Credo High School

CHARTER RENEWAL PETITION FOR A SECOND FIVE-YEAR TERM

JULY 1, 2016 – JUNE 30, 2021

Submitted to the COTATI ROHNERT PARK UNIFIED SCHOOL DISTRICT

October 23, 2015
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This petition by Credo High School requests approval from the Cotati-Rohnert Park Unified School District (the “District”) for the renewal of this high school under the provisions of the Charter Schools Act. This renewal would begin with the expiration of the existing charter, which is June 30, 2016. The renewal, under California Education Code, would extend from July 1, 2016 until June 30, 2021.

I. AFFIRMATIONS AND ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this renewal petition for a California public charter named, Credo High School (Credo), and located within the boundaries of the Cotati-Rohnert Park Unified School District (CRPUSD) is true to the best of my knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school and further agree that Credo:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, 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)]

- 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)(5)(O)]

- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- Shall admit all students who wish to attend Credo High School and who submit a timely application, unless Credo receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Enrollment preferences meet all legal requirements, and are described in the section “Who Shall Be Educated,” below. Except as required by Education Code Section 47605(d)(2), admission to Credo 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). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Credo in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]

- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
• 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 in Education Improvement Act of 2004.

• 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)]

• Shall ensure that core teachers at Credo hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility is given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

• Shall at all times maintain all necessary and appropriate insurance coverage.

• Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

• If a pupil is expelled or leaves Credo without graduating or completing the school year for any reason, Credo shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

• Will follow any and all other federal, state, and local laws and regulations that apply to Credo High School including but not limited to: 1) Credo shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection; 2) Credo shall on a regular basis consult with its parents and teachers regarding its’ education programs; 3) Credo shall comply with any jurisdictional limitations to locations of its facilities; 4) Credo shall comply with all laws establishing the minimum and maximum age for public school enrollment; 4) Credo shall comply with all applicable portions of the No Child Left Behind Act; 5) Credo shall comply with the Public Records Act; 5) Credo shall comply with the Family Educational Rights and Privacy Act; 6) Credo shall comply with the Ralph M. Brown Act; 7) Credo shall meet or exceed the legally required minimum of school days.

Chip Romer

Date

10/22/15

CREDO HIGH SCHOOL
1. CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

(4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

Note on 2013-14 and 2014-15 Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

The most recent API calculation;

An average of the three most recent annual API calculations; or

Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The decision to use one of the above criteria may be made on a program by program basis and is a local decision. (Source: CDE Information Guide, Status of the Academic Performance Index and 3-Year Average, May 2014, available at: http://www.cde.ca.gov/ta/ac/ap/)
2. CREDO HIGH SCHOOL’S CRITERIA SUMMARY ANALYSIS

The following shall serve as documentation confirming that Credo High School meets statutory criteria required for renewal as set forth in Education Code Section 47607(b).

Credo’s first year of mandated testing was 2011. Subsequent to that baseline year, Credo attained its API growth target for the two years that the data has been calculated. Credo exceeded the target both school wide and for all groups of pupils served by the charter school. Credo achieved statewide API ranks that exceed the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).

Over the prior charter term, Credo High School had the following API scores:

<table>
<thead>
<tr>
<th>Year</th>
<th>API Statewide Ranking</th>
<th>API Similar Schools Ranking</th>
<th>API Growth Scores</th>
<th>API Growth Target (Actual Growth)</th>
<th>Met School Growth Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014 and 2014-15</td>
<td>State-mandated testing suspended in 2013-14; API data not calculated or reported (see Note below).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>9</td>
<td>**</td>
<td>853</td>
<td>A*</td>
<td>Yes</td>
</tr>
<tr>
<td>2011-2012</td>
<td>8</td>
<td>**</td>
<td>822</td>
<td>A*</td>
<td></td>
</tr>
</tbody>
</table>

"A" means the school or student groups scored at or above the statewide performance target of 800 in the 2012 Base. (Source: CDE DataQuest, accessed 09/22/2015.)

** Missing Statewide and Similar Schools Ranks: Schools with less than 100 valid test scores do not receive a similar schools rank.

(Source: CDE DataQuest, accessed 09/22/2015.)
The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal. Education Code Section 47607(a)(3):

Met Growth Targets
Schoolwide: Yes
All Student Groups: Yes
All Targets: Yes

2013 Statewide Rank: 9 * 2013 Similar Schools Rank:

Groups

<table>
<thead>
<tr>
<th></th>
<th>Number of Students Included in 2013 API</th>
<th>Numerically Significant in Both Years</th>
<th>2013 Growth</th>
<th>2012 Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>68</td>
<td></td>
<td>853</td>
<td>823</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>2</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>17</td>
<td>No</td>
<td>831</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>44</td>
<td>No</td>
<td>856</td>
<td>831</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>9</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>4</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>5</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: (Source: CDE DataQuest, accessed 09/22/2015.)

Credo’s student subgroups, while not measured as numerically significant, have demonstrated meeting targets and API growth scores over the prior year.
In addition, Credo meets Criteria 4. listed above by demonstrating performance that is “at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school”.

2015 CAASPP Results:

<table>
<thead>
<tr>
<th>11th Grade</th>
<th>Credo High School</th>
<th>Rancho Cotati HS</th>
<th>CRPUSD</th>
<th>Sonoma County</th>
<th>CA Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH LANGUAGE ARTS</td>
<td>Exceeded Standards</td>
<td>19%</td>
<td>14%</td>
<td>22%</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Met Standards</td>
<td>38%</td>
<td>31%</td>
<td>31%</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>Combined Met and Exceeded</td>
<td>57%</td>
<td>45%</td>
<td>53%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Nearly Met Standards</td>
<td>19%</td>
<td>28%</td>
<td>25%</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Not Met Standards</td>
<td>23%</td>
<td>27%</td>
<td>23%</td>
<td>18%</td>
</tr>
<tr>
<td>MATH</td>
<td>Exceeded Standards</td>
<td>7%</td>
<td>4%</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Met Standards</td>
<td>37%</td>
<td>15%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>Combined Met and Exceeded</td>
<td>44%</td>
<td>19%</td>
<td>29%</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Nearly Met Standards</td>
<td>11%</td>
<td>28%</td>
<td>26%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Not Met Standards</td>
<td>44%</td>
<td>53%</td>
<td>45%</td>
<td>42%</td>
</tr>
</tbody>
</table>

(Source: CDE DataQuest, accessed 09/25/2015.)
Introduction

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 in over 1,000 families.¹

The Waldorf Curriculum

The Waldorf curriculum is developmental, holistic, 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 Waldorf charters. Parents have found their own communities of 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 member 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 to cooperate in specific events, such as a fifth grade Olympics following 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.

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¹ Live Oak Charter School in Petaluma: www.liveoakcharter.org
Novato Charter School: www.novatocharterchool.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

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Our North Bay K-8 charter 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 continue their Waldorf education in grades 9-2.

