the top 9% of Credo graduates.

Credo graduated its first senior class in June of 2015. Ninety percent of Credo's graduates have met the admission requirements for the University of California. Seventy percent of Credo graduates have proceeded directly to a four-year college; 24% to a two-year college; and 6% took a gap year for work or community service.

One Planet Living

Credo leaders know that our graduates will inherit unprecedented environmental, economic, and social challenges, and we are determined to ensure their success in meeting these challenges. Given the climate crisis, Credo has made a powerful commitment to sustainability education, having been honored by the international nonprofit, One Planet Communities, as the world's first One Planet School. In keeping with our One Planet environmental values, Credo is the first and only public school to have achieved Green Business Certification by the Sonoma County Economic Development Board. Credo hosts an annual One Planet Youth Summit and a One Planet Film Festival for teens throughout the North Bay. (See Appendix P for One Planet Living Principles.)

In its initial nine years, Credo has established a strong athletics program, and Credo teams have won their divisions and qualified for league playoffs in several sports. Credo hosts a robust offering of clubs and extracurricular activities—from theater to competitive robotics. Credo students are assuming national positions of youth leadership in organizations such as California Association of Student Councils (state president), the National Children's Campaign, Campaign for Global Awareness, and Schools for Climate Action.

THE 16 ELEMENTS OF THE PETITION

Element 1 Educational Program

Governing Law: *“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605(c)(5)(A)(i).*

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Ed. Code § 47605(c)(5)(A)(ii).

A. EDUCATIONAL SUMMARY AND GOALS

Whom the School is Attempting to Educate

Credo High School educates high school students from the North Bay area, drawing in particular from the graduates of six local K-8 Waldorf-inspired charter schools in Sebastopol, Napa, Sonoma, Petaluma, and Novato. This population is supplemented by other families with similar values seeking Credo’s One Planet, Public Waldorf, college-prep program. Credo is an especially fitting education for those students who have attended elementary public charter schools inspired by Waldorf education and other students from families with like values. Through their elementary education, these students have developed particular artistic, linguistic, and musical capacities, which continue to be nurtured at Credo. Credo has an enrollment preference as allowed by law for Public Waldorf students. Other students who seek a holistic, arts-integrated college preparatory curriculum are welcomed.

The majority of Credo students will be enrolled in our traditional college-prep Site Based Program. In addition, Credo seeks to serve homeschooling students in two Independent Learning tracks:

1. Four-year-college-bound students whose interests or life circumstances do not allow for attendance in a traditional, five-day-a-week site-based program. These may be serious student athletes, musicians, actors, activists or careerists whose involvements require the convenience of independent learning. This category may also include students who may seek but not have access to a Public Waldorf high school education in the area of California in which they live.
2. General Education students who are on a career or junior college track and are not interested in pursuing a four-year college education directly out of high school.

All Credo students and their parents/guardians are required to sign and uphold a written Credo Participation Agreement, which specifies that the students, parents/guardians and teachers support the pedagogy and program articulated by Credo.

We expect that the school's population will reflect Sonoma County's ethnic and economic diversity. As noted before in the affirmations, Credo admits all California students who wish to attend the school, subject only to capacity, in which case a public random drawing will be held.

We work in partnership with parents, community members, business, nonprofit and higher education partners, Cotati Rohnert Park Unified School District (CRPUSD) and the Sonoma County Office of Education (SCOE) to realize the mission of the School.

Credo offers a traditional, Waldorf site-based program. As well, Credo offers an Independent Learning program for students whose learning styles and life circumstances make independent, home-based learning a better fit for their needs. Students enroll in one or the other of the programs and cannot switch between programs without reapplying. Students enrolled in one Credo program will have an enrollment preference if applying to join the other program.

What It Means to be an Educated Person in the 21st Century

To be an educated person in the 21st Century is to understand both the inner world of one's self and the outer world, so that we can act imaginatively, ethically and effectively with a healthy balance of idealism and pragmatism. To be an educated person is, in other words, to be able to bring the integrated capacities of **head, heart, and hands** to bear on our individual, local, and global challenges. When young adults are both self aware and socially conscious they express themselves in ways that are socially and ecologically responsible; they display remarkable adaptability in their problem solving; they strive toward new experience and understanding throughout their lifetime. Self-aware and socially conscious individuals are able to meet people, experiences, ideas and challenges with competence, optimism, self-mastery, empathy, artistry and a grounded belief in their own capacities. Most Credo High School graduates will be prepared for University of California admission, as well as for life, with 21st Century capacities of creative thinking; complex written and oral communication; leadership and

teamwork; global perspective; technical literacy; initiative, flexibility and risk taking; and ethical decision making and personal integrity. An educated person in the 21st Century must have a significant understanding of climate change and global environmental challenges; Credo meets this need with our One Planet Living values and program.

Aspects of an educated person in the 21st Century:

HEAD	<i>Educated individuals have developed a mastery of clear, informed thinking as well as practical skills for everyday life. They are able to communicate effectively both verbally and in writing, with facility in at least two languages. They can observe, compare, analyze and synthesize information. They have well developed computation, research and problem-solving skills. Finally, they are adept at the use of modern tools and technologies.</i>
HEART	<i>Educated individuals are actively and empathetically interested in the community at home and the world at large. They collaborate with others effectively. They have an understanding of the political, social, technological and economic systems that allow them to connect meaningfully with their community and the world. They are environmentally literate citizens who have the capacity to be good stewards of the land. They are civically engaged and able to make informed and compassionate life decisions based on awareness and understanding of self, others, and the possibilities of life.</i>
HANDS	<i>Educated individuals display artistry in all of their endeavors. They enjoy creatively and coherently expressing their internal experiences to the external world through artistic, musical, athletic, agricultural, and other physical outlets. They have an appreciation for the aesthetic and disciplined work of others. This embodied creativity helps lead them to inventive approaches for dealing with complex challenges.</i>

An educated person in the 21st Century is an active citizen, a critical thinker who values multiple perspectives, and a concerned global citizen who feels empowered to effect change.

Credo recognizes that an educated person is:

A Self-Reliant and Life-long Learner who:

- Makes ethical and moral decisions and choices for a healthy future
- Creates viable options in life
- Takes responsibility for one's actions
- Creates a positive image of self and future

A Creative and Critical Thinker who:

- Effectively accesses, evaluates, and integrates information from a variety of sources
- Uses a wide variety of thinking processes appropriate for the resolution of complex problems
- Understands the consequences of choices

A Caring Contributor to the Community who:

- Appreciates interdependence and engages in deep collaboration
- Demonstrates understanding of one's diverse community
- Reflects on one's role as a community member
- Is aware of issues facing the community and able to think of and implement appropriate innovative solutions
- Embodies developed empathy and an ethic of service and giving

An Environmental Steward who:

- Demonstrates understanding of environmental sustainability
- Holds a basic understanding of sustainable agriculture
- Effectively advocates for sustainable practices

An Expressive and Attentive Communicator who:

- Understands that language enables human beings to learn complicated and varied things from one another
- Understands the value of active listening
- Strives to communicate clearly and articulately
- Expresses through a variety of forms—visual, spatial, musical, interpersonal, kinesthetic and linguistic
- Is technically literate and selects and utilizes appropriate media to create effectively and with a high level of craftsmanship

A World Citizen and Local Participant who:

- Values diversity
- Demonstrates knowledge of the contribution of various groups and individuals to the growth of the U.S. and the world
- Functions comfortably in cross-cultural interactions
- Resolves conflict nonviolently
- Communicates in more than one language

A Healthy Individual who:

- Understands the tenets of personal health, including body, mind and spirit
- Appreciates the interconnectedness of individual, community and environment
- Practices self-awareness, empathy and compassion towards self and others
- Strives towards self-fulfillment and the pursuit of happiness

- Takes initiative and calculated risks

How Learning Best Occurs

Learning best occurs when the full human potential of each student is supported. Credo pedagogy meets and challenges the intellectual, social/emotional, and physical capacities of each student in an academically, artistically and physically rich curriculum. This integration of **head, heart, and hands** lies at the core of the Credo pedagogy.

Waldorf education is a historically proven model of education that has consistently demonstrated its merit. The educational philosophy of Credo emphasizes developmentally appropriate curricular integrity throughout the four-year high school career. A high value is also placed on enduring relationships between student, faculty and parents, providing a rich and integrated understanding of each individual student.

Learning is most meaningful and effective when there is a constant, enlivened interweaving between the students and the subject matter. Credo believes learning best occurs when the following research-based best-practice pedagogical principles are addressed:

Rigor: Students learn best when faced with genuine challenges to think about new interpretations and possibilities, and to see patterns and interpret them.² In order to be successful, Credo students must meet rigorous academic expectations such as:

- Site Based Program and College Prep Independent Learning Program graduation minimums that meet University of California A-G requirements;
- General Education Independent Learning Program graduation requirements that meet State of California requirements;
- Skill in written and oral communications in more than one language;
- Facility in mathematical, scientific and artistic pursuits, including the development and use of multiple intelligences;³
- Acquisition of multiple competencies centered on self-aware, culturally conscious critical thinking and problem solving;
- Age-appropriate ability to analyze and synthesize when presented with theories, data, and learning experiences.

Relevance: Students thrive when they understand the connections between what they are learning and their own lives; education must draw on students' actual experiences and build on their prior understanding. To provide a richly relevant learning environment, lessons are designed to:

- Provide developmentally appropriate instruction;

² The National Academies, 2003; Doll, 1993; Bruner, 1966; Vygotsky, 1978; Wiggins&McTighe, 2005; Sadowski, 2006).

³ Armstrong, T. (1994) *Multiple Intelligences in the Classroom*, Alexandria, VA: ASCD.

- Build on earlier knowledge;
- Engage a wide range of modalities or intelligences, spanning academic, artistic, and behavioral needs;
- Accurately assess individual students' needs and learning styles early and frequently;
- Align with values respecting environmental sustainability;
- Acknowledge and respect the cultural traditions of our multi-ethnic community;
- Provide equity, access and instruction for every student;
- Make productive use of current technology.

Highly Personalized Relationships: Students succeed when they are supported by caring adults and when school, home and community work together to maintain high expectations for student behavior and achievement.⁴ Support includes:

- Recognition of the unique challenges and capacities of each individual;
- Development of skills in working cooperatively and compassionately with others;
- Ensuring connection with adults who model intellectual curiosity and life-long learning;
- A close and continuing relationship with a faculty advisor;
- Student mentoring by a community of adults;
- Participation in internships and service learning in the larger community.

Instructional Program Coherence: Students learn best in the context of a deeply integrated program. Instructional program coherence allows faculty to scaffold teaching across years and subjects. Students increase their body of knowledge and their ability to think critically and reflectively.⁵ Credo creates a coherent educational program by:

- Continuing the foundation of the K-8 Waldorf curriculum;
- Using the arts to weave various subjects into a vibrant, cohesive whole;
- Addressing students with creative teaching methods;
- Creating a safe environment for learning and work;
- Engaging in hiring practices that value a “good fit” between the school and employees and honor a commitment to ongoing professional learning;
- Encouraging parent/family engagement through a governance and committee structure that identifies and utilizes the talents, resources and skills of parents and integrates them into the life of the school;
- Nurturing strong relationships by sharing resources with the larger community;
- Fostering partnerships with the local business community;

⁴ National Academies, 2005; Zins, R et al 1996; Shure et al, 1993; Battistich et al, 2000. Bradt, 1989; Delgado-Gatan, 1990)

⁵ Newman et al, 2003; Frieri, 1996; Burbules, 1993; Cortez, 1986; Short, 1992; Olson, 1999; Wiggins et al, 2005.

- Articulating clearly defined, mission-driven roles and responsibilities that help educators provide an environment in which students thrive.

A rigorous, relevant, relational and coherent instructional program that engages head, heart, and hands is the goal for all students.

Educational Goals and Objectives

Consistent with our Mission and Vision Statements and State, District and County objectives, and to meet our obligation of enabling students to become self-motivated, competent, and lifelong learners, the major goals of Credo High School are to:

- Promote Academic Excellence
- Develop Attributes of Successful Learners
- Create Strong Parent Involvement and Satisfaction
- Become a Model Learning Community
- Sponsor Staff Development

Promote Academic Excellence

Waldorf education is first and foremost concerned with a child's holistic development and character. The method inspires children toward academic excellence by nurturing the curiosity, creativity and imagination. The habit of academic excellence stems from a strong sense of self-confidence, a joyful approach to life and pride in one's accomplishments. When held as a basic value, a passion for excellence leads students to develop their full potential.

Credo believes that the vast majority of people have the intelligence and natural ability required to learn everything they need to lead full, happy and productive lives. Waldorf education helps individuals develop a strong work ethic, self-discipline, creativity and high personal motivation, which are needed for this success.

Develop Attributes of an Educated Person

Credo provides an environment in which students develop deeply held values of independence, responsibility, self-respect, respect for others and compassion; this results in a strong sense of self-confidence. Character development is integrated throughout the curriculum.

To facilitate the development of independence and a sense of engagement with the community, Credo strongly encourages participation in day-to-day campus responsibilities, care of the environment and community involvement. We seek to help each student see the value of commitment both to our school community, our immediate geographic community and to the community of humanity. Students contribute to the betterment of the world through various activities.

In addition to State of California standards, Credo focuses on developing in our students attributes of an educated person as articulated in Section A.2 above.

Parent Participation and Satisfaction

Achieving high academic outcomes, teaching values and developing character cannot be accomplished without the close partnership of parents/guardians and families. For example, the role of the parent/guardian is paramount in developing civic values and ethical behavior in their children. Consequently, we believe that students learn more when their families and schools work cooperatively.

Credo encourages parents to be an integral part of their child's education by learning about the Waldorf philosophy and volunteering appropriately in the school. Families are encouraged to make a commitment of time and energy to support the school, thus taking advantage of their skills and talents. There are many different ways in which parents and families can participate: organizing and chaperoning field trips and school-based activities, serving on the Board of Directors, Parent Council or school committees, as mentors to students in activities such as senior projects, organizing and directing after-school enrichment activities and providing clerical assistance to the teachers and other staff of the school.

Credo encourages parents and students to provide volunteer service to the school each academic year. However, no student will be removed from the program if the parent(s) fail to volunteer. A formal program of choice and options in volunteering and participation is included in our registration packet and parent handbook.

Credo's Board of Directors and Executive Director consult with parents and teachers regarding the school's educational programs. Methods of communication include, but are not limited to: annual surveys, newsletters, parent meetings and staff meetings.

There are opportunities for community members and parents to participate on the governing board of the school.

Become a Model Learning Community

Through the establishment of a highly functioning and creative Board of Directors, Credo High School serves as a model public high school for future teachers, educators and policy makers. A top-quality educational staff comprised of Executive Director and California Credentialed and Waldorf-trained teachers are recruited and given the support they need to deliver high-quality learning experiences to students.

A diverse population of students will be recruited: students at risk, students with special needs, gifted students and students with diverse social backgrounds and learning styles. Credo students are provided with a socially inclusive, creative and nurturing environment where a sense of community, powerful friendships and cooperative rather than competitive relationships are fostered.

Credo believes in forging a strong link with the community through the involvement of its Board of Directors, students, parents and community volunteers. Meaningful relationships are developed with local, state and national agencies, and organizations that work to strengthen charter school programs and educational outcomes for students. Partnerships with organic and biodynamic farmers and organizations further student learning about agricultural sustainability. Partnerships with local businesses provide internship opportunities and teach students career skills.

Sponsor Staff Development

Our educational paradigm of school as a learning organism views all members of the school community as engaged in a vibrant process of exploration, discovery, reflection, evaluation and understanding. We realize that our educators play a pivotal role in modeling natural curiosity and love of learning to our students, and we know that through professional development, educators increase their knowledge base, sharpen their skills, deepen their understanding and appreciation of Waldorf education, and re-energize. This goal reflects our belief that our teachers play a critical role in the educational process, and we want to promote their expertise and renewal. Establishing our faculty as a professional learning community builds the capacities of each individual by exposing them to the strengths of others; in turn, this models collaborative learning for students.

B. CURRICULUM AND INSTRUCTIONAL DESIGN

Credo utilizes a curriculum inspired by Waldorf education that meets state standards as articulated by the California State Board of Education. Beginning in 2020-21, Credo intends to offer Site Based *and* Independent Learning Programs.

Site Based Program

Our traditional Site Based Program, in effect since 2011-12, also meets University of California “a-g” admission requirements. See table in Section C, below, for specifics.

Independent Learning Programs

Beginning in 2020-21, Credo also intends to offer two Independent Learning Programs:

1. A College Prep Independent Learning Program meeting the University of California “A-G” admission standards,
2. A General Education Independent Learning Program meeting state standards as articulated by the California State Board of Education.

See the table in Section C, below, for specific content requirements.

Both Independent Learning Programs will initially implement the Oak Meadow curriculum (see Appendix N for overview), which has received “A-G” approval from the University of California. Over time, Credo will develop its own Independent Learning courses and have them approved for “A-G” status by the University of California. Credo will also continue to vet other curriculum vendors in order to offer a wide range of approved courses, providing choice for Independent Learning Program students. Qualified students may concurrently enroll in courses at junior colleges.

Credo students from both Independent Learning Programs will be assigned to a credentialed Education Coordinator who will work with the student and parents to develop a Personal Learning Plan, articulating the specific course of study the student will take in each term, mapping a path to graduation. Independent Learning students will meet on site every ten days with their Education Coordinator, and parents of Independent Learning students will meet on site with the Education Coordinator every 20 days. In predetermined special circumstances these meetings may be held digitally. Personal Learning Plan agreements will be tracked in a Master Agreement document. The Education Coordinator will also create an Assignment Record and create and maintain an Attendance Log, and will retain work packets with original samples of student work for school records and auditors. With Educational Coordinator approval, Independent Learning Program students may be permitted to enroll in some Credo Site Based courses to complement their independent learning.

Credo reserves the right to phase or delay implementation of one or both of its Independent Learning Programs based on enrollment demand and school readiness to implement the new programs (both of which are difficult to project in the midst of the Covid-19 crisis, when this document is being written).

Credo is fully accredited by WASC, and in February 2020 hosted a WASC team for a mid-term affirmation of our six-year approval granted in 2017 (report attached as Appendix E). Students and parents are informed about course transferability through mail as well as in the School Handbook.

The Developmental Approach of K-12 Waldorf Education

The holistic nature of Waldorf education intentionally addresses each student’s **head, heart, and hands**—or thinking, feeling and willing—in a developmentally appropriate way. While each aspect is addressed in an integrated, ongoing way

throughout K-12 Waldorf education, there is also particular focus within each of three broad stages of development.

Willing: Kindergarten

In the early years of a child's life, birth through age seven, learning is accessed primarily through the body. Through action, movement, physical experimentation and imitation, the young children familiarize themselves with their surroundings, touching and tasting just about everything and imitating older siblings and adults. Knowing this, Waldorf educators create kindergartens that are active places of creative play led by teachers who are wholly worthy of imitation. Teachers put significant emphasis on dynamic circle activities; fine motor skills are honed. In the Waldorf Kindergarten, **children learn through their hands**, or their wills.

Feeling: Grades One through Eight

From the ages of seven through fourteen, the child learns primarily through a feeling connection to the lesson content. This is why the lessons in a Waldorf grade school are designed to be intentionally imaginative. The arts and the core storytelling of the daily lessons inspire an emotional response to the pedagogical material. In the Waldorf grade school, learning is qualitative; **students learn through their hearts**.

Thinking: High School

Adolescents, as noted by Piaget, have a newly developed ability for abstract thinking and a higher level of executive functioning as neuroscientists have noted. We thus begin to explore complex concepts in both technical and social realms. Students learn to observe, compare, analyze, synthesize, question and imagine alternatives to all questions put before them. These skills are valuable whether students are confronting a problem like climate change or navigating the world social system in order to implement a solution.

Coinciding with and resulting from the expansion of their faculties for abstract thinking, young people are able to conceptualize their relationship to others. This marks the genesis of their developing sense of ethical judgment. Students also begin to explore questions of social and ecological responsibility, and how to actively seek a meaningful place in the world. Quantitative learning begins. Because of the previous seven years' foundation of feeling-focused learning, we can now encourage skeptical analytical consideration without risking cynicism. In Waldorf high school, the **students learn through the realm of thinking**.

Credo's Developmental Approach within the High School Years

Within high school, we recognize that young adults are continuing to develop. A senior, for example, has considerably more capacity to comprehend complex science than a

freshman; consequently, each of the sciences is taught in each of the four years, allowing teachers to deliver deeper and more sophisticated content as the students' capacities to understand continue to develop. The table below highlights Credo's core developmental intention through each of the four years. Each year has a developmental theme, and all subject matter throughout the year is presented in relationship to that theme.

Year	Developmental Theme
Ninth Grade	Polarities
Educate the <i>powers of observation</i> through a study of <i>polarities.</i>	As young people enter high school in the ninth grade, their lives are full of contrast and tension. They are transitioning intellectually, emotionally, physically and ontologically from childhood to adulthood. They are both bound by their physical changes and liberated by their new ability to think conceptually. Many adolescents feel a conflict between the desire for affiliation and a sense of alienation. Our objective is to reflect these polarities in their educational involvement. Students' experiences of inner polarities provoked by these changes are reflected back to them in the carefully chosen school curriculum. • For example: In physics, students study the polarity of heat and cold; in geography, the collision of plate tectonics; in chemistry, the expansion and contraction of gases; in history, the conflicts of the revolutions of Russia, France, and the United States; in the history of the theater, tragedy and comedy; in art, black and white drawing and print making; in blacksmithing, the properties of heat and cold. • Students are challenged to exercise powers of exact observation: in the sciences, to describe and draw precisely what happened in the experiments and demonstrations; in the humanities, to recount clearly a sequence of events or the nature of a character without getting lost in the confusion of details. • The objective is to train exact powers of observation and recollection so that the students can experience the steadiness of their own thinking in the often-confusing world of adolescence around them.

Tenth Grade	Convergence and Divergence
Educate the <i>powers of comparison</i> through a study of <i>processes</i>	By tenth grade, adolescents are actively seeking equilibrium and order. The curriculum explores equilibrium through the study of balance and processes in natural and social phenomena. Students are expected to develop and utilize powers of comparison. These comparisons help bring order to chaos, balance to opposition and acceptance of differences. From order and balance, a new awareness can arise. • For example, students experience: in chemistry, the reactions of inorganic elements and the introduction of chemical nomenclature and equations; in physics, the principles of mechanics; in earth sciences, the complex processes involved in weather and climate pattern; in social studies, cultural similarities and differences. All these reveal the possibility of equilibrium arising out of the balancing of extremes. • Students are called upon to exercise powers of comparison, weighing contrary phenomena to determine their value and significance and their origin. • Students discover that in the balancing of opposites, new forms can arise, whether in clouds and tides or new chemical compounds. The objective is to help students find their own balance by discovering the process of balance in natural and human phenomena. This examination can prompt the curiosity to explore the origins of things.

Eleventh Grade	Analysis
Educate the <i>powers of analysis</i> through <i>individualized study.</i>	The personal experience of juniors is a search for identity and independence. They have formed a new vision of themselves out of chaos, and in the eleventh grade, are ready to journey into the unknown. The curriculum delves further into purely abstract concepts in order to strengthen the student's independent analysis and abstract theorizing. New depths in the inner life of thoughts, feelings and deeds arise. Existential questions may come. Each student feels called to find his own path in life.

	- Students investigate the invisible through subjects that draw them into areas not accessible to the senses. This requires developing a new confidence in abstract thinking and the language of mathematics. - In literature, this journey is captured in the study of Parzival and the Grail legends. In chemistry, students study the development of the periodic table—an insight based on intuition; and in physics, the invisible world of the atom and of electricity. In geometry, the meeting point of parallel lines at infinity can be thought, but never reached in the world of the senses. The objective is to strengthen analytical and abstract thinking: Why are things this way? Why did the events of history take this course? Even deeper questions—those of destiny, purpose in life, and social responsibility—also find their way into the classroom.
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Twelfth Grade	Synthesis
Educate the <i>powers of synthesis</i> through <i>integration</i> of all previous learning.	Senior year recapitulates and synthesizes the themes of the high school, as well as the Waldorf grades' curriculum. - In Senior Seminar, students are made conscious, for the first time, of the Waldorf developmental approach—of <i>why</i> they learned <i>what</i> they learned <i>when</i> they learned it. - Students examine the relationship of humanity with the world. Studying the Transcendentalists, they live with the thoughts of great writers who have questioned man's place in the world. - Subjects synthesize many themes: World History, History through Architecture, Science for Environmentalists and Senior Essay. Assignments call upon the students to synthesize disparate disciplines. - All students present a senior project, including a comprehensive research paper, an oral presentation to the

	entire school and an artistic component involving a medium of their choice. The objective of senior year is the synthesis of the K-12 education and preparation for the next stage in learning.
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Experiential Education

Credo believes learning occurs best when the student finds personal meaning and purpose in the lesson through hands-on experience and place-based education. Experiential education involves direct interaction with the learning environment to address practical, social, personal or research problems. Place-based education focuses on the unique history, environment, agriculture, culture, economy, literature and art in Sonoma County.

Students learn through experimentation and making mistakes; they derive knowledge based on their experiences; they develop relationships while working with other students. Because experiential education involves physical and behavioral as well as intellectual dimensions, learning takes place in the whole body—**head, heart, and hands**. In the words of Waldorf educator Henry Barnes, "When children relate what they learn to their own experience, they are interested and alive, and what they learn becomes their own."

On the Credo campus, experiential learning will occur in every class. The art of Waldorf teaching brings the subject matter to life through wide-ranging experiences that are recorded individually and artistically by students in their Main Lesson Books.⁶ Through their work in classrooms, laboratories, gardens, art studios, performance spaces and sports fields, students experience firsthand the profound satisfaction of their thinking, planning, hypothesizing, experimentation and expression.

High school education is enriched when students are engaged beyond the walls of the traditional classroom. Internships, service learning, field trips and excursions that take students out into their community and the natural environment will provide such enriching opportunities.

Using the environment as a context for learning takes students out of the classroom and into school gardens, searching for aquatic life in neighboring wetlands, hiking through forests, digging in the soil and sketching native wildlife.⁷ Field trips take students to

⁶ See Appendix O for main lesson book samples.