In May of 2010, school leaders approached the Cotati Rohnert Park School District, geographically central to the feeder school student population, to informally 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 campus located at 1290 Southwest Boulevard in Rohnert Park, California. This inaugural class graduated in 2015, 96% of them having met the University of California’s “a-g” admission standards. Credo’s API scores have consistently exceeded 800 with a current score of 853, placing Credo as third in academic achievement of 26 Sonoma County public high schools. Credo earned accreditation in January 2014 from the Western Association of Schools and Colleges and has had its “a-g” courses approved by the University of California.

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; 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.

Waldorf education is said to address the student’s intellectual, emotional, and physical being: heads, heart, and hands.
Abstract Thinking:
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.

Ethical Judgment:
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.

Creative Imagination and Practical Empowerment:
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.
III. THE 16 ELEMENTS OF THE PETITION

1. Educational Program

A description of the educational program of the school, designed, among other things, to identify those whom the 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. California Education Code 47605 (b) (5) (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 Alliance for Public Waldorf Education member schools in Sebastopol, Napa, Sonoma, Petaluma, and Novato. Credo is an especially fitting education for those students who have attended elementary public charter schools inspired by Waldorf education. 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 for these students as allowed by law. Other students who seek a holistic, arts-integrated college preparatory curriculum are welcomed as school capacity allows.

All 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 our K-8 feeder schools’ 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 is 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.
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 lifetimes. 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. 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.

Aspects of an educated person in the 21st Century:

*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.

*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 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.

*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.

*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, kinesthetic and linguistic
- Is technically literate and selects and utilizes appropriate media to communicate and 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. In order to be successful, Credo students must meet rigorous academic expectations such as:

• Graduation minimums that meet University of California “a-g” 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;

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• 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;
• 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 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 community 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;

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• 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;
• 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 the 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 Common Core standards, Credo focuses on developing in our students attributes of an educated person as articulated in this document.

**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 expected 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, serving on the Board of Directors or school committees, organizing and directing after-school enrichment activities and providing clerical assistance to the teachers and other staff of the school.

Credo invites parents and expects 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.

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, parent-teacher conferences 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.

10/22/15

CREDO HIGH SCHOOL
A fully diverse population of students will be recruited from our region’s K-8 Alliance for Public Waldorf Education member schools: students at risk, students with special needs, gifted students and students with diverse social backgrounds and learning styles. Credo students are provided with a safe, 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 higher educational institutions such as the University of California, Sonoma State University, Santa Rosa Junior College, Napa Valley College and the College of Marin are sought and fostered. Credo also fosters partnerships with organic and biodynamic farmers and organizations to further student learning about agricultural sustainability. Partnerships with local businesses provide internship opportunities and teach students career skills.

Credo is involved in developing relationships with Rohnert Park’s SOMO Village and One Planet Communities with the intention of becoming the world’s first One Planet School. As such, Credo will strive to live within the Guiding Principles of One Planet Living: zero carbon, zero waste, sustainable transport, local and sustainable food, sustainable water, natural habitats and wildlife, culture and heritage, equity and fair trade, and health and happiness.

**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 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, modeling collaborative learning for students.

**Curriculum and Instructional Design**

Credo utilizes a Waldorf curriculum that meets Common Core standards as articulated by the California State Board of Education and University of California “a-g” admission standards. Credo will continue WASC accreditation. Students and parents will be informed about course transferability through direct communication 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 child familiarizes himself with his 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. 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 global warming 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 is 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 subject matter throughout the year is presented in relationship to that theme.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>DEVELOPMENTAL THEME</th>
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<tbody>
<tr>
<td>Ninth Grade</td>
<td>Polarieties</td>
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</table>
| Educate the powers of observation through a study of polarities. | 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 experience. 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 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.
<table>
<thead>
<tr>
<th>TENTH GRADE</th>
<th>CONVERGENCE AND DIVERGENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educate the <strong>powers of comparison</strong> through a study of <strong>processes</strong></td>
<td>By tenth grade, adolescents are actively seeking equilibrium and order. The curriculum explores equilibrium through the study of balance 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.</td>
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<tr>
<td></td>
<td>• 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 climatic pattern; in social studies, cultural similarities and differences. All these reveal the possibility of equilibrium arising out of the balancing of extremes.</td>
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<tr>
<td></td>
<td>• Students are called upon to exercise powers of comparison, weighing contrary phenomena to determine their value and significance and their origin.</td>
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<td></td>
<td>• Students discover that in the balancing of opposites, new forms can arise, whether in clouds and tides or new chemical compounds.</td>
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<tr>
<td></td>
<td>The objective is to help students find their own balance by discovering the process of balance in natural and human phenomena. This can prompt the curiosity to explore the origins of things.</td>
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<tr>
<td>ELEVENTH GRADE</td>
<td>ANALYSIS</td>
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<tr>
<td>Educate the powers of analysis through individualized study.</td>
<td>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.</td>
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</tbody>
</table>

- 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.

- In literature, this journey is captured in the study of Parsifal 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.
<table>
<thead>
<tr>
<th>TWELFTH GRADE</th>
<th>SYNTHESIS</th>
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<tbody>
<tr>
<td>Educate the <strong>powers of synthesis</strong> through <strong>integration</strong> of all previous learning.</td>
<td>Senior year recapitulates and synthesizes the themes of the high school, as well as the Waldorf grades' curriculum.</td>
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<td></td>
<td>• In Senior Seminar, students are made conscious, for the first time, of the Waldorf developmental approach—of <em>why</em> they learned <em>what</em> they learned <em>when</em> they learned it.</td>
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<tr>
<td></td>
<td>• 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.</td>
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<tr>
<td></td>
<td>• Subjects synthesize many themes: World History, History through Architecture and Senior Essay. Assignments call upon the students to synthesize disparate disciplines.</td>
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<tr>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>The objective of senior year is the synthesis of the K-12 education and preparation for the next stage in learning.</td>
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</table>

*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 occurs 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 Morning Lesson Books. 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 Adventure Learning excursions take students out into their community and the natural environment 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. Field trips take students to museums, theatre, 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 learning, a more positive attitude toward science and environmental concepts, and the acquisition of knowledge and skills.

Community partners, organizations and the natural resources of Sonoma County 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.

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, self-possession, 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

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who is seen as striving towards self-discipline will attain the respect and attention of her students. A pair of sponsor teachers, called “Cohort Guides,” 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. Credo supports the development of these relationships by creating opportunities for parents to participate fully, meaningfully and purposefully in the life of the school.

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, improve student behavior in school and increase retention rates. 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 find a sense of social safety that allows for authentic self-expression.

Mentoring

A single caring adult can make all the difference in the life of a youth. It is our intention that all Credo students eventually have the opportunity of 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.