⁷ Lieberman, Gerald A. and Hoody, Lina L. (1998). *Closing the Achievement Gap: Using the Environment as an Integrated Context for Learning*. San Diego: State Education and Environment Roundtable.

museums, theater, historical sites, government centers, commerce centers, farms, factories and natural areas. Researchers have documented the cognitive and affective benefits of field trips, including increased motivation for learning⁸, a more positive attitude toward science and environmental concepts⁹, and the acquisition of knowledge and skills¹⁰.

Community partners, organizations and the natural resources of Sonoma County will provide a special richness and expanded classroom for students. Students at Credo engage in team and individual internships and service learning opportunities. These experiences are cooperative rather than competitive and thus promote practical life and career skills, teamwork and community involvement.

Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves.¹¹

Focus on Relationship

In small schools, students build meaningful relationships with teachers, parents, peers and their community. Students learn best from a faculty of experienced, exemplary and inspiring teachers who are dedicated to helping students reach their fullest potential and embark on lives of conscience and consequence. Throughout the adolescent stage of development, young people are seeking truth. Authority is no longer taken for granted. Teens seek teachers who embody their ideals of truthfulness, thoughtfulness, integrity, consideration and confidence. At this age they must find connection with a mentor who shows a mastery of self and subject matter: someone worthy of emulation. A teacher who is seen as striving towards self-discipline will attain the respect and attention of her students¹². We will have a sponsor teacher who works with each cohort of students, communicates with each student and family on a regular basis, and coordinates relationship-building activities such as meetings, events and trips.

Parents

As teenagers develop a stronger sense of self and autonomy they have a need to build a new kind of relationship with their parents. While teens are seeking more freedom, the road to autonomy is a steady climb of increased responsibility—not a jump off a cliff. They need to see examples of how adults move in the world, and more importantly, in the immediate community.

⁸ Kern, E. and Carpenter, J. (1984). "Enhancement of Student Values, Interests, and Attitudes in Earth Science through a Field-oriented Approach." *Journal of Geological Education*, 32, 299-305.

⁹ Bitgood, S. (1989). "School Field Trips: An Overview." *Visitor Behavior*, 4(2), 3-6.

¹⁰ Mackenzie, A. and White, R. (April 1981). "Fieldwork in Geography and Long-term Memory Structures." Paper presented at the American Educational Research Association, Los Angeles, CA.

¹¹ Eyler, J., & D. E. Giles, J. (1999). *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass.

¹² Wurtz, B. (2003). "Douglas Gerwin Speaks on the Moral Education of Adolescents."

Credo will support the development of these relationships by creating opportunities for parents to participate meaningfully in the life of the school. Parents will be invited to serve as mentors to students who are not their own children.

Peers

From the student perspective, the most prominent and important relationships in high school are those with their peers. Research has shown that positive peer relationships enhance a sense of belonging,¹³ improve student behavior in school¹⁴ and increase retention rates.¹⁵ Therefore, the Credo curriculum has a strong social-emotional component with a focus on building strong peer relationships. Through experiences that promote acceptance of difference and diversity, students will find a sense of social safety that allows for authentic self-expression.

Mentors

A single caring adult can make all the difference in the life of a youth. It is our intention as the school continues to develop that all Credo students will eventually have access to a mentor to care for them and support them throughout high school. Mentors may offer academic support and nurture career or artistic interests in their student mentees, or they may be a caring grandparent-figure who simply offers stability and emotional support. Ideally, students will be paired with mentors with careers in a student's area of interest, so that there is modeling of meaningful livelihood for the student. At times during the school year, students may spend days off campus in instruction with their mentor at the mentor's workplace. School parents and Credo graduates will be strongly encouraged to participate in the life of the school by serving as mentors to Credo students. Credo students themselves will be given the opportunity to serve as mentors and tutors to local elementary school students as part of their service learning.

Credo believes that education is an enterprise undertaken by an entire community—a further opportunity for place-based learning. Thus we take seriously the complex set of relationships that emerge through participation in this learning environment. This means that all of the interaction, conversation and exchange of ideas that occurs as a student works with peers, faculty, staff, parents and community members are significant elements of that young person's education. Students who are encouraged to work interactively and to share their questions and ideas learn the value of shared accomplishment. Students who are led into conversation and action with their

¹³ Christenson, C. L., & Havy, L. H. (2003). "Family-School-Peer Relationships: Significance for Social, Emotional, and Academic Learning." In J. E. Zins, R. P. Weissberg, H. J. Walberg, & M. C. Wang (Eds.), *Building school success on social and emotional learning* (pp. 59–75) New York: Teachers College Press.

¹⁴ Steinberg, Dornbusch, and Brown (1992). "Ethnic Differences in Adolescent Achievement: An Ecological Perspective." *American Psychologist*, 47, 723-729.

¹⁵ Hymel, Comfort, Schonert-Reichl, & McDougall (1996). "Academic Failure and School Dropout: The Influence of Peers." In J. Juvonen & K.R. Wentzel (Eds.) *Social motivation: Understanding children's school adjustment* (pp 313-345). New York: Cambridge University Press.

community have an understanding of how they can make a difference in the positive development of society.

Instructional Rhythms

There are daily rhythms that help promote healthy lives: rhythms of eating, resting, activity and cognition. With this in mind, the site-based Credo schedule provides a balance of activities, classes and breaks to promote attention and participation. The first period of the day will be the thematic Main Lesson, where students focus on a given subject for 90 minutes each day for approximately four weeks (known as a Main Lesson Block.) Because understanding is reached by many roads, Main Lesson subjects are explored through a variety of pedagogical methods, often combining discussion, art, composition, experimentation and active research and involving the intellectual, social/emotional, and physical realms—**the head, heart, and hands**. Math, composition, literature, history, economics, health, foreign language, arts, music, theater, dance, farming and physical education are taught following the morning Main Lesson as quarter-, semester- or year-long track classes throughout the year.

Learning Environment

Students at Credo learn in a variety of settings, including natural environments and eventually a working farm. Primary instruction will occur on site—in classrooms, the farm and gardens, and outdoor spaces designed for instructional purposes.

The Credo campus spaces promote a healthy physical and emotional experience. In recognition of the positive psychological and physiological effects of day lighting, Credo uses as much natural lighting as possible. A large-scale 1999 study showed that students with the most day lighting in their classrooms saw substantial improvement in reading and math test scores.¹⁶ Our goal is to create aesthetically engaging and beautiful spaces that will provoke imagination and learning. This provides a subtle but pervasive message that the work being undertaken is important, as are all members of the school community—students, faculty, staff, volunteers and parents.

The structural environment of Credo will be used to enhance learning about the environment and about sustainability. We aspire to use sustainable building materials and practices, renewable energy and provide recycling programs, organic gardening, and waste reduction and conservation programs to help students learn. In the design of Credo's campus, attention has been paid to the simplicity, beauty and vitality of both indoor and outdoor spaces.

¹⁶ Heschong Mahone Group (1999). "Daylighting in Schools: An Investigation into the Relationship Between Daylighting and Human Performance." San Francisco, Calif.: Pacific Gas and Electric Company.

Students will also have many opportunities to experience and learn about the natural world through farming, outdoor excursions, field trips, caretaking of the campus and through community-based internships and service learning projects. We teach sustainability across the curriculum and provide experiential learning opportunities to deepen student knowledge. Students will be able to study solar energy production, and learn from our own ventures in the use and production of solar energy. Green buildings can enhance learning in the practical arts; and classes in mathematics can concentrate on such diverse issues as waste studies and how to calculate global warming, carbon footprints and the efficiencies of various technologies; and all science classes can benefit from a study of how to measure and assess changes occurring in the natural world. Our goal, then, is for the school to provide students with direct experiences of sustainability in all of its dimensions—environmental, agricultural, economic, social and personal.

C. DESIGN OF SUBJECT AREAS

The core academic subject areas are comprehensive and rigorous. Credo approaches classical material with an eye toward the future. Our goal is to set the bar high, with graduation minimums that meet or exceed University of California “A-G” requirements. The following table compares Credo standards to state graduation standards and University of California admission requirements.

Curricular Domain	State of California Graduation Requirements	Credo High School General Education Independent Learning Program Requirements <i>(available for Independent Learning students only)</i>	U.C. A-G Requirements	Credo High School Site Based Program and College Prep Independent Learning Program Requirements
English	Three years	Three years	Four years of U.C. approved courses	Four years of courses in literature, including full-length classical and contemporary works. Writing work to include, rhetorical, grammatical,

				syntactical patterns, forms and structures. The writing will relate to the literature and course content
History/ Social Science	Three years of history/social science, including one year of U.S. history & government; one year of world history, culture, and geography; and one semester of economics	Three years of history/social science, including one year of U.S. history & government; one year of world history, culture, and geography; and one semester of economics	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of American government; and one year of world history, culture, and economics	Four years, including world history, economics, government, political science, psychology, and sociology
Mathematics	Two years, including algebra I	Two years, including algebra I	Three years, including algebra, geometry, and intermediate algebra; four years recommended	Four years, including algebra, geometry, intermediate algebra, and pre-calculus, calculus or statistics, or math topics
Science	Two years, including biological and physical sciences	Two years, including biological and physical sciences	Two years with lab course work required, chosen from biology, chemistry and physics; three years recommended	Four years including earth science, biology, chemistry, and physics
Foreign Language	One year of either visual and performing arts	One year of either visual and	Two years in the same language required, three	Three years in the same language. Four years recommended

	or foreign language	performing arts or foreign language	years recommended	
Visual and Performing Arts	One year of either visual and performing arts or foreign language		One year of visual and performing arts: drama/theater, dance, music, or visual art	Three years, including fine arts, practical arts, and performing arts
Physical Education	Two years	Two years	None	Two years
Other	None	Four years of coursework pertaining to sustainability. Four years of service learning.	One year elective chosen from approved academic courses in history, English, advanced mathematics, lab science, foreign language, social science, or art	Four years of coursework pertaining to sustainability. Four years of service learning.

Alignment with University of California “A-G” Requirements

Social Sciences & History – the “A” Requirement

The understanding of social science—economics, history, geography, political science, and sociology—helps emerging adults to understand their own inner workings; to see how they are influenced by and connected to other individuals and groups, past and present, to develop a cultural literacy that will lead to responsible global citizenship; and to reach the understanding that through their own efforts, they can make a difference in the world.

Following the California state standards for grades 9-12 and the University of California “A” requirement, the social studies curriculum at Credo will include two years of history/social science. These will be addressed throughout the four years of high school and will include at least one-half year of U.S. history, one-half year of civics or American government, and one year of world history, cultures and geography.

The Credo curriculum exposes students to the various interpretations of history. The student will learn to distinguish between sound generalizations and misleading oversimplifications and distinguish valid historical interpretations from fallacious arguments. Students will construct and test hypotheses; collect, evaluate and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. Students will gain interpretative skills enabling them to identify causal connections between historical events and larger social, economic, and political trends. However, they will recognize the complexity and limitations of historical causes and effects as they interpret the meaning, implication and impact of these events within a contemporary context rather than solely in terms of present-day norms and values. Students will consider individual human agency as a historical force and to what extent human actions can cause events to occur differently. Students will analyze how human actions affect our world and examine the associated environmental, economic, and social issues.

English/Language Arts—the “B” Requirement

The English/Language Arts curriculum of the Credo seeks to offer students literature, writing and opportunities for inquiry ranging from ancient text selections to contemporary literature and creative writing. Aligned with the California standards and the University of California “B” requirement, courses will encompass and engage students in critical thought, deeply develop and hone writing skills and offer ample opportunity for students to read, discuss, disseminate, integrate, and model the moves of academic and creative writers.

Students are asked to read widely in a variety of genres, including novels, short stories, essays, plays, poetry, nonfiction and memoir. Texts selected reflect a broad range of chronology, with selections from classical literature, modernist work and contemporary, culturally diverse writings and theory. Faculty and students journey through each text, giving their close attention to themes, style, character, plot, sense of place and relevance to given time period, and they will examine the relationships between the work and the author’s audience and purpose. The conscious understanding of the power of language will be demonstrated in the teaching and facilitation of analysis skills (including development of rhetorical strategies to break down text) and literary theory, which are applied to relevant texts. Additionally, texts are explored from social, political, cultural, philosophical and sustainability lenses, enhancing the student’s understanding of the integral role literature plays in our understanding of past and present. Students frequently write, revise and resubmit essays that reflect the continuing development of their understanding of a given particular text and assignment. Opportunities for peer editing of essays and other written work are offered in class. Finally, the curriculum includes creative writing coursework—giving voice, purpose and audience to the student’s own writing.

Mathematics—the “C” Requirement

Mathematics is the study of quantity, structure, space and change. It has been called the “queen of the sciences” owing to its position of central importance in every field of science. In the Waldorf pedagogy, mathematics is a pure experience of abstract

thinking. A solid grounding in mathematics is essential not only for the student who will pursue higher education, but for every adult who wishes to participate effectively in a modern society of ever-increasing complexity.

The mathematics curriculum at Credo covers the mathematical concepts and problem-solving skills that are necessary to prepare students for higher education and adult life. The subjects taught will include Algebra I, Geometry, Algebra II, and Pre-Calculus, Calculus following the California Mathematics Content Standards, and satisfying the University of California “C” requirement for Mathematics. Each student completes four full years of mathematics courses, as recommended by the University of California.

Science—the “D” Requirement

The sciences combine observation, intuition, experimentation and analysis, enabling critical evaluation of our surroundings and circumstances. An intensive science background is essential to the ability to make informed decisions about an array of issues ranging from personal health to environmental sustainability.

The science curriculum includes four years of science, with courses in biology, chemistry, physics and earth science that have both classroom and laboratory components. Topics in these different areas will be integrated, and all four sciences are studied during intensive Main Lesson Blocks during each of the four grade levels. The standards of inquiry that comprise the critical scientific thought process as well as relevant mathematical concepts are employed in both lab and classroom instruction throughout the full range of topics and levels. Communication skills are practiced as integral elements of written lab reports and oral presentations. Our science curriculum emphasizes laboratory and project-based teaching methods.

The Science curriculum is based on the academic content standards adopted by the California State Board of Education. Credo offers a four-year sequence in integrated science, where rigorous coverage of the foundational subjects of biology, chemistry and physics satisfy the University of California “D” requirement. Every effort is made to ensure that each student masters these content standards in their entirety. The science curriculum has an emphasis on inquiry and integration.

Inquiry standards refer, in general, to the processes of critical thinking. They involve application of science concepts, design of experiments, and the proper use of variables and controls, and they are typically best taught in a laboratory setting. Due to the “hands-on” nature of the Waldorf curriculum, the number of hours students spend in the lab is typically high, providing for increased opportunity to address inquiry standards.

Integration refers to the intertwining of biology, chemistry, physics and earth science that is common in Waldorf high schools. This integration is invaluable in helping students to apply general scientific concepts to a range of disciplines, and in helping students understand connections between different fields.

Through chronological and spatial thinking, students evaluate the consequences of past events. Students consider the impact of historical change in economic, social, and political contexts. Students also consider the physical geography, values and beliefs, and interpersonal relationships of the people affected by historical events. Students will use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

Languages Other than English—the “E” Requirement

Knowledge of a foreign language is a portal to understanding the culture with which it is entwined. This creates a heightened global awareness that impels students to look beyond themselves, past the boundaries of their own culture and circumstances. It fosters their ability to cross barriers, build bridges, and find common ground with others.

World language courses teach students to read, write, speak and comprehend a foreign language to an intermediate level, and explore the culture, customs and stories of the country or countries from which the language originates. Preference will be given to native-speaking teachers. When there is demand, immersion classes in one or several languages may be offered during the day or as an extracurricular activity. All Credo students complete three years of study of the same language other than English satisfying the University of California “E” requirement. Credo offers four years of Spanish. We also offer Mandarin and hope to add additional languages as the school develops.

Visual and Performing Arts—the “F” Requirement

The curriculum at Credo is built on the principle that the practice of art is fundamental to the development of the imagination, problem solving ability and flexible thinking. Students gain the means and skills to express themselves artistically and build the confidence to present their artistic work to an audience of students, parents and the community at large.

Fine Arts: Examples of our fine arts include watercolor, acrylic and oil painting, veil painting, color drawing, life drawing, self-portraiture, print making, sculpting and ceramics. Each of these courses give the students the opportunity to apply such skills as research development, critical analysis, dialogue, specific art technique, personal making of art.

Practical arts: Blacksmithing, woodworking, fiber arts, leatherwork, metalwork and media arts are examples of our practical arts. The practical arts engage the student’s will and allow for a reverence and appreciation to be developed in relation to the beauty of functional tools existing in the world around us.

Performing Arts: Class plays in sophomore and senior year will involve all students, and extracurricular plays each year invite further participation in theater. Dance classes will be offered as electives. There will be many opportunities for student performances.

Credo students may satisfy the University of California "F" requirement by completing a single, yearlong course from a single visual and performing arts discipline.

College Preparatory Electives—the “G” Requirement

Credo students satisfy the University of California “G” requirement with one year (two semesters) of study, in addition to those required in “A-F” above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a fourth year in the language used for the "E" requirement or two years of another language).

Nonacademic Subject Areas

Physical Education and Movement

In high school, young adults have the opportunity to develop proficiencies in various types of movement activities. Physical education supports the experiential learning process as it relieves stress, opens neurological pathways, builds strength and discipline, improves self-esteem and enhances collaboration and relationship skills. The program encompasses both curricular classes, which include games from around the world, sports, dance, eurythmy, track and field, tumbling and acrobatics, Spatial Dynamics and gymnastics; and an afterschool program that supports the curriculum. After school sports include soccer, volleyball and cross country in the fall, basketball in the winter and baseball, softball, tennis and golf in the spring. Other sports may be available in the future. Through exposure to a wide variety of physical activities, students develop healthful habits that last a lifetime.

Agriculture

Sonoma County is as progressive in agriculture as it is in education. The study of agriculture deepens students’ sense of place and immerses them in the natural world through practical activity. Working in a farm or garden, observing, recording and reflecting on their agricultural practice allow the students the opportunity to gain an understanding of the complexities of the natural world. Important themes addressed in agriculture are: knowledge and appreciation of sustainable, organic and biodynamic farming; responsibility for the earth; science curriculum support and application; recycling and composting skills and practices; environmental and ecological study.

Music

Music is experienced as a language, with music theory, harmony, and rhythm as elemental qualities that give it structure. Music learning involves being active in the music, experiencing and developing the music as a process. The study of music also yields insight into human cultural development. For example, Baroque music is self-centered, thematically singular; Classical emphasizes duality; Romantic utilizes transitions; Twentieth Century poses modern questions. The Music Program provides students with the opportunity to experience examine and develop musical competence. Many students play a musical instrument and participate in a school orchestra, band or chorus. Music fundamentals are available to students not proficient in an instrument.

College Counseling

College Counseling provides transcript documentation, “A-G” standards assessment, introduction to and work with college identification, application and entrance work towards college placement. The College Counselor also offers elective courses in College Search and College Application. The College Counselor offers numerous family presentations, including grade-level college readiness evenings, a college fair, and campus visits by college representatives.

Social Emotional Counseling

Credo provides a holistic social emotional counseling program that works to support the students. This program is currently made up of a paid supervisor who directs and supports a team of Sonoma State counseling interns who have completed their MA coursework. Students may self-refer for counseling, and parents and teachers may also make counseling referrals.

Adventure Learning

Credo offers students experiences that meet their developmental needs and their curiosity for the larger world. Spending time outside of the classroom with a diverse group of people—in nature, in our community, in other communities—builds capacities and interests beyond the rich on-campus curriculum. Beginning with ninth grade orientation, students will experience projects, travel, challenge courses and overnight field trips that enrich the curriculum and build a respectful, knowledgeable and empathetic student body. In tenth grade, students begin to consider participating in possible off-campus opportunities in other countries.

Exchange student and summer abroad programs build language skills and insight into other cultures. Service learning in a developing country, building a school or a hospital, teaching or sharing knowledge of biodynamic agriculture will help give our students an early sense of their place in the world.

D. ADDRESSING STUDENTS BELOW/ABOVE GRADE LEVEL, ENGLISH LEARNERS AND SPECIAL EDUCATION

One of the primary benefits of a small school is the ability for the teachers to make a personal connection with each of the students and understand the students' needs. Each student who enrolls in Credo is an individual, with his own learning style, experiences, interests and goals. In balance with this diversity, Credo believes that all students have in common the ability to succeed. The staff at Credo attempts to meet all students where they are and help them to build upon their strengths with the goal of preparing lifelong learners who choose to inhabit the world with intention and purpose.

Ongoing formal and informal assessment through both teacher observation as well as student self-evaluation and reflection will serve as sign posts that might signal the need for further evaluation so that each student is both successful and challenged in their high school career. Parent involvement will also play an integral role in supporting the learning goals set by the teacher and student.

Support for Students Performing Below/Above Grade Level

Academically high-achieving students

Academically gifted students will be encouraged to move forward at their own pace, and delve deeper into course topics of personal interest. High achieving students, in conjunction with their parents and their sponsor teachers, will determine personal goals that assure a well-rounded educational experience. Criteria and opportunities for high-achieving students are developed and regularly reviewed. We expect to draw on partnerships with the Santa Rosa Junior College, Sonoma State University and other regional educational institutions to enhance the experience of these students.

Academically low-achieving students

Students not achieving at expected levels will also be party to the creation of personal educational goals along with their teachers, parents and our Student Services Director. Class activities are structured to work especially with differences in learning styles and abilities, in particular by using multiple learning modalities and group projects. There is evidence that Waldorf education can be especially effective with low achieving students.¹⁷ Teachers have the opportunity for training in specialized methods for meeting the needs of those who struggle with academics for their varying reasons.

Plan for English Learners

Credo meets all applicable legal requirements for English Learners relative to annual

¹⁷Oppenheimer, Todd (1999). "Schooling the Imagination." *The Atlantic Monthly*, Volume 284, No. 3; page 71-83.

notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (RFEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirement. Credo implements policies to effectuate proper placement, evaluation, and communication regarding ELs and the rights of parents and students.

Credo uses the English Language Proficiency Assessments for California (ELPAC) and ELD Assessment portfolios to create and modify differentiated instruction programs for English Learners. Teachers work together and with parents to provide appropriate instruction for these students.

English Learners and Core Instruction

Credo provides instruction to support English Language Learners in developing the skills needed to meet state standards. Teachers working with ELs possess the appropriate CLAD, BCLAD, or SDAI certification as required. Teachers with CLAD, BCLAD, and/or SDAI certifications share additional strategies for teaching EL students and can assist with adapting class materials for EL instruction.

The Waldorf oral lesson delivery offers almost continuous opportunities to hear and speak English. The non-competitive school environment supports the student when trying to communicate in a new language. Each EL student will have a specific plan of English language support, which will be developed by the teacher, the student and the parents.

Credo follows all ELPAC testing timelines to ensure students receive proper instruction. Credo will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. Credo will comply with all applicable requirements of the Every Student Succeeds Act (ESSA) with regards to EL students.

Home Language Survey

The Home Language Survey (HLS) is administered to any student who is enrolling in a California public school for the first time. From there, determination will be made if a student is required to take the initial ELPAC test.

Plan for Special Education, Section 504 of the Rehabilitation Act and Americans with Disabilities Act

Credo shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Effective July 1, 2020, Credo shall be categorized as a local educational agency (LEA) in accordance with Education Code Section 47641(a). Credo has joined the El Dorado Charter SELPA to oversee and support Special Education services provided by Credo staff and credentialed faculty.

Credo shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

CHS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by CHS shall be accessible for all students with disabilities as required by law.

Student Interventions

Credo provides a comprehensive student intervention program.

Interventions begin with the classroom teachers, who are responsible for the ongoing assessment of student progress. Classroom teachers are also responsible for the identification, based on multiple measurements, of students requiring additional support.

The first line of intervention is typically specific accommodations for the student within the general education classroom instructional setting. Classroom teachers may also provide students with additional one-to-one support or small group instruction as needed. When additional interventions are deemed necessary, the teacher shall refer students to the school's Student Services Director for a Student Success Team (SST). The SST is composed of classroom teachers, support staff, and administrator(s). In addition, parents of referred students, and often students themselves, are invited to attend and participate at SST meetings. SST members conduct a review of the student's cumulative file along with current observations and assessments in order to determine the appropriateness and type of additional interventions. Generally, within two to three months, a follow-up SST meeting is held to assess the effectiveness of the interventions and to adjust the accommodations accordingly.

IDEA

Credo provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA, which shall include but not be limited to identification; assessment; IEP development, implementation, and review; and provision of a full continuum of placement options to ensure each identified student is offered a free appropriate public education (FAPE) in the least restrictive environment.

Credo will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for

special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records.

Section 504 of the Rehabilitation Act/ADA

Credo recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the Student Services Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those, which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing, and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during

the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

E. ACCREDITATION, TRANSFERABILITY AND GRADUATION STANDARDS

Credo is accredited through the Western Association of Schools and Colleges (WASC) and the Alliance for Public Waldorf Education. WASC accreditation ensures that the curriculum is acceptable to, and transferable to, other high schools and universities. The administration of Credo collaborates with the University of California (U.C.) to ensure the development of courses that meet the entrance requirements of both the U.C. and C.S.U. systems. In the long-term, the administration of Credo will seek continued communication with officials of universities and local high schools about the development of acceptable additional courses. As additional curriculum is developed with adherence to State of California content standards, courses will be transferable to and from other California public high schools. Information about transfers, graduation requirements, and college entrance requirements will be provided to students and parents via mail, email and the School Handbook.

F. LOGISTICS OF THE EDUCATIONAL PROGRAM

Enrollment Plan

In April 2020, Credo currently serves 394 site-based students in grades 9-12. Credo's current location would support site-based enrollment of up to 640 students, or 160 students per grade level. Additionally, we anticipate adding up to 10% of Credo High School's Average Daily Attendance to the Independent Learning program, as is permitted by Education Code sections 51745 *et seq.* The Independent Learning program is a program, not a school, and all students in the Independent Learning program will be enrolled in Credo High School. Credo High School is not, at this time, seeking funding as a non-classroom-based charter school. Credo High School reserves the right to seek funding from the State Board of Education for non-classroom-based instruction under Education Code section 47612.5 if potential enrollment exceeds expectations and the State Board of Education resumes accepting such applications.

Projected Enrollment by Year

	2019-20		2020-21		2021-22		2022-23		2023-24		2024-25	
	Year 9		Year 10		Year 11		Year 12		Year 13		Year 14	
	site	ind	site	ind	site	ind	site	ind	site	ind	site	ind
9 th Grade	101		115	5	120	5	125	10	130	10	135	15
10 th Grade	116		97		110	5	115	5	120	10	125	10
11 th Grade	100		108		92		105	5	110	5	115	10
12 th Grade	77		97		102		87		105	5	105	5
Total	394		422		435		452		505		520	

As the table above is a projection, it is possible that actual total and grade-level enrollment numbers, for both Site Based and Independent Learning Programs, will be slightly higher or lower than those shown.