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 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 Credo schedule provides a balance of activities, classes and breaks to promote attention and participation. Early in the day is an activity that helps to invigorate students, for example, physical education, dance or music. Also in the morning is the thematic Morning Lesson, where students focus on a given subject for ninety minutes each day for four weeks (known as a Block.) Because understanding is reached by many roads, Morning Lesson subjects are explored through a variety of pedagogical methods, often combining discussion, art, experimentation and active research and involving the intellectual, social/emotional, and physical realms—the head, heart, and hands.  
Math, composition, literature, history, world language, arts, theater, dance and farming are taught following the morning Morning Lesson as trimester- 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.15 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 to provide recycling programs, organic gardening, and waste reduction and conservation programs to help students learn. In the design of Credo’s campus, attention will be paid to the simplicity, beauty and vitality of both indoor and outdoor spaces.

Students 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 multiple aspects of 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 mathematics study can concentrate on such diverse issues as how to calculate global warming, carbon footprints and the

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efficiencies of various technologies; and all science classes 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—social, environmental, agricultural, economic and personal.

**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 requirements 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.

<table>
<thead>
<tr>
<th>CURRICULAR DOMAIN</th>
<th>CALIFORNIA STATE GRADUATION REQUIREMENT</th>
<th>UC A-G REQUIREMENTS</th>
<th>CREDO HIGH SCHOOL STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities: English</td>
<td>Three years</td>
<td>Four years of approved courses</td>
<td>Four years of courses in literature, including full-length classical and contemporary works. Writing work includes rhetorical, grammatical, syntactical patterns, forms and structures. The writing relates to the literature and course content</td>
</tr>
<tr>
<td>Humanities: History/Social Science</td>
<td>Three years of history/social science, including one year of U.S. history &amp; geography; one year of world history, culture, and geography; and one semester each of American government and economics</td>
<td>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 civics or American government; and one year of world history, culture, and economics</td>
<td>Four years, including history, geography, political science and economics</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Two years, including algebra I</td>
<td>Three years, including algebra, geometry, and intermediate algebra; four years recommended</td>
<td>Four years, including algebra, geometry, intermediate algebra, pre-calculus, calculus, or math concepts</td>
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</tr>
<tr>
<td>Science</td>
<td>Two years, including biological and physical sciences</td>
<td>Two years with lab course work required, chosen from biology, chemistry and physics; three years recommended</td>
<td>Four years including earth science, biology, chemistry and physics</td>
</tr>
<tr>
<td>World language</td>
<td>One year of either visual and performing arts or world language</td>
<td>Two years in the same language required, three years recommended</td>
<td>Four years required, including three years in the same language</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>One year of either visual and performing arts or world language</td>
<td>One year of visual and performing arts: drama/theater, dance, music, or visual art</td>
<td>Four years, including fine arts, practical arts, music and performing arts</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Two years</td>
<td>None</td>
<td>Four years</td>
</tr>
<tr>
<td>Other</td>
<td>None</td>
<td>One year elective chosen from approved academic courses in history, English, advanced mathematics, lab science, world language, social science, or fine arts</td>
<td>Four years of coursework pertaining to sustainability. Four years of service learning.</td>
</tr>
</tbody>
</table>

**Alignment with University of California “a-g” Requirements**

*Humanities: Social Sciences & History – the “a” Requirement*

The understanding of social science—history, geography, economics, 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 Common Core standards for grades 9-12 and the University of California "a" requirement, the social studies curriculum at Credo includes 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 learns to distinguish between sound generalizations and misleading oversimplifications and to distinguish valid historical interpretations from fallacious arguments. Students construct and test hypotheses; collect, evaluate and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. Students gain interpretative skills enabling them to identify causal connections between historical events and larger social, economic, and political trends. However, they 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 consider to what extent human actions can cause events to occur differently. Students analyze how human actions affect our world and examine the associated environmental, economic, and social issues.

*Humanities: English/Language Arts—the "b" Requirement*

Credo’s English/Language Arts curriculum 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, English courses 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 work 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 examine the relationships between the work and the author’s audience and purpose. The conscious understanding of the power of language is 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 include Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus and Math Concepts, following the California Mathematics 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 are integrated, and all four sciences are studied during intensive Morning 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. Credo’s 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. 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 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.

*World Languages—the “e” Requirement*

Knowledge of a world 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 speak, comprehend, read and write, a world language to an intermediate level, and to explore the culture, customs and stories of the country or countries from which the language originates. 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 offer Arabic and other popular languages as the school matures and interest in additional languages 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, 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, weaving, bookbinding 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 involve all students, and extracurricular plays each year invite further participation in theater. Dance classes are offered. There are many opportunities for student performances.

**Music:** Credo students study music for four years. Current choices include Orchestra, Choir, American Music and World Percussion.
Credo students satisfy the University of California "f" requirement by taking a wide variety of music, visual and performing arts.

**College Preparatory Electives—the “g” Requirement**

Credo students satisfy the University of California “g” requirement with one year 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).

**Other 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 PE, games, sports, dance, eurythmy, martial arts and Spatial Dynamics; and an after school program that supports the curriculum. After school sports include soccer, basketball, volleyball and baseball. Tennis, track and field, cross-country, wrestling, softball and other sports may be available in the future. Credo belongs to the North Coast Section of the California Interscholastic Federation. Through exposure to a wide variety of physical activities, students develop healthful habits that last a lifetime.

**Agriculture**

Sonoma County is 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: food literacy; 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.
Counseling

Credo provides a holistic counseling program that works to empower the students. This program is made up of both Guidance Counseling and College Counseling. Within Guidance Counseling there is academic advising, class scheduling, health and wellness, emotional support and peer counseling. College Counseling provides transcript documentation, “a-g” standards assessment, introduction to and work with college identification, application and entrance work towards college or gap year placement.

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. Each year, normally in mid-September, students spend a week in nature on various Adventure Learning excursions, which can include backpacking, kayaking or other water trips, camping, and solo quests. These trips deepen student relationship with one another and teaching staff and build strength, self-reliance and independence. 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 another community helps give our students an early sense of their place in the world.

Fifth Year

Credo strives to develop an optional Fifth Year (gap year) program of service learning opportunities in developing countries that would help our graduates align their interests and abilities with the needs of the greater world prior to beginning college. Students could spend a year in Central or South America or Africa, building a school or a hospital, teaching, or sharing knowledge of organic agriculture. This experience would help to give them an early sense of their place in the larger world, help to clarify their interests, hone practical skills and deepen their compassion in ways that would make them more desirable, dedicated and productive college students upon their return. Credo hopes to partner with existing organizations to design the Fifth Year program; while graduates would no longer be enrolled in Credo during optional Fifth Year term, the school would continue to hold a keen interest in them. Long-term relationships between Credo and specific regions in the developing world will strengthen students’ identities as world citizens and provide significant ongoing help to developing communities.