Enrollment Preferences

The mission of Credo High School is to offer a college preparatory high school program that: continues the education of graduates of the North Bay's Alliance for Public Waldorf Education grade schools and other students of like-minded values; is committed to the core principles of Public Waldorf education; and teaches and models social, environmental, agricultural, economic and personal sustainability. Given this mission, Credo will offer an enrollment preference to students who have graduated from a K-8 public school that is inspired by Waldorf education.

Other enrollment preferences and admission procedures are detailed in Element 8.

Minutes of Instruction

Site Based Program

Credo's site-based program meets State of California required minutes of instruction per school year and the required calendar of school days. Credo expects that students will attend school on a daily basis, unless ill. Accurate contemporaneous records of student attendance will be maintained, and those records will be available for audit and inspection.

Independent Learning Program

Credo's Independent Learning Program meets State of California required minutes of instruction per school year and the required calendar of school days.

School Day

Site Based Program

Credo's site-based program will be in session Monday through Friday. The day begins at 8:30 AM and runs through 2:45 PM, Monday through Friday. The school day is established and approved on an annual basis by the Credo Board and is subject to change. (See Appendix A.2 for Bell Schedule.)

Independent Learning Program

Both of Credo's Independent Learning Programs—the General Education Program and the College Prep Program—will be led by a credentialed Education Coordinator, who will meet with students enrolled in the Independent Learning Programs at least every 10 school days, and with parents of those students every 20 school days. Students will do independent schoolwork on every day of the school's academic calendar, and work will be tracked by parents on an official Attendance Log.

Calendar

Credo follows a traditional school year calendar. The school day and instructional minutes will meet California Education Code. Site-based and Independent Learning students are expected to be in attendance each day school is in session, unless the absence is due to illness or emergency.

The school calendar is established and approved on an annual basis by the Credo Board and is subject to change. (The calendar for 2020-21 is attached as Appendix A.1)

Element 2

Measurable Pupil Outcomes

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. --California Education Code Section 47605(c)(5)(B)*

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. --California Education Code Section 47605(c)(5)(C)*

A. OVERVIEW OF OUTCOMES

Both Credo’s Site Based and Independent Learning Programs shall meet all statewide standards and conduct pupil assessments required pursuant to Education Code §60605 and any other statewide standards authorized in statute, or pupil assessments applicable to pupils in non-charter public schools. In addition, the Site Based Program and the College Prep Independent Learning Program will meet or exceed the University of California A-G requirements. The General Education Independent Learning Program will meet State of California Graduation Requirements as articulated by the California State Board of Education.

We recognize that exit outcomes and performance goals described below may evolve over time. We affirm that “benchmark” skills, specific classroom-level skills and school-wide performance goals (including projected attendance levels, retention rate, graduation rate, college acceptance rate, etc.) will continue to develop and will be reviewed on a regular basis.

B. STATE REQUIRED MEASUREMENTS

All Credo students are taught in accordance with all State of California published standards. Because of the Waldorf developmental approach, the timing of course delivery may be different than state recommendations, but all students will have met all

standards at the conclusion of the four years in:

- English Language Arts
- Mathematics
- Science
- Social Sciences
- Physical Education
- Foreign Language
- Visual and Performing Arts

The following subsections describe the pupil outcomes Credo pursues and against which its Authorizer will measure its academic progress:

Standardized Testing and Reporting (CAASPP)

Credo administers the California Assessment of Student Performance and Progress (CAASPP) to all enrolled students in appropriate grade levels. Measure of Credo's performance on standardized tests can be reviews on the California dashboard: <https://www.caschooldashboard.org/reports/49738820123786/2018>

For each year of operation, Credo will make all reasonable efforts to increase the number of students who have met or exceeded state standards.

Each year the teaching staff and administration of the school review the results of the tests. The scores are used to identify areas of needed improvement. The school reports the scores to parents in accordance with state recommendation. The Executive Director reports the cumulative scores in the school's annual report.

English Language Proficiency Assessments for California (ELPAC)

Credo uses the English Language Proficiency Assessments for California (ELPAC) and ELD Assessment portfolios to create and modify differentiated instruction programs for English Learners. The ELPAC helps CHS to:

- Identify pupils as limited English proficient.
- Determine the level of English language proficiency of students who are limited English proficient.
- Assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English.

Credo has the following ELPAC Goals:

- Identify pupils with limited English proficiency as early in their education as possible.
- Assist students with limited English proficiency in achieving their potential in learning the English language.

Credo uses the scoring from the ELPAC to develop individual learning plans and to identify needed resources to support students academically while they learn in the English language. The ELPAC results will be reported in accordance with state recommendation. Faculty, the administration and the board review the school-wide results annually.

Physical Fitness Testing (PFT)

The PFT will be administered to all ninth graders at Credo. The scores from the PFT are used to identify areas of needed improvement in the physical education program.

2018-19 California Physical Fitness Report Overall - Summary of Results Credo High

Physical Fitness Area	Total Tested in Grade 9	Number Grade 9 Students in HFZ*	% of Students in HFZ	% Students in Need of Improvement	% Students in Need of Improvement—Health Risk
Aerobic Capacity	120	95	79.2	9.2	11.6
Body Composition	120	94	78.3	11.7	10.0
Abdominal Strength	120	99	82.5	17.5	N/A
Trunk Extension Strength	120	112	93.3	6.7	N/A
Upper Body Strength	120	79	65.8	34.2	N/A
Flexibility	120	92	76.7	23.3	N/A

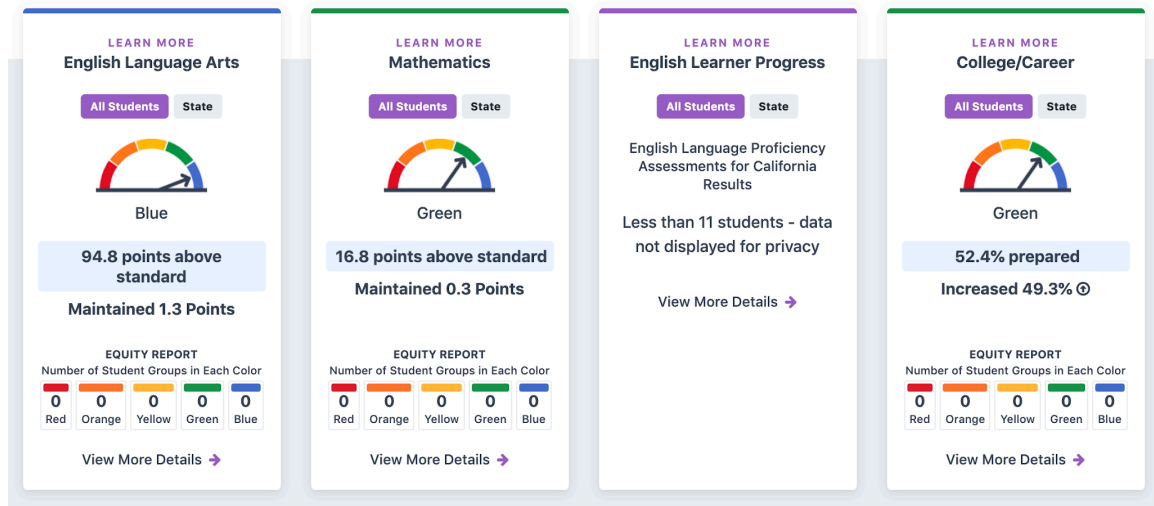
* Healthy Fitness Zone

Academic Progress Reporting

Credo's academic performance will meet or exceed the average statewide rank and scores of the high schools in Sonoma County as disaggregated by reportable subgroups

(to the extent applicable) and by subject area.

Below is the April 2020 California dashboard indicating Credo’s achievement.



The Executive Director and the Credo Board will review the academic progress annually.

Attendance

Credo is committed to promoting high attendance rates. Attendance will be recorded daily and measured quarterly and annually. Pupils with low attendance will be identified frequently for early notification to parents or guardians.

Credo Attendance Goals:

2019-2020	2021-2022	2023-2024
95%	96%	96%

B. NON-STATE MANDATED MEASUREMENTS

Our philosophy dictates that the accomplishment of performance outcomes is achieved by working to develop positive character traits in students while they learn. Waldorf-inspired education integrates outcomes and the learning process. For example, academic competence is the disposition to do things in certain ways, the ability to recall knowledge and the skills to enact appropriate academic procedures. Consequently, in addition to State of California published standards Credo will focus on developing several attributes of successful learners and positive character traits in our students.

Credo High School outcomes are designed to align with our mission, educational philosophy, and curriculum as described below:

Cognitive Understanding and Thinking Skills

Goals:

- Upon graduating from Credo, students will have been intellectually challenged to achieve mastery of abstract and complex concepts.
- They will be capable of clear, informed thinking and able to observe, compare, analyze, and synthesize information.
- They will be able to communicate effectively, both verbally and in writing, and have strong computation, research and problem solving skills.
- They will be adept at the use of modern tools and technologies as well as having practical skills for everyday life.

Teachers assess each student's progress through some or all of the following methods:

- Formal Presentation
- Oral Exam
- Formative Teacher Assessments
- Summative Teacher Assessments
- Portfolios and Main Lesson Books
- Essays
- Rubrics
- Self Evaluation

Academic Skills and Content Knowledge

Goals:

- Students demonstrate progress in academic skills and content knowledge.

Teachers assess each student's progress through some or all of the following methods:

- Formal Presentation
- Oral Exam
- Formative Teacher Assessments
- Summative Teacher Assessments
- Portfolios and Main Lesson Books
- Essays
- Rubrics
- Self Evaluation

Confidence and Competence

Goals:

- Students are capable of correcting their own work upon observation, reflection, discussion, or completion of additional lessons.
- Students manage the available array of information with a clear sense of purpose.
- Students demonstrate the development of concentration, patience, and

persistence.

Teachers assess each student's progress through some or all of the following methods:

- Formal Presentation
- Oral Exam
- Formative Teacher Assessments
- Summative Teacher Assessments
- Portfolios and Main Lesson Books
- Essays
- Rubrics
- Self Evaluation

Ethical Judgment

Goals:

- Credo students will achieve a sense of competence, responsibility, and purpose.
- They will gain an understanding of ethical principles, and widen their sense of respect for the environment and the communities to which they belong.
- They will be able to effectively collaborate with others.
- They will develop an understanding of political, social, and economic systems.

Teachers assess each student's progress through some or all of the following methods:

- Formal Presentation
- Oral Exam
- Formative Teacher Assessments
- Summative Teacher Assessments
- Portfolios and Main Lesson Books
- Essays
- Rubrics
- Self Evaluation

Creative Imagination

Goals:

- Credo students will have creative problem solving skills, practice artistic expression and have a sense of self-efficacy.
- They have the ability to express their internal experience to the external world through artistic, musical, and/or athletic outlets.
- They will have an appreciation for the aesthetic and disciplined work of others.

Teachers assess each student's progress through some or all of the following methods:

- Formal Presentation
- Oral Exam
- Formative Teacher Assessments
- Summative Teacher Assessments
- Portfolios and Main Lesson Books
- Essays
- Rubrics
- Self Evaluation

Sustainability and Stewardship

Goals:

- Credo students will demonstrate an understanding of the natural world, and their interconnectedness to it.
- They will have an understanding of the need for sustainable practices—environmentally, agriculturally, economically, socially and personally—in order to address the urgent needs of our time as effective stewards of the earth and society.

Teachers assess each student's progress through some or all of the following methods:

- Formal Presentation
- Oral Exam
- Formative Teacher Assessments
- Summative Teacher Assessments
- Portfolios and Main Lesson Books
- Essays
- Rubrics
- Self Evaluation

Summary

Upon graduation, Credo students will embody holistic maturity in these areas:

HEAD:

- Exhibit strong verbal and written communication skills
- Demonstrate computation, research and problem-solving skills
- Show an ability to objectively observe, compare, analyze, and synthesize information, including evaluation of their own school progress

- Display ability to build upon a basic body of knowledge

HEART:

- Show ability to recognize and appreciate cultural diversity
- Demonstrate an understanding of consequences of individual choices within the global economy and environment
- Appreciate the aesthetic and disciplined work of others
- Express awareness of community's needs and how they can contribute to their community
- Demonstrate understanding of the rights and responsibilities of citizenship and the democratic process

HANDS:

- Exhibit practical life skills
- Demonstrate proficiency in the use of modern tools and technologies
- Display ability to express themselves artistically, musically, and/or athletically

Element 3

Methods to Measure Student Progress Towards Meeting Outcomes

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. --California Education Code Section 47605(c)(5)(C)*

At Credo, formative and summative assessments will be used to track and improve student achievement, refine instruction and the curriculum, monitor the school's progress relative to other schools, and provide a useful means for external accountability to the state. Assessment will also serve as a learning tool in and of itself to promote growth and learning through self-reflection and introspection. Credo will formalize procedures for developing school-based and classroom-based assessments and rubrics during the planning year.