Addressing Students Below/Above Grade Level, English Learners and Special Education

One of the primary benefits of a small school is the opportunity 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 helps 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 assessments, through both teacher observation as well as student self-evaluation and reflection, serve as sign posts that might signal the need for further evaluation and testing so that each student is both successful and challenged in high school. Parent involvement also plays 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 are encouraged to move forward at an advanced pace, and delve deeper into course topics of personal interest. High achieving students, in conjunction with their parents and their cohort guides, determine personal goals that assure a well-rounded educational experience. Criteria and opportunities for high-achieving students are 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 are party to the creation of personal educational goals along with their teachers and parents. Class activities are structured to work especially with differences in learning styles and abilities, in particular by using multiple learning modalities and group projects. Struggling students may get additional support in supplemental Academic Mentoring classes with low student-to-teacher ratio.

**Plan for English Learners**

Credo meets all applicable legal requirements for English Learners relative to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) 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 California English Language Development Test (CELDT) 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, CTEL, or SDAI certification as required. Teachers with CLAD, BCLAD, CTEL, 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 written plan of English language support, which will be developed by the administration, teacher, student and the parents.

Credo follows all CELDT testing timelines to ensure students receive proper instruction. Credo will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. Credo will comply with all applicable requirements of the No Child Left Behind Act with regards to EL students.

Home Language Survey

The Home Language Survey (HLS) is administered to all students upon enrollment into Credo.

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

Credo complies 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 (IDEIA).

Credo will continue to work with the authorizing district to determine whether it will: contract with the district to provide special education services; or whether Credo shall be categorized as a local educational agency (LEA) in accordance with Education Code Section 47641(a) and shall apply for membership within the Sonoma County Special Education Local Plan Area (SELPA); or whether it will continue an interim status as it anticipates the process of becoming its own LEA for Special Education.

Credo complies 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.

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

Student Interventions

Credo will provide 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 classroom instructional setting. Classroom teachers may also provide students with additional support or small group instruction as needed. When additional interventions are deemed necessary, the teacher
refers students to the school’s Student Success Team (SST). The SST is composed of teachers, support staff, and administrator(s). In addition, parents of referred students, and sometimes students themselves, are invited to attend and participate at SST meetings. SST members conduct a complete 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.

IDEIA

Credo provides special education instruction and related services in accordance with the IDEIA, 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 follows SELPA policies and procedures, and utilizes 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. If it is decided that Credo will act as its own LEA for Special Education, Credo shall provide the Authorizer confirmation of SELPA membership.

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 Credo. 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 Executive 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, 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 include 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 IDEIA, a referral for assessment under the IDEIA 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, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 accommodations. The site administrator will ensure that teachers include 504 accommodations with lesson plans for short-term substitutes and that he/she reviews the 504 accommodations with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each 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.

WASC Accreditation, Transferability and Graduation Standards

Credo is accredited by the Western Association of Schools and Colleges. This accreditation ensures that the curriculum is acceptable to, and transferable to, other high schools and universities. The administration of Credo has developed and will maintain an agreement with both the University of California (U.C.) and California State University (C.S.U.) systems to ensure the development of courses that meet the entrance requirements of both systems. In the long-term, the administration and board of Credo will seek continued communication with officials of universities and local high schools about to the development of acceptable courses. Developed with adherence to State of California content standards and approved by the University of California, Credo courses are transferable to other California public high schools. Information about transfers, graduation requirements, and college entrance requirements is provided to students and parents via mail, email and the school Handbook.
Logistics of the Educational Program

Enrollment Plan

Credo will ultimately serve 600-700 high school students, approximately 160 students in each grade. As the table below is a projection, it is possible that actual total and grade-level enrollment numbers will be higher or lower than those shown.

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td>75</td>
<td>90</td>
<td>99</td>
<td>134</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>10th Grade</td>
<td>40</td>
<td>75</td>
<td>90</td>
<td>99</td>
<td>134</td>
<td>150</td>
</tr>
<tr>
<td>11th Grade</td>
<td>35</td>
<td>40</td>
<td>75</td>
<td>90</td>
<td>99</td>
<td>134</td>
</tr>
<tr>
<td>12th Grade</td>
<td>26</td>
<td>35</td>
<td>40</td>
<td>75</td>
<td>90</td>
<td>99</td>
</tr>
<tr>
<td>Total</td>
<td>176</td>
<td>240</td>
<td>304</td>
<td>398</td>
<td>473</td>
<td>533</td>
</tr>
</tbody>
</table>

The North Bay’s K-8 Alliance for Public Waldorf Education member schools currently graduate about 150 eighth graders annually. With so many K-8 Alliance for Public Waldorf Education member schools in the area, we see Credo as offering a continuation of the education that started at the K-8 level, creating educational continuity for the population of students. Credo will provide annual notice to the district of actual enrollment numbers.

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; 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 school that is committed to the core principle of Public Waldorf education.

Credo shall admit all students who reside in California who wish to attend the school, without regard to their race, religion, ethnicity, national origin, gender, disability or place of residence in California. If the number of children applying for admission exceeds the number of available openings, openings will be filled by a public random lottery. The lottery will be held in stages in accordance with enrollment preferences as follows:

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 faculty and staff*

d. Siblings of enrolled students if the applicant sibling has graduated from an Alliance for Public Waldorf Education member school (the Alliance); or is transferring from a public high school that is a member of the Alliance

e. Students who have graduated from an Alliance member school; or students transferring from an Alliance member school

f. All other applicant’s on the school’s inquiry list not listed in the above categories

*together these categories shall not total more than 10% of total enrollment.

(See Section 8, Admission Requirements, for detailed admission procedures.)

Minutes of Instruction

Credo 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.

School Day

Credo will be in session Monday through Friday. The day begins at 8:40 AM and runs through 3:50 PM, Monday, Tuesday, Wednesday and Friday. On Thursdays the day begins at 8:40 and runs through 2:10 PM. The school day is established and approved on an annual basis by the Credo Board and is subject to change.

Calendar

Credo follows a traditional school year calendar. The school day and instructional minutes will meet California Education Code. Students will be expected 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.

2. MEASURABLE PUPIL OUTCOMES

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. California Education Code 47605 (b) (5) (B)
Overview of Outcomes

Credo 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 educational program will meet or exceed the University of California “a-g” requirements.

We recognize that exit outcomes and performance goals described below may need to be modified 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 be reviewed on a regular basis.

State Required Measurements

Credo students are taught in accordance with all State of California Common Core 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
- World language
- Visual and Performing Arts

The following subsections describe the pupil outcomes Credo has used and will pursue, and against which its Authorizer will measure its academic progress:

Standardized Testing and Reporting

Credo administered the Standardized Testing and Reporting Program (STAR) during the 2010/2011, 2011/2012 and 2012/2013 school years. The API score for Credo High School reached the target set by the State Board of Education for the two years of testing prior to the statewide suspension of the test.

The California High School Exit Exam (CAHSEE)

The California High School Exit Exam (CAHSEE) is a test used to determine whether students have mastered key skills before graduating from high school. This pass/fail test, which is not timed, is divided into two sections: math and English/language arts. Students must pass both sections of the CAHSEE in order to receive their high school diploma; once students have passed one section, they do
not have to take that part again. Those who passed the test are not required to take it again. Those who did not pass will have several opportunities to retake the exam.

The following shows Credo’s 10th grade CAHSEE results for the 2012/2013 school year which is the most current data available on Data Quest.

<table>
<thead>
<tr>
<th>School</th>
<th>Tested or Passing</th>
<th>Subject</th>
<th>All Students</th>
<th>Special Education Students</th>
<th>English Learner (EL) Students</th>
<th>Reclassified Fluent-English Proficient (FEP) Students</th>
<th>Economically Disadvantaged</th>
<th>Not Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credo High</td>
<td># Tested</td>
<td>Math</td>
<td>20</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Credo High</td>
<td># Tested</td>
<td>ELA</td>
<td>20</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
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<th>Economically Disadvantaged</th>
<th>Not Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTRICT WIDE</td>
<td># Tested</td>
<td>Math</td>
<td>20</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>DISTRICT WIDE</td>
<td># Tested</td>
<td>ELA</td>
<td>20</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
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<th>Economically Disadvantaged</th>
<th>Not Economically Disadvantaged</th>
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</thead>
<tbody>
<tr>
<td>COUNTY WIDE</td>
<td># Tested</td>
<td>Math</td>
<td>5,050</td>
<td>595</td>
<td>470</td>
<td>1,130</td>
<td>2,338</td>
<td>2,882</td>
</tr>
<tr>
<td>COUNTY WIDE</td>
<td># Tested</td>
<td>ELA</td>
<td>9,156</td>
<td>815</td>
<td>425</td>
<td>1,141</td>
<td>2,057</td>
<td>2,890</td>
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<table>
<thead>
<tr>
<th>Location</th>
<th>Tested or Passing</th>
<th>Subject</th>
<th>All Students</th>
<th>Special Education Students</th>
<th>English Learner (EL) Students</th>
<th>Reclassified Fluent-English Proficient (FEP) Students</th>
<th>Economically Disadvantaged</th>
<th>Not Economically Disadvantaged</th>
</tr>
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<tbody>
<tr>
<td>STATE WIDE</td>
<td># Tested</td>
<td>Math</td>
<td>348,297</td>
<td>37,609</td>
<td>52,629</td>
<td>110,044</td>
<td>256,511</td>
<td>110,044</td>
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<tr>
<td>STATE WIDE</td>
<td># Tested</td>
<td>ELA</td>
<td>343,207</td>
<td>15,604</td>
<td>29,335</td>
<td>103,099</td>
<td>197,597</td>
<td>103,520</td>
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</tbody>
</table>

(Source: CDE DataQuest, accessed 09/25/2015.)
The California Assessment of Student Performance and Progress (CAASPP)

The results of the 2015 administration of the CAASPP indicate the following:

• In the subject of English Language Arts, 57% of Credo’s 11th grade met or exceeded state standards

• In the subject of Mathematics, 44% of Credo’s 11th grade met or exceeded the standards

For each year of operation, and considering students who were tested in both the prior and current year, Credo will use the 2015 results as a baseline and commit to 2% increase in number of students scoring in the “met standards” or “exceeded 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.

California English Language Development Test (CELDT)

The purposes for the California English Language Development Test (CELDT) are specified in state law (see Education Code Section 60810 (d) (1-3)), including:

• Identify pupils as limited English proficient.
• Determine the level of English language proficiency (ELP) 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 CELDT 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 CELDT to develop individual learning plans and to identify needed resources to support students academically while they learn in the English language. The CELDT results will be reported in accordance with state recommendation. Faculty, the administration and the board review the school-wide results annually. To date, Credo has served two CELDT qualifying English Learners.

Physical Fitness Testing (PFT)

The PFT is administered to all 9th graders at Credo. The scores from the PFT are used to identify areas of needed improvement in the physical education program.
<table>
<thead>
<tr>
<th>Credo Summary of Results</th>
<th>Percent in Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Physical Fitness Areas Meeting the</td>
<td></td>
</tr>
<tr>
<td>Healthy Fitness Zone</td>
<td></td>
</tr>
<tr>
<td>6 of 6 Fitness Standards</td>
<td>2013, 2014</td>
</tr>
<tr>
<td>5 of 6 Fitness Standards</td>
<td>23.8%, 54.8%</td>
</tr>
<tr>
<td>4 of 6 Fitness Standards</td>
<td>33.3%, 19.4%</td>
</tr>
<tr>
<td>3 of 6 Fitness Standards</td>
<td>16.7%, 12.9%</td>
</tr>
<tr>
<td>2 of 6 Fitness Standards</td>
<td>16.7%, 9.7%</td>
</tr>
<tr>
<td>1 of 6 Fitness Standards</td>
<td>9.5%, 0.0%</td>
</tr>
<tr>
<td>0 of 6 Fitness Standards</td>
<td>0.0%, 3.2%</td>
</tr>
<tr>
<td>Total Tested</td>
<td>42, 31</td>
</tr>
</tbody>
</table>

**Accountability Progress Reporting (APR)**

The Accountability Progress Reporting (APR) is California's integrated accountability system that reports the state Academic Performance Index (API) and the federal Adequate Yearly Progress (AYP).

The API is a single number, calculated by the state, ranging from a low of 200 to a high of 1000, which reflects a school’s performance level, based on the results of statewide testing.

Adequate Yearly Progress (AYP) is a series of annual academic performance goals established for each school. AYP is required under Title I of the federal No Child Left Behind (NCLB) Act of 2001.

Credo’s performance will meet or exceed the average statewide rank and API scores of the high schools in Sonoma County as disaggregated by reportable subgroups (to the extent applicable) and by subject area.

The School shall meet its annual Academic Performance Index growth target as established each year and shall make Adequate Yearly Progress (AYP).

The Executive Director and the Credo Board will review the APR annually.

**Attendance**

Credo is committed to promoting high attendance rates with a goal of 96% average daily attendance. Attendance will be recorded daily and measured quarterly and annually.

Pupils with low attendance will be identified quarterly for early conferencing with parents or guardians.
Local Control and Accountability Plan (LCAP)

Credo acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 Local Control Funding Formula (LCFF), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to CRPUSD on or before July 1 of each school year.

In accordance with California Education Code §§ 47604.33 and 47606.5, Credo shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Goals are set to include all students as the parameters set by Ed Code 52052 to establish subgroups do not apply to our student population.

Credo shall submit its annual update to CRPUSD on or before July 1 of each applicable year, beginning in 2015. Credo shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that SBS “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” § 47606.5(e).