Assessment in the Waldorf classroom incorporates ongoing formative assessments of student progress. Each four-week Main Lesson Block will culminate in a test, a comprehensive essay or a student project or presentation. Quarter- and semester- or trimester-long track classes will be graded at the end of each quarter. Teachers will

maintain written records of the work presented and mastered, and report cards will be delivered to parents after each grading period.

With frequent assessment of student work by the teachers, issues and concerns emerge and are quickly addressed. Constant fine-tuning and periodic adjustments maximize student progress and assure intellectual engagement for each child. Class sponsors, who oversee each cohort of 32 students for at least one year at a time, monitor the social and emotional health of students.

The following is a descriptive list of some of the assessments that Credo will employ:

- **Standardized Testing:** Credo will comply with current state laws regarding the administration of standardized tests required by the California State Department of Education. The school will use the results of these tests on an annual basis to aid in informing instructional practices in the context of the school's curriculum and expected student outcomes.
- **Teacher Designed Assessments:** Tests, quizzes, written, oral, and graphic assignments aligned to State content standards and reflective of the work the students have learned in class will be administered regularly to chart students' mastery of core content area knowledge and skills.
- **Peer Evaluation:** The learning process at Credo is not strictly an individual student endeavor. At times, students will work as teams to accomplish tasks, assignments, and projects and will be asked to serve as mentors and resources for each other. Students who are being held accountable to the same curricular requirements are in the unique position of being able to give constructive criticism to their peers from the standpoint of individuals being faced with the same educational challenges.

The following table shows the educational goals of Credo and the multiple assessment strategies that may be employed:

Outcome	Ongoing measurement	Exit assessment
Exhibit strong verbal and written communication skills	Standardized Testing Teacher Designed Assessments Student Portfolio Written Qualitative Feedback Student Self-Evaluation Peer-evaluation	Test results Course grades Portfolio assessment Senior project
Demonstrate computation, research and problem solving skills	Standardized Testing Teacher Designed Assessments Written Qualitative Feedback Student Self-Evaluation	Test results Course grades Senior project
Show an ability to observe, compare, analyze, synthesize information	Standardized Testing Teacher Designed Assessments Student Portfolio Written Qualitative Feedback Student Self-Evaluation	Test results Course grades Portfolio assessment Senior project
Display ability to build upon a basic body of knowledge	Teacher Designed Assessments Student Portfolio Written Qualitative Feedback Student Self-Evaluation Peer-evaluation	Course grades Portfolio assessment Senior project

Exhibit practical life skills	Teacher Designed Assessments Written Qualitative Feedback Student Self-Evaluation Peer-evaluation	Course grades Senior project
Demonstrate proficiency in the use of modern tools and technologies	Teacher Designed Assessments Student Portfolio Written Qualitative Feedback	Course grades Senior project
Express awareness of and contribute to community's needs	Teacher Designed Assessments Student Portfolio Written Qualitative Feedback Student Self-Evaluation	Course grades Portfolio assessment Senior project
Demonstrate understanding of the rights and responsibilities of citizenship and the democratic process	Standardized Testing Teacher Designed Assessments Student Portfolio Written Qualitative Feedback Student Self-Evaluation	Test results Course grades Portfolio assessment Senior project
Show ability to recognize and appreciate cultural diversity	Teacher Designed Assessments Student Portfolio Written Qualitative Feedback Student Self-Evaluation	Test results Course grades Portfolio assessment Senior project

Demonstrate an understanding of consequences of individual choices within the global economy and environment	Teacher Designed Assessments Student Portfolio Written Qualitative Feedback Student Self-Evaluation	Course grades Portfolio assessment Senior project
Display ability to express themselves artistically, musically, and athletically	Standardized Testing Teacher Designed Assessments Student Portfolio Written Qualitative Feedback Student Self-Evaluation Peer-evaluation	Test results Course grades Portfolio assessment Senior project

All students at Credo will be expected, to the fullest extent of their abilities, to achieve mastery of student outcomes outlined in Charter Element 2. Students also are expected to achieve personal learning goals identified by themselves and their teachers. English Language Learners will be held to the same standards of assessment but will be granted more time to achieve those standards while English language skills are acquired. For Special Needs students, mastery may be defined as adherence to, or achievement of, learning goals and objectives defined in each student's Individual Education Plan.

Credo will also use a variety of statistical data to evaluate school performance, including:

- **California Dashboard:** The dashboard provides a useful snapshot of school performance.
- **Average Daily Attendance:** Credo will use ADA as a general benchmark of how well the school is engaging its students.
- **School Accountability Report Card:** Credo will file an annual SARC and make improvements as necessary.
- **Discipline Report:** School-wide disciplinary trends (tardiness, suspension, and expulsion) will be noted and acted upon as necessary.

Element 4

Governance

Governing Law: *“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” Ed. Code §47605(c)(5)(D)*

GENERAL PROVISIONS

Credo High School (CHS) is a directly funded independent charter school, and is operated as a California nonprofit public benefit corporation with 501(c)(3) tax exempt status (see Appendix G.) CHS operates autonomously from the District, except for the supervisory oversight as required by statute and other contracted services as negotiated between the District and CHS. As an independent charter school, CHS maintains its own board of directors. (See Appendix H for Articles of Incorporation and Appendix I for Corporate Bylaws.) Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of CHS, operated as a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by CHS as long as the District has complied with all oversight responsibilities required by law.

Credo is governed pursuant to this Charter and the bylaws adopted by the incorporators. Credo is not a conversion of a private school and operates pursuant to the fundamental principles that largely define the concept of “public” education. Credo is ultimately responsible to its authorizer Cotati Rohnert Park Unified School District (CRPUSD), and shall be liable for any and all debts, liabilities, and/or obligations of Credo. CRPUSD has oversight and supervising responsibilities only as required by law, and will be allowed to inspect or observe any part of Credo at any time.

The operating bodies of Credo are the Credo Board of Directors, the Executive Director and administration, and the Faculty and Leadership Team. School administration and faculty will perform the day-to-day work of the School. The Board of Directors has the final fiduciary responsibility and is accountable for the School and its operations.

Board of Directors

A Board of Directors has been formed from school parents and community members in accordance with Board by-laws. These by-laws determine the number of Directors serving (between four and seven), the procedure for adding future Directors to the Board, and the length of their terms. All Directors will exclude themselves from promoting or participating in any issue that would be an actual or perceived conflict of interest, in accordance with statute and school policy. The school has adopted a Conflict of Interests Code, which complies with the Political Reform Act, Government Code Section 87100, with applicable conflict restrictions required of public boards by Government Code Section 1090, and with any other charter school specific conflict of interest regulations adopted by the State Board of Education. Each member of the Board of Directors shall complete Conflicts of Interest Disclosure Form 700 annually. Each member of the Board will adhere to a Board of Directors Code of Ethics.

The Board of Directors has the fiduciary trust for the operation of the School. It is the intent of the California Legislature that an authority that grants a charter to a charter school to be operated by, or as, a non-profit public benefit corporation, shall not be liable for the debts or obligations of the charter school (Charter Schools Act 47604.c). The Board will develop high-level policies, which serve as guidelines and goals for the successful and efficient functioning of the School. It will, on an ongoing basis, evaluate the results achieved through its policies.

The Board of Directors will be responsible for carrying out responsibilities including but not limited to:

- Holding and clarifying the long-term vision of the School
- Identifying and implementing strategy and policy that further clarify and assist the mission
- Ensuring that the School's academic program is successful
- Ensuring that the School is a viable, financially solvent organization through short-term and long-term fiscal planning
- Overseeing that the School's program and operation are faithful to the terms of its charter and its mission statement
- Approval and monitoring of the School's annual budget
- Financial audit oversight
- All matters related to charter approval, amendment, renewal or revocation
- Hiring the School executive director and periodically evaluating his/her performance
- Anticipating and minimizing liability
- Approving the School's personnel policies and monitoring the implementation of these policies
- Communicating regularly with parents and other stakeholders about the state of the school
- Evaluating the School's effectiveness by monitoring student performance on the basis of measurable outcomes
- Ensuring that School Academic Report Card is prepared annually
- Undertaking periodic Board best-practices training and annual Board self-review

The Board of Directors is responsible for any future modifications to the School's Charter. Any such modifications must be approved by a two-thirds vote of the board. The authorizing district must approve all recommendations to amend the charter prior to implementation.

Board Meetings

The Board of Directors will meet in public, generally once per month, to review and act on its responsibilities. As long as a quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members. However, directors shall strive to meet consensus.

The Board will notify the authorizing district in a timely manner of all board meetings and will provide meeting agenda and minutes. All meetings will be conducted in accordance with the Ralph M. Brown Act (Chapter 9, commencing with Section 54950, of Division 2 of Title 5 of the

California Government Code), and other applicable public meeting laws. Minutes of all meetings are available on request.

Board Training

The Board of Directors shall participate regularly in training regarding board governance, the Brown Act, conflicts of interest rules, and best practices. All incoming Directors shall receive binders containing the Board By-laws, information about Brown Act compliance, copies of all Board policies, and other relevant documents.

Charter Control

In the event this charter petition and the Board By-laws conflict, the charter petition will take precedence.

School Administration

Administration at CHS consists of an Executive Director, Education Director, Assistant Director, Student Services Director, Enrollment Director, Registrar, Business Manager, Payroll Clerk, Office Manager, Administrative Assistant and Office Assistants. The Executive Director is primarily responsible for the daily operation and the long-term development of CHS and the execution of Board directives. The various administrative responsibilities to be shared by the Administration team may include, but are not limited to:

- Establishing procedures to carry out the policies adopted by the Board of Directors;
- Supervising and evaluating all employees of the School;
- Compiling a hiring committee and overseeing the hiring of all faculty and support employees;
- Proposing to the Board policies for discussion and possible adoption;
- Liaising between Credo and the chartering district, and between Credo and the community;
- Assisting and coordinating with faculty ongoing student assessment and evaluation tools;
- Preparing and submitting an annual budget to the Board of Directors;
- Maintaining appropriate fiscal and program records necessary for annual audits.

Faculty and Leadership Team

The Faculty will meet weekly to discuss pedagogical and educational matters. Faculty members with 50% employment are required to attend; all others are welcome but not required. A Leadership Team of three faculty members will be formed by annual election from fellow Credo teachers and will make recommendations on pedagogical matters to the Executive Director for approval or denial.

The Faculty will be responsible for carrying out responsibilities including but not limited to:

- Advancing and evaluating the curriculum;
- Reviewing ongoing student assessment and evaluation tools;
- Working with parents in the creation and development of special activities of the School.

Parent Council

A council of parent volunteers will actively work to promote community building, voluntary parent involvement and fundraising for the school.

Legal and Policy Compliance

Governance at the school site level shall be in accordance with the provisions of this petition and CHS shall comply with all applicable state and federal laws and regulations.

CHS shall ensure that, always throughout the term of the Charter, its bylaws are current, legally appropriate and consistent with the provisions of this Charter. If CHS's bylaws or other governing documents are amended, CHS shall provide a copy of the amended documents to CRPUSD within 30 days of adoption of the changes.

CHS shall comply with the Ralph M. Brown Act, Government Code Section 54950 et seq., the Public Records Act, Government Code Section 6250 et. seq. the Political Reform Act, Government Code Section 87100 et. seq. and Government Code 1090.

All employees and representatives of CHS, including the Board, school committees, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and CHS policies, regarding ethics and conflicts of interest.

CHS has adopted a Code of Conduct and Ethics for Board Members that complies with the Political Reform Act, Corporations Code conflict of interest rules, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and which shall be updated with any charter school specific conflicts of interest laws or regulations.

Element 5

Employee Qualifications

Governing Law: *"The qualifications to be met by individuals to be employed by the charter school."* Ed. Code § 47605(c)(5)(E).

GENERAL EMPLOYMENT INFORMATION

Credo High School adheres to the existing state laws regarding fingerprinting, drug testing, and school policy pertaining to the safety and health of all employees and students. All employees of the charter school are required to have a criminal record summary on file as described Ed Code section 44237. An employee will not be permitted to begin work until the Department of Justice (DOJ) has cleared that individual. Additionally, if an employee has been out of the US for a year, FBI clearance is also required. All employees must furnish or be able to provide:

- Proof of fingerprinting and criminal record check from the DOJ and/or FBI
- Full disclosure statement regarding prior criminal record
- Verification that the employee does not have tuberculosis (TB)
- Legal status for employment

Work schedules are reviewed and modified as necessary to meet the needs of the school, the employees, and the students. All salaries are based on approved salary schedules and job duties and responsibilities are outlined in CHS job descriptions.

TEACHER QUALIFICATIONS

Credentialing

All teachers who teach at CHS must hold appropriate California teaching certificates, permit, or other documents issued by the California Commission on Teacher Credentialing as dictated by Education Code Section 47605(l) and 48000(g). Credentialing status of current faculty members is updated annually and available for review upon request. CHS will adhere to the credentialing changes mandated by AB 1505 and follow the deadlines determined by said legislation. A plan has been put into place for any current teacher without the appropriate California teaching certificate, permit, or other documents issued by the California Commission on Teacher Credentialing to receive their required credential by July 1, 2025.

Within the provisions of the law, CHS reserves the right to recruit, interview, and employ the best-qualified person to fill any of its position vacancies. When interviewing teachers, consideration is given to the following:

- understanding of the developmental model of the child
- Waldorf training/teaching experience
- the ability to meet the needs of special education students mainstreamed into the classroom
- public school teaching experience
- Spanish/bi-lingual fluency
- advanced degrees and certifications
- educational philosophy
- methods for classroom management
- ability to communicate and work effectively with children, parents and colleagues.

The following are minimal qualifications of teachers:

<i>Required:</i>	<i>Preferred:</i>
Baccalaureate Degree	Master's degree or PhD
Waldorf training underway	Completion of Waldorf training

Professional Clear or Intern California State Teaching credential	
	Teaching experience in a public, Waldorf charter school
CLAD or equivalent certification as legally required to serves English Learners; SDAIA training	Spanish fluency and/or multilingual
Core academic subject competency in accordance with federal and state law	
Current First Aid/CPR	

Teachers are evaluated regularly by CHS Administration to measure performance against contractual expectations and the successful delivery of the curriculum. The evaluation process spans the academic year starting with evaluation criteria established at the start of the school year and culminating with a written evaluation prepared and delivered in the spring. This evaluation may also include self-assessment and preferred employment placement.

CHS shall adhere to all requirements of the federal Elementary and Secondary Education act of 1965, as amended from time to time, that are applicable to teachers and paraprofessional employees.

Waldorf Certification

It is highly desirable for CHS to employ California credentialed classroom teachers who also hold teaching certification from a Waldorf teacher-training program, are currently enrolled in such a program, or have completed the equivalent in on-the-job experience.

Professional Development

CHS encourages its staff to continue developing skills and understanding through professional development. A variety of professional development opportunities are available to faculty and staff including:

- weekly pedagogical meetings
- pre-service, in-service, and post-service trainings
- peer mentoring and classroom visitation program
- resources and practical experience assistance from our Education Director
- individual and group mentoring by outside Waldorf consultants and experienced Waldorf teachers
- opportunity to participate in a Credo-based Waldorf teacher certification program
- attendance at Waldorf Teacher Training courses, workshops, and conferences
- Induction participation as appropriate
- attendance at other educational conferences

Classified Staff Qualifications

Classified employees, including but not limited to instructional assistants and aides and non-core teachers, are hired based on relevant education, training, and experience in their field.

Executive Director Qualifications

The Executive Director provides leadership and support to all aspects of the school community and is ultimately responsible for the success of CHS. This position holds the duties and powers to oversee and supervise all operations in accordance with school policies and procedures, applicable state and federal law, and the CHS charter. The Executive Director is hired based on applicable administration and public-school experience, and/or managerial or business experience. An Administrative Credential is preferred. Other areas considered for an administrator candidate include Waldorf Education training and/or experience and public service.

The following are minimal qualifications of the Executive Director:

<i>Required:</i>	<i>Preferred:</i>
Baccalaureate Degree	Master's degree or PhD
Current First Aid/CPR	
Waldorf knowledge	Waldorf Certification or Waldorf teaching experience
Appropriate administrative experience	Public and Waldorf administrative experience
Effective communication skills	Spanish fluency and/or multilingual
Effective management skills	California administrative credential

The Executive Director will be evaluated annually, with the process facilitated by the Board President. The evaluation process spans the academic year starting with goals and objectives established at the start of the school year and culminating with a written evaluation prepared and delivered in the spring. Input will be solicited from members of the Parent Council, Faculty, the Board, and Administrative staff.

Administrative and Support Staff

All other administrative personnel and support staff will have the qualifications and experience requisite for the tasks they are to perform, including prior professional experience, relevant training, or other equivalent prerequisites.

EQUAL EMPLOYMENT OPPORTUNITY

CHS acknowledges and agrees that all persons are entitled to equal employment opportunity. CHS shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Element 6

Health and Safety Procedures

Governing Law: *“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” Ed. Code § 47605(c)(5)(F).*

GENERAL PROVISIONS

Credo High School (CHS) has adopted and implemented a comprehensive set of health, safety, and risk management policies. Parents and staff are notified of these policies as relevant to the function held at the school. These policies, at a minimum, address the following topics:

- Requiring that all employees will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Ed Code Section 49406.
- Requiring that all enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations required for enrollment in public schools.
- Screening all students for vision, hearing, and scoliosis for all applicable grades pursuant to Ed Code Section 49450, *et seq.*
- Distributing a type 2 diabetes information sheet pursuant to Ed Code Section 49452.7.
- Maintaining a policy on student suicide prevention in accordance with Ed Code Section 215.

- Providing student identification cards in accordance with Ed Code Section 215.5.
- Identifying and implementing the most appropriate methods of informing parents and guardians of human trafficking prevention resources.
- Stocking at least 50% of its restrooms with feminine hygiene products and not charging students for these products, pursuant to Ed Code Section 35292.6.
- Providing each needy student, as defined in Ed Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Ed Code Section 49553(a), during each school day.
- Teaching sexual health education and human immunodeficiency virus (“HIV”) prevention education to students, at least once, pursuant to the California Healthy Youth Act (Ed Code Section 51930, *et seq.*).
- Adopting a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address CHS’ procedures for complying with applicable laws related to school safety including the development of all of the following pursuant to Ed Code Section 32282(a)(2)(A)-(H):
 - child abuse reporting procedures
 - routine and emergency disaster procedures
 - policies for students who committed an act under Section 48915 and other designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendation procedures to notify teachers of dangerous students pursuant to Ed Code Section 49079
 - a discrimination and harassment policy consistent with Ed Code Section 200
 - procedures for safe ingress and egress of pupils, parents, and employees to and from CHS
 - a safe and orderly environment conducive to learning
 - procedures for conducting tactical responses to criminal incidents
 - Preventing contact with blood-borne pathogens including HIV and hepatitis B virus (“HBV”).
 - Administering medicines in school, as stated in Ed Code Section 49423, and epinephrine auto-injector training.
 - Ensuring that CHS functions as a drug-, alcohol-, and tobacco free environment.
 - Requiring that each employee of CHS submit to a criminal background check and furnish a criminal record summary as required by Ed Code Sections 44237 and 45125.1. Verifying that CHS staff will be mandated child abuse reporters and will follow all applicable reporting laws. CHS shall provide mandated reporter training to all employees annually in accordance with Ed Code Section 44691.
 - Conducting fire drills as required under Ed Code Section 32001.
 - Ensuring safety and limiting liability for volunteers working on campus.
 - Ensuring that CHS is free from discrimination and sexual harassment.

- Adopting procedures preventing acts of bullying, including cyber bullying and making available the online training module developed by the CDE pursuant to Ed Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children, pursuant to Ed Code Section 32283.5

First Aid Certification and AED

All CHS employees receive First Aid/CPR/AED training biannually, as well as Epi-Pen instruction. Additionally, an AED is located in the school's front and rear offices as well as at athletic events.

Family Educational Rights and Privacy Act (FERPA)

CHS, including its administrators, other employees, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code Section 49060 et. seq., as it applies to an organization of the school's size.

Volunteer and Chaperones

For the safety of its students, CHS follows an articulated volunteer and chaperone policy as it relates to fingerprinting, insurance, and driving record.

Gun Free Schools Act

CHS shall comply with the federal Gun Free Schools Act.

Element 7

Means to Achieve Racial and Ethnic Balance

Governing Law: *"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476),¹ on the balance of pupils with disabilities at the charter school.."*

Ed. Code § 47605(c)(5)(G).

DIVERSITY AT CREDO HIGH SCHOOL

Credo acknowledges that our demographics are not yet reflective of CRPUSD's general population. The value that ethnic and socio-economic diversity brings to a school is unquestionable and yet, extenuating circumstances exist that impact our demographics. These circumstances include school location and lack of public transportation, the extensive oral presentation of the curriculum for families whose first language is not English, and the typical demographics of parents who seek alternative education.

While Credo cannot legally ensure a specific racial and ethnic balance (prohibited both by the State Constitution and the Charter Schools Act), the following outreach plans to achieve a racial and ethnic balance reflective of the territorial jurisdiction of the school district will be implemented:

1. An enrollment process timeline that allows for a broad-based recruiting and application process;
2. The development and distribution of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the districts of the various feeder charter schools and in the authorizing district, including Spanish language materials as needed;
3. The scheduling of open houses, eighth grade shadow days, Waldorf informational seminars and prospective parent nights for parents, and other activities during the school year where the community is invited in to learn about the School's instructional and operational philosophy. Include Spanish translation as needed;
4. Credo student involvement in the community through off-campus learning and mentoring;
5. The advertisement of outreach activities on its website, through community newsletters and in local newspapers;
6. Community outreach workers who will be trained to discuss and explain Credo and the Waldorf philosophy in Spanish to local Spanish speaking families.
7. Ongoing review of demographic data in the communities served to identify any additional outreach needed.

Credo believes that these activities will attract a broad base of applicants, and will review annually these outreach measures to consider any improvements necessary for the following year of operation.

Element 8

Admission Requirements

Governing Law: *“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).” Ed. Code § 47605(c)(5)(H).*

GENERAL PROVISIONS

Credo High School (CHS) will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Ed Code Section 220.

CHS shall admit all pupils who wish to attend the Charter School. Students shall be admitted to CHS in accordance with the provisions of Ed Code Section 47605(d). CHS shall admit all students who wish to attend. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parents or legal guardian within the state. In accordance with Ed Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. No test or assessment shall be administered to students prior to acceptance and enrollment into CHS and CHS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

In accordance with Ed Code Section 47605(d)(4)(A), CHS shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Ed Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), CHS shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Ed Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Ed Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

Orientation and Application

As a school of choice with a specific educational model, CHS strives to ensure that families understand the program offered here and that an informed decision is made when choosing the CHS educational model.

Prospective students and families are encouraged to schedule a shadow day, including a tour and informational meeting, and attend an Open House to become informed about the educational model offered at CHS. In addition, applicants and families who have

accepted the offer of a position will attend an orientation designed to further elucidate the program.

These events will help prospective parents/guardians to:

- Understand the pedagogical approach of a Waldorf inspired curriculum.
- Support media discernment practices that minimize the negative impacts of modern media upon student learning and development.
- Prepare a supportive home environment for the diversity and rigor of the college-prep academic program at CHS.
- Understand the ways to engage the educational program and develop school community.
- Develop strong pathways of communication with staff and parent body.

Written materials about our school and about Waldorf education are also available at all our events and in the school office. It is desirable, given the school's Waldorf curriculum, that students' parents/guardians understand the Waldorf concepts of education. It is also desirable that parents/guardians express a willingness to broaden their understanding of the Waldorf philosophy and classroom placement, and to support the curriculum in the home. However, no student shall be excluded from admission if such qualities are not expressed nor demonstrated.

Students who submit a complete application packet by the monthly lottery deadline will be entered into the subsequent lottery. The first lottery deadline is normally in December or January of each school year. Monthly lottery deadlines continue through the spring and summer. Lottery deadline dates are published on the school website.

Transfer students must submit a transcript and grade report documenting high school classes taken, grades earned and credits received in order to complete their application packet.

Final enrollment into the school shall include authorization for CHS to request and receive student records from the schools the student has attended or is currently attending; medical, immunization, and contact information fully entered into the Student Information System (Aeries); submitted Release of Liability, Credo Participation Agreement, and other forms to be determined. Credo High School will collect information to establish that all students meet residency and age requirements for school attendance, but will not require families to provide information about citizenship status, entry date into the U.S., Social Security numbers, or a birth certificate.

Credo Enrollment Process:

1. Determine class size/configuration for the upcoming school year;
2. Design attractive program informational materials that fulfill outreach plan;
3. Schedule required prospective parent meetings and shadow days;
4. Decide on and publicize monthly lottery deadline dates;
5. Issue press releases and utilize other communication strategies;
6. Actively recruit students throughout the community;

7. Email information about upcoming CHS events which prospective families are invited to attend. Host Open House and prospective parent meetings;
8. Host student shadow days (attendance is encouraged but not mandatory for admissions);
9. Ensure all submitted applications are complete prior to entering each student into the monthly application lottery;
10. If there are more applicants than capacity, enrollment (except for existing students of the School) for the open positions is determined by public random drawing utilizing the following preferences as allowed by law:
 - a. Students already enrolled in Credo.
 - b. Children of Founding Families (as defined herein as the limited group of twelve Development Team and Board members who served to develop the school).*
 - c. Children of Credo employees who work enough hours to qualify for employee benefits.*
 - d. Siblings of enrolled students or siblings of Credo graduates.
 - e. Students who have graduated from a K-8 Alliance for Public Waldorf Education member school; or students transferring from a public high school that is a member of the Alliance for Public Waldorf education.
 - f. All other applicants not listed in the above categories.
 - g. Within each of the categories above, students residing inside the Cotati Rohnert Park Unified School District boundary will be given priority. To be considered for this preference, students residing with the CRPUSD must submit proof of residence with their lottery application.
 - h. Within each of the categories above, students who qualify for the free or reduced-price meal program will be given priority. In order to be considered for this preference, families are given the option to submit a Household application for Free and Reduced Price School Meals. The admission form shall be clear that this supporting documentation is not required for the purposes of admission and that this identification will be used solely to grant an admissions preference and for no other reason.

*together these categories shall not total more than 10% of total enrollment.
11. If there are more applicants than available slots, the students not offered a spot at Credo (based on a-g above) will be placed on the wait list in the order in which

they are drawn from the lottery. Those who submit an application after the lottery will be collected in a wait pool for the subsequent lottery.