Our initial LCAP was submitted to CRPUSD by the July 1, 2014 deadline, and addressed the eight State priorities and identified needs by the actions listed in the following summary.
<table>
<thead>
<tr>
<th>Curricular Goals</th>
<th>Actions Taken</th>
<th>Measures</th>
<th>Identified Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Board for Public Waldorf Education.</td>
<td></td>
<td></td>
<td>Support Waldorf education in public and charter schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Support Waldorf education in public and charter schools.</td>
</tr>
</tbody>
</table>
| 2017 - 2018 | 2016 - 2017 | 2015 - 2016 | }

**Specific Actions**

- **Goal 1:** Implement a College Prep Waldorf curriculum, integrating Common Core ELA standards while developing critical thinking and math skills. This is achieved by aligning curriculum and instruction with Common Core standards.
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation</strong></td>
<td>California &quot;A-G&quot; Course Requirements with a Grade of &quot;C&quot; or Better Prior to College Preparatory coursework will ensure that students will have met University of California, Berkeley, and UC Berkeley requirements.</td>
</tr>
<tr>
<td>Specific Actions</td>
<td>Measures</td>
</tr>
<tr>
<td>** Identified Needs**</td>
<td>Goal #2:</td>
</tr>
</tbody>
</table>
### Credo High School

#### Educational Priorities:

<table>
<thead>
<tr>
<th>Priority</th>
<th>Action</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and deliver a comprehensive core curriculum</td>
<td>Continue professional development for faculty to deepen their understanding of the curriculum, with qualified teachers who are delivering the curriculum.</td>
<td>Education Director</td>
</tr>
<tr>
<td>Ensure that higher education as school expands</td>
<td>Continue to hire highly qualified teachers as school expands.</td>
<td>Education Director</td>
</tr>
</tbody>
</table>

#### Professional Development:

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>Core teachers must complete a minimum of 40 hours of professional development annually.</td>
</tr>
<tr>
<td>Graduate</td>
<td>Graduate teachers must complete a minimum of 30 hours of professional development annually.</td>
</tr>
</tbody>
</table>

#### Incentives:

- "A+" courses
- "B+" courses
- "C+" courses

#### Measures:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>100% of Credo faculty</td>
</tr>
<tr>
<td>2017-2018</td>
<td>2017-2019</td>
</tr>
<tr>
<td>2015-2016</td>
<td>75% of Credo faculty</td>
</tr>
</tbody>
</table>

#### Budget:

- $200/day 
  - 7 days x $200/day 
- $200/day 
  - 7 days x $200/day 
- $200/day 
  - 7 days x $200/day 
- $200/day 
  - 7 days x $200/day 
- $200/day 
  - 7 days x $200/day 

#### Supplier:

- Professional Development
- Professional Support

#### Support:

- Professional Development
- Professional Support
- Professional Development
- Professional Support
- Professional Development
- Professional Support
- Professional Development
- Professional Support
- Professional Development
- Professional Support
- Professional Development
- Professional Support

#### Goals:

- Develop and deliver a comprehensive core curriculum
- Ensure that higher education as school expands
- Continue professional development for faculty to deepen their understanding of the curriculum, with qualified teachers who are delivering the curriculum.
<table>
<thead>
<tr>
<th>Academic Developmental Support</th>
<th>Academic Developmental Support</th>
<th>Academic Developmental Support</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR. 3 - 2017 - 2018</td>
<td>YR. 2 - 2016 - 2017</td>
<td>YR. 1 - 2015 - 2016</td>
<td>70/75/75% of graduates</td>
</tr>
<tr>
<td>YR. 3 - 2017 - 2018</td>
<td>YR. 2 - 2016 - 2017</td>
<td>YR. 1 - 2015 - 2016</td>
<td>70/75/75% of graduates</td>
</tr>
<tr>
<td>Specific Actions</td>
<td>Specific Actions</td>
<td>Specific Actions</td>
<td>Additional Support</td>
</tr>
<tr>
<td>Low-income students</td>
<td>Low-income students</td>
<td>Low-income students</td>
<td>Additional Support</td>
</tr>
<tr>
<td>ICAPE Year 1/2/3 Measures</td>
<td>ICAPE Year 1/2/3 Measures</td>
<td>ICAPE Year 1/2/3 Measures</td>
<td>Additional Support</td>
</tr>
<tr>
<td>Identified Needs</td>
<td>Identified Needs</td>
<td>Identified Needs</td>
<td>Additional Support</td>
</tr>
</tbody>
</table>

**AND PEER TUTORING**

**INSTRUCTIONAL SUPPORT AS NEEDED, THROUGH ACADEMIC MENTORING, TUTORING, TRACK SUCCESS OF LOW-INCOME STUDENTS AND PROVIDE ADDITIONAL GOAL #4:**
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 Common Core 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

Goal:
• 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 themselves, 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 critical to Waldorf Education:

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 athleticism
3. Methods to Measure Student Progress Towards Meeting Outcomes

The method by which pupil progress in meeting those pupil outcomes is to be measured. California Education Code 47605 (b) (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.

Assessment in the Waldorf classroom incorporates ongoing formative assessments of student progress. Each four week Morning Lesson Block will culminate in a test, a comprehensive essay or a student project or presentation. Trimester-long track classes will be graded at the end of each trimester. Teachers will maintain written records of the work presented and mastered, and report cards will be delivered to parents quarterly.

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 guides, who oversee each cohort of approximately 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 (e.g.: CST, CAHSEE, CAASPP, CELDT, and PFT) 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:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Ongoing measurement</th>
<th>Exit assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exhibit strong verbal and written communication skills</strong></td>
<td>Standardized Testing&lt;br&gt;Teacher Designed Assessments&lt;br&gt;Student Portfolio&lt;br&gt;Written Qualitative Feedback&lt;br&gt;Student Self-Evaluation&lt;br&gt;Peer-evaluation</td>
<td>Test results&lt;br&gt;Course grades&lt;br&gt;Portfolio assessment&lt;br&gt;Senior project</td>
</tr>
<tr>
<td><strong>Demonstrate computation, research and problem solving skills</strong></td>
<td>Standardized Testing&lt;br&gt;Teacher Designed Assessments&lt;br&gt;Written Qualitative Feedback&lt;br&gt;Student Self-Evaluation</td>
<td>Test results&lt;br&gt;Course grades&lt;br&gt;Senior project</td>
</tr>
<tr>
<td><strong>Show an ability to observe, compare, analyze, synthesize information</strong></td>
<td>Standardized Testing&lt;br&gt;Teacher Designed Assessments&lt;br&gt;Student Portfolio&lt;br&gt;Written Qualitative Feedback&lt;br&gt;Student Self-Evaluation</td>
<td>Test results&lt;br&gt;Course grades&lt;br&gt;Portfolio assessment&lt;br&gt;Senior project</td>
</tr>
<tr>
<td><strong>Display ability to build upon a basic body of knowledge</strong></td>
<td>Teacher Designed Assessments&lt;br&gt;Student Portfolio&lt;br&gt;Written Qualitative Feedback&lt;br&gt;Student Self-Evaluation&lt;br&gt;Peer-evaluation</td>
<td>Course grades&lt;br&gt;Portfolio assessment&lt;br&gt;Senior project</td>
</tr>
<tr>
<td><strong>Exhibit practical life skills</strong></td>
<td>Teacher Designed Assessments&lt;br&gt;Written Qualitative Feedback&lt;br&gt;Student Self-Evaluation&lt;br&gt;Peer-evaluation</td>
<td>Course grades&lt;br&gt;Senior project</td>
</tr>
<tr>
<td><strong>Demonstrate proficiency in the use of modern tools and technologies</strong></td>
<td>Teacher Designed Assessments&lt;br&gt;Student Portfolio&lt;br&gt;Written Qualitative Feedback</td>
<td>Course grades&lt;br&gt;Senior project</td>
</tr>
<tr>
<td><strong>Express awareness of and contribute to community’s needs</strong></td>
<td>Teacher Designed Assessments&lt;br&gt;Student Portfolio&lt;br&gt;Written Qualitative Feedback</td>
<td>Course grades&lt;br&gt;Portfolio assessment&lt;br&gt;Senior project</td>
</tr>
<tr>
<td>DEMONSTRATE UNDERSTANDING OF THE RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP AND THE DEMOCRATIC PROCESS</td>
<td>STANDARDIZED TESTING</td>
<td>TEST RESULTS COURSE GRADES PORTFOLIO ASSESSMENT SENIOR PROJECT</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Show ability to recognize and appreciate cultural diversity</td>
<td>Teacher Designed Assessments Student Portfolio Written Qualitative Feedback Student Self-Evaluation</td>
<td>Test results Course grades Portfolio assessment Senior project</td>
</tr>
<tr>
<td>Demonstrate an understanding of consequences of individual choices within the global economy and environment</td>
<td>Teacher Designed Assessments Student Portfolio Written Qualitative Feedback Student Self-Evaluation</td>
<td>Course grades Portfolio assessment Senior project</td>
</tr>
<tr>
<td>Display ability to express themselves artistically, musically, and athletically</td>
<td>Standardized Testing Teacher Designed Assessments Student Portfolio Written Qualitative Feedback Student Self-Evaluation Peer-evaluation</td>
<td>Test results Course grades Portfolio assessment Senior project</td>
</tr>
</tbody>
</table>

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 Education 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:

- **Academic Performance Index (API):** API scores, both relative and absolute, provide 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.

• **LCAP**

4. **Governance Structure**

    *The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. California Education Code 47605 (b) (5) (D)*

Credo is organized as a 501(c) (3) California Non-profit Public Benefit Member Corporation pursuant to California law (Charter Schools Act 47604.a/Part 2 commencing with Section 5110 of Division 2 of Title 1 of the Corporation Code). Awakening Entelechy, another 501(c) (3), is the sole member of the Credo High School Member Corporation. 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. School administration and faculty 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 will be formed from school parents and community members in accordance with Board by-laws (see appendix.) These by-laws determine the number of Directors serving, 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. The school has adopt 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 annually completes Conflicts of Interest Disclosure Form 700.
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:

- Overseeing that the School's program and operation are faithful to the terms of its charter and its mission statement
- Approving and monitoring of the School’s annual budget
- Overseeing financial audit
- Overseeing all matters related to charter approval, amendment, renewal or revocation
- 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
- 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 the board. The authorizing district must approve all recommendations to amend the charter prior to implementation.

**Board Meetings**

The Board of Directors hold a public meeting, 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. Ratified minutes of all meetings are available on the school website.

**Board Training**

The Board of Directors participates 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

The Executive Director will be responsible for carrying out the day-to-day responsibilities of running the school including but 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

The Faculty makes recommendations to the Executive Director, for approval or denial. The Faculty is 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.

5. Employee Qualifications

The qualifications to be met by individuals to be employed by the school. California Education Code 47605 (b) (5) (E)

Credo recruits qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities who reflect the ethnic and racial demographic of the student body. Credo employs teaching staff who hold appropriate California credentials issued by the Commission on Teacher Credentialing. Credo gives hiring preference to California credentialed 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.
Teachers are required to demonstrate a strong commitment to educating the whole child through active participatory learning and should have the ability and background to incorporate art, music, drama and storytelling into the integrated curriculum. Teachers participate in ongoing professional development approved by School administration.

All Credo employees are expected to adhere to the Credo mission and educational program, including the prohibition of the advancement or promotion of any particular religious doctrine. Such advancement will constitute grounds for dismissal.

Offers of employment are extended contingent upon successful completion of a criminal background check through the Department of Justice and a background/reference check. In addition, staff will possess current TB testing as required by law.

**Executive Director**

The Executive Director is responsible for the administration of the school in all aspects of its day-to-day operations. He or she works with the Board of Directors, the School District, students, parents, and community members, and other governing bodies specified by local and state law.

The following are minimal qualifications of the Executive Director:

<table>
<thead>
<tr>
<th>REQUIRED:</th>
<th>PREFERRED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate Degree</td>
<td>Master’s degree or PhD</td>
</tr>
<tr>
<td>Current First Aid/CPR</td>
<td></td>
</tr>
<tr>
<td>Waldorf knowledge</td>
<td>Waldorf teaching experience</td>
</tr>
<tr>
<td>Appropriate administrative experience</td>
<td>Public and Waldorf administrative experience</td>
</tr>
<tr>
<td>Effective communication skills</td>
<td>Spanish fluency and/or multilingual</td>
</tr>
<tr>
<td>Effective management skills</td>
<td>California administrative credential</td>
</tr>
</tbody>
</table>

**Core Teachers**

Credo defines core teachers as those teaching courses that qualify students for having met University of California “a-g” requirements. All Credo core teachers must possess a California teaching credential or Intern State Teaching Credential. Ideally, they also possess a Waldorf teaching certification or equivalency or be training in Waldorf education. All Credo teachers shall also meet the applicable highly qualified requirements of the No Child Left Behind Act. Teachers working with English Learners (ELs) will possess the appropriate CLAD or equivalent certification.
The following are minimal qualifications of core teachers:

<table>
<thead>
<tr>
<th>Required:</th>
<th>Preferred:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate Degree</td>
<td>Master’s degree or PhD</td>
</tr>
<tr>
<td>Waldorf training underway</td>
<td>Completion of Waldorf training</td>
</tr>
<tr>
<td>Professional Clear or Intern California State Teaching credential</td>
<td>Teaching experience in a public, Waldorf charter school</td>
</tr>
<tr>
<td>Appropriate CLAD or equivalent certification</td>
<td>Spanish fluency and/or multilingual</td>
</tr>
<tr>
<td>Core academic subject competency</td>
<td></td>
</tr>
<tr>
<td>Current First Aid/CPR</td>
<td></td>
</tr>
</tbody>
</table>

Non-Core Teachers

Credo has instructional staff members who do not teach the core curriculum college preparatory courses intended to meet the “a-g” requirements, for example: blacksmithing, farming or a fourth year of world language. Per Charter law these instructional staff members are not bound by credential requirements. They are required to possess an appropriate mix of subject matter knowledge, professional expertise and demonstrated capacity to work successfully in an instructional milieu. Professional service agreements will be used to hire such classified staff members to lead specialty classes and activities. These staff members will have the qualifications requisite for the tasks they are to perform.

Other Staff, Substitutes and Consultants

All other staff must demonstrate the abilities necessary to effectively carry out their responsibilities.