12. Notification of acceptance or placement on wait list is sent to families.
13. Upon acceptance and prior to admission, parents/guardians and students will each be asked to complete supplemental questions to determine special needs and interests. Parents/guardians will also be asked to enter contact, immunization, and medical information into the online Student Information System (Aeries).
14. For children with Special Needs, after receiving notification of acceptance, as part of the registration process, the family must provide full disclosure by the parents, current teacher and current school of any specific needs of the child in order for the school to meet its legal requirements in serving the child upon enrollment;
 - a. A copy of any existing Individual Education Plan (IEP) and most recent IEP assessments for the student shall be provided;
 - b. Required procedures for the transfer of program between SELPAs shall be followed by the school;
 - c. A copy of any 504 documentation;
 - d. The school shall not use the information provided in this section to determine admission. Admission to the school shall be considered by public random drawing without consideration of ability or disability. The information provided in this section is to be provided upon a determination of enrollment in order for the school to ensure it meets its legal requirements in serving all students of the school;
 - e. Credo High School will comply with 20 U.S.C. section 1414(d)(2)(C)(i) and Education Code section 56325 as they related to individuals with exceptional needs who transfer into Credo High School, to include provision of a 30-day interim placement as required by law.
15. Meet with administration to finalize enrollment in school by completing enrollment documents, including a Request for Records, a Release of Liability, and a Participation Agreement (see below).
16. Determine the capacity of students at each level through appropriate assessments.

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. At the conclusion of the open

enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the case where there are more students who wish to attend than there is capacity, admission shall be determined by public random drawing for the impacted grade level, except for existing students of the Charter School who are guaranteed admission in the following school year. As allowed by law, CHS utilizes preferences in its lottery as articulated above.

Admission Requirements

The Waldorf curriculum is based on the development of the child. While our school is open to all students who wish to enroll, subject only to capacity, the school has adopted a minimum age of enrollment, expecting ninth graders to have turned fourteen by June 1 of their initial enrollment year, except in cases approved by administration.

Participation Agreement

Upon acceptance and prior to admission, parents and students are asked to sign a Participation Agreement that seeks the following acknowledgements and agreements:

- a. We will read and adhere to the CSH Handbook in its entirety. We will make particular note of the need to be on time and minimize absences.
- b. We are committed to a home environment that supports the learning methods of the school. We will check the student information system frequently to be aware of expectations and progress.
- c. We agree that parents and student will have email accounts that we will check regularly so that we are able to receive school communications. (If this is a hardship, arrangements will be made.)
- d. We acknowledge that we are entering a college prep high school with a very rigorous academic curriculum. We understand that grades lower than “C” will not earn credit and may need to be made up in an accredited program in the summer in order to proceed to the next grade level, and that the expense of credit recovery is the family’s responsibility.
- e. We will participate in the life of the school to the full extent that we are able and we recognize the value of the participation of all members of the school community.
- f. We recognize that the delivery of the Waldorf curriculum at Credo High School depends on voluntary family financial support through the school’s Family Pledge Program, although enrollment at the school does not require pledging.

McKinney-Vento Homeless Assistance Act

CHS shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act as it applies to charter schools and shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Enrollment of homeless students is addressed in the CHS Education for Homeless Children and Youth Policy and can be found in Appendix L.

More information detailing the rights of students who qualify under the McKinney-Vento Act is available in the school office.

Non-Discrimination

CHS shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, immigration status, legal or economic status, primary language or English Language Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions lottery or pre-enrollment event or process; or as a condition of admission or enrollment.

CHS may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

Element 9

Annual Financial Audits

Governing Law: *"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."* **Ed. Code § 47605(c)(5)(I).**

GENERAL PROVISIONS

Annual independent fiscal audits will be completed as required by law and in accordance with the California Department of Education's *Guide for Annual Audits of K-12 Local Education Agencies*. CHS administration vets and chooses an auditor who is a licensed CPA and has a working knowledge of public-school accounting practices. The audit will follow generally accepted accounting practices. Copies will be delivered to CRPUSD, SCOE, CDE, and the state controller no later than December 15 following the year of audit. The administration, with oversight from the Board, will ensure that any and all audit errors and omissions will be resolved to the satisfaction of the District, the Sonoma County Office of Education, and the State of California.

Credo High School's governing board will annually appoint an external fiscal auditor. Credo High School will notify the District of their auditor selection and submit a copy of the contract for auditing services to the District by April 1 of each year. Said external fiscal auditor must be listed on the State Controller's Office website as approved to conduct such audits. Credo High School shall complete its audit within ninety (90) days of the close of the fiscal year. A copy of the audit report shall be submitted to the District within thirty (30) days of completion, and no later than December 15 of the fiscal year following the fiscal year for which the audit was performed. Credo High School will implement all audit recommendations to the District's satisfaction, unless other terms

are agreed to between the District and the Charter School. The audit shall include, but not be limited to:

1. An audit of the accuracy of the Charter School's financial statements;
2. An audit of the Charter School's attendance accounting and revenue claims practices; and
3. An audit of the Charter School's internal control practices.

CHS manages the school in a fiscally, legally and ethically responsible manner as provided in our Affirmations/Assurances and will respond promptly to all reasonable inquiries, including inquiries regarding financial records. A copy of our three-year budget can be found in Appendix M.

Element 10

Suspension and Expulsion Procedures

Governing Law: *"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story. (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights. (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the

charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” Ed. Code § 47605(c)(5)(J).

GENERAL PROVISIONS

Credo High School (CHS) shall comply with all legal guidelines and implement all CHS policies and procedures, related to student discipline and behavior. If no CHS policies exist, CHS defers to CRPUSD policies.

CHS shall comply with all federal and state constitutional procedural and substantive due process requirements governing suspensions, expulsions, or other involuntary removal of pupils from the school, including the following:

- For suspensions of fewer than 10 days, CHS shall provide oral or written notice of the charges against the pupil. If the pupil denies the charges, CHS shall provide an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- For suspensions of 10 days or more and all other expulsions for disciplinary reasons, CHS shall:
 - Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - Provide a hearing adjudicated by a neutral officer within a reasonable number of days, at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- No pupil shall be involuntarily removed by CHS for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in this Element 10 before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause 2(b), the pupil shall remain enrolled and shall not be removed until CHS issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions.
- CHS shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.
- CHS ensures that students involuntarily removed under this Element 10 are furnished with post- expulsion placement/rehabilitation plans and services as required by law.
- CHS shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, CHS shall readmit the pupil, unless CHS’s governing board makes a finding that the pupil

has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

- CHS's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. CHS is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Notification of the District

Upon expelling any student, CHS shall notify CRPUSD by submitting an expulsion packet to CRPUSD immediately or as soon as practicable, which shall contain:

- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that CHS's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment .

Notification of Student's District of Residence

Upon the expulsion of any student, CHS must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, CHS shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b).

Outcome Data

CHS shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements and shall make such outcome data readily available to the District upon request.

Readmission

CHS shall comply with all District policies and procedures related to requests for readmission by students expelled from the school, provided no such CHS policies exist.

Students with Disabilities

CHS shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, CHS shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the El Dorado Charter SELPA. In the

case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, CHS shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. Prior to recommending expulsion for a student with a 504 Plan, CHS’s administrator will convene a meeting to ask the following two questions:

1. Was the misconduct caused by, or directly and substantially related to the student’s disability?
2. Was the misconduct a direct result of the charter school’s failure to implement 504?

CHS shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements and shall make such outcome data readily available to the District upon request.

Element 11

Employee Retirement Systems

Governing Law: *“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(c)(5)(K).*

Credo High School (CHS) shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing CHS’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

Eligibility, contributions, and general information regarding retirement programs are handled by the Business Manager.

If CHS participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d)(e.g., CalPERS), upon dissolution or final liquidation of CHS, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 16 to the contrary, CHS shall

distribute its net assets in accordance with section 414 (d), related regulations, and the government plan's requirements.

CHS shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing CHS' participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

Depending upon classification and/or certification, employees of CHS may be eligible to participate in the State Teachers Retirement System (CalSTRS), the Public Employees Retirement System (CalPERS), and/or the federal Social Security system as applicable to their position. Staff at CHS may have access to other additional school sponsored retirement plans according to policies developed by the Board and adopted as the school's employee policies.

Element 12

Public School Attendance Alternatives

Governing Law: *"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."* **Ed. Code § 47605(c)(5)(L).**

A student who opts not to attend Credo High School (CHS) may choose to attend another public school in the student's district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the CRPUSD.

Element 13

Rights of District Employees

Governing Law: *"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."* **Ed. Code § 47605(c)(5)(M).**

As an independent charter school, all staff at Credo High School (CHS) are employees of CHS exclusively and are not CRPUSD employees.

CHS hereby declares that CHS, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of CHS's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. CHS shall comply with all provisions of the EERA and shall act independently from the District for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Employees of the District who choose to leave the employment of the District to work at CHS shall have no automatic rights of return to the District after employment at CHS unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District.

Element 14

Mandatory Dispute Resolution

Governing Law: *"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter."* **Ed. Code §47605(c)(5)(N).**

Disputes Arising within Credo High School

Internal disputes include those arising among and between students, staff, parents, Charter Council, volunteers, advisors, or parent organizations shall be resolved according to policies and procedures developed by CHS. CRPUSD shall not intervene in any such disputes without the consent of the CHS Board, unless the dispute has given CRPUSD reason to believe that a violation of the Charter or related laws or agreements has occurred, or unless the Board has requested that CRPUSD intervene in the dispute. CRPUSD shall refer any complaints or reports regarding such disputes to the school administration or the Credo Board for resolution pursuant to the school's policies.

Disputes Arising between CHS and CRPUSD

CHS and the CRPUSD have historically had an excellent relationship and seek to continue this relationship in good faith. The intent of this dispute resolution process is to (1) resolve disputes regarding this charter pursuant to the charter school's policies, (2)

minimize the oversight burden on CRPUSD, and (3) ensure a fair and timely resolution to disputes. CHS and CRPUSD agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any dispute between the District and CHS shall be resolved by a collaborative team made up of representatives from CRPUSD, CHS Executive Director, and CHS Board.

Procedures to follow can be found below:

Notification of any dispute shall be made in writing ("Written Notification"). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification shall be tendered to the District by personal delivery, by electronic means, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

A written response ("Written Response") shall be tendered to CHS within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the dispute identified in the Written Notice ("Issue Conference").

The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by CHS. The Written Response may be tendered by personal delivery, by electronic means, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 pm; otherwise, it is deemed received on the next business day following personal delivery; (b) upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

If the dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the dispute be resolved by referral to mediation. Within fifteen (15) business days of the date of a request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. The format of the mediation session shall be developed jointly by the District and CHS administration, shall incorporate interest-based problem-solving approach to resolution, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties and

conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association. If mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Sonoma County Superior Court.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

Element 15

Charter School Closure Procedures

Governing Law: *"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records."* **Ed. Code § 47605(c)(5)(O).**

Closure of Credo High School (CHS) will be documented by official action of the Charter Council. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter Council will promptly notify parents and students of the charter school, CRPUSD, SCOE, the retirement systems in which the charter school's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Administration, under the guidance of the Board, will ensure that the notification to the parents and students of the Board of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the charter school. The Administration will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, CHS will provide parents, students and the CRPUSD with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. CHS will ask CRPUSD to store original records of its students. All records of the charter school shall be transferred to the District upon closure. If CRPUSD will not or cannot store the records, CHS shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, CHS will prepare final financial records. CHS will also have an independent audit completed within six months after closure. CHS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by CHS and will be provided to the CRPUSD promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to CHS. CHS will complete and file any annual reports required pursuant to Ed Code section 47604.33.

On closure of the charter school, all assets of the charter school, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the charter school remain the sole property of the charter school and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from CRPUSD or its property will be promptly returned to CRPUSD upon closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in

accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CHS shall remain solely responsible for all liabilities arising from the operation of the charter school. CHS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

As CHS is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the charter school, the Charter Council will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

MISCELLANEOUS CHARTER PROVISIONS

BUDGETS AND FINANCIAL REPORTING

Governing Law: "The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation." Ed. Code § 47605(h).

Three-Year Budget Projection Attached, as Appendix M, please find CHS financial projections for the next three years of operation.

Credo High School (CHS) shall provide reports to the Cotati-Rohnert Park Unified School District (CRPUSD) and the Sonoma County Office of Education (SCOE) as follows in accordance with Ed Code Section 47604.33, and shall provide additional fiscal reports as requested by the CRPUSD:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update to the LCAP required pursuant to Ed Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the CHS' annual, independent financial audit report for the preceding fiscal year shall be delivered to the CRPUSD, NCOE, and California Department of Education (CDE) and NCOE.

- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year.
- CHS will provide reporting to the CRPUSD as required by law and as requested by CRPUSD including but not limited to the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Ed Code Sections 47604.33 and 47605(m), the School Accountability Report Card (“SARC”), and the LCAP.
- CHS agrees to and submits to the right of the CRPUSD to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Ed Code Sections 47604.32 and 47607.
- Pursuant to Ed Code Section 47604.3, CHS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the CRPUSD.

ADMINISTRATIVE SERVICES

Governing Law: “The manner in which administrative services of the charter school are to be provided.” Ed. Code § 47605(h).

Credo High School (CHS) will provide or procure most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

CONCLUSION

By approving this charter renewal petition, Cotati-Rohnert Park Unified School District (CRPUSD) will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently and cooperatively with CRPUSD to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work diligently with the District to answer any concerns over this document.