6. HEALTH AND SAFETY PROCEDURES

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237. California Education Code 47605 (b) (5) (F)

Credo will follow all state and federal regulations for health and safety procedures. This includes the requirement that each employee of the School furnish fingerprints. Health and Safety
policies will be reviewed annually for compliance with California law. The School will fulfill the directives and requirements of the risk management plan set forth by the insurance company providing service for the LEA pertaining to Health and Safety issues.

**Procedures for Background Checks**

The charter school shall comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors, and volunteers prior to employment and/or any more than limited or unsupervised contact with students of the charter school. The Executive Director of the charter school shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis.

**Role of Staff as Mandated Child Abuse Reporters**

All classified and certified staff will be mandated child abuse reporters and follow all applicable training and reporting laws and the same policies and procedures used by the authorizing district.

**Health**

**TB Testing**

Credo shall follow the requirement of Education Code Section 49406 in regards to tuberculosis assessment for all employees prior to commencing employment.

**Immunizations**

Credo shall adhere to all Education Code requirements regarding immunizations.

**Medication in School**

Credo shall adhere to Education Code Section 49423 regarding administration of medication in school.

**Vision/Hearing/Scoliosis**

Credo shall adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the School.

**Blood-borne Pathogens**

Credo shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written “Exposure Control
Plan" designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

**Drug Free/Smoke Free Environment**

Credo shall maintain a drug, alcohol and smoke free environment.

**Safety**

**Emergency Preparedness**

Credo shall create and adhere to an Emergency Preparedness Plan, which contains emergency procedures and shall be tailored specifically to the needs of the campus site. This Plan includes, but is not limited to, the following responses: fire, flood, earthquake, threats, hostage situation and biological and chemical release.

**CPR/First Aid**

Credo shall require all administrative and instructional staff receive training in emergency response, including First Aid and CPR.

**Facility Safety**

Credo shall have a policy that it is housed in facilities that have received required approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.

**Annual Site Evaluation for Safety**

Credo shall have an annual site safety evaluation.

**Student Emergency Information**

Credo shall require that a current Emergency Information Card for each enrolled child is on file at the school so that parents/guardians can be notified promptly in case of accident or illness involving their child. Parents will be informed of what to do in case of an emergency in the school Handbook.

**Background Checks**

All employees and volunteers who will be alone with students will undergo a criminal background check through the Department of Justice and a background/reference check.
7. BALANCE OF DIVERSITY

The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. California Education Code 47605 (b) (5) (G)

Credo is non-sectarian in its programs, admission policies, employment practices, and all other operations. The school does not charge tuition for the charter program, and does not discriminate on the basis of race, ethnicity, national origin, gender or disability.

Credo recognizes its legal and social responsibility to take all feasible steps to enroll a student population that is reflective of the ethnic and racial diversity in the District. The goal of the Credo admissions policy is to attract, enroll, and retain the broadest spectrum of students and families representative of the rich diversity existing in the K-8 Alliance for Public Waldorf Education feeder schools, and of the authorizing district.

<table>
<thead>
<tr>
<th>Student Enrollment by Student Group (School Year 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
</tr>
<tr>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Black or African American</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Filipina</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Two or More Races</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
</tr>
<tr>
<td>English Learners</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
</tbody>
</table>

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;

10/22/15

CREDO HIGH SCHOOL
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 translation as needed;
3. The scheduling of open house nights, 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 media;
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.
8. ADMISSION REQUIREMENTS

Admission requirements, if applicable. California Education Code 47605 (b) (5) (H)

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; 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 offers an enrollment preference to students who have graduated from a K-8 Alliance for Public Waldorf member schools.

The goal of the Credo admissions policy is to attract, enroll, and retain the broadest spectrum of students and families representative of the rich diversity existing in the districts of the feeder schools, and of the authorizing district.

Credo is open to any student in the state. If the number of pupils who wish to attend exceeds the school’s capacity, attendance, except for existing pupils of Credo, shall be determined by public random drawing. Applications will be accepted during a publicly advertised open-enrollment period for enrollment in the following school year. At the conclusion of each monthly public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in case of an opening during the school year. Once on the wait list, a family will remain in that position until they are offered a spot in the school or express no further interest. During enrollment, employees will return calls and answer questions from prospective families. If families from the wait list are offered a position, they must accept that position within one week or will lose that spot. If they decline the offer of enrollment, they may choose to be removed from the wait list or placed at the bottom of the wait list for that given year.

Students transferring into Credo will be placed in the Credo class that correlates with the credits received at their former school. Upon transferring out of Credo all student records will be sent to the student’s next school following a formal request from the new school, signed by parents. The records will indicate which grade level the student attained.

To ensure that all students will be placed appropriately and benefit fully from Credo’s instructional philosophy, the following pre-admission procedures are enforced. Credo reserves the right to deny admission if failure to comply with any of these procedures occurs. An admitted student may be removed from the school if failure to comply with these procedures is discovered after admission is granted.
Credo Admissions Procedure:

1. Prospective students are encouraged to spend a day shadowing at Credo. An informational meeting for parents of shadowing students will be held during the morning of each shadow day. Prospective students and parents are highly encouraged to attend one of the school’s open house events during the school year.

2. For admittance into the 9th Grade, the student must turn fourteen on or before June 1st of the 9th grade year. This age policy continues as such through all grades. Exceptions may be made by administration and will be on a trial basis. The final decision will be made by the Executive Director based on such factors as class configuration, class size and grade readiness.

3. Students who submit a complete application packet by the monthly lottery application deadline will be entered into the subsequent application lottery. The first lottery deadline is in December of each school year. Monthly lottery deadlines continue through the spring and summer. Lottery deadline dates are published on the school website. 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
   c. Development Team and Board members who served to develop the school).*
   d. Children of Credo faculty and staff*
   e. Siblings of enrolled students if the applicant sibling has graduated from an Alliance for Public Waldorf Education member school (the Alliance); or is transferring from a public high school that is a member of the Alliance
   f. Students who have graduated from an Alliance member school; or students transferring from an Alliance member school
   g. All other applicant’s on the school’s inquiry list not listed in the above categories

* Together these categories shall not total more than 10% of total enrollment.

4. Students residing within the CRPUSD may submit proof of residency with their application and will be given priority in the application lottery.

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

6. Final enrollment to the school shall include authorization for the school to request and receive student records from schools the student has attended or is currently attending. Completed Emergency Medical Information Form, Home Language Survey, Proof of Immunization, Credo
Student and Parent Agreement and proof of minimum age requirements, e.g. birth certificate and other forms to be determined.)

If there are more applicants than available slots, the students not drawn from the lottery (based on preferences “a-g” in section 3, above) will be placed on the wait list in the order in which they are drawn from the lottery. Children who complete the application process after the lottery will be collected in a wait pool for the subsequent lottery.

7. Notification of acceptance or placement on wait list is sent to families;

8. 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 Credo School Handbook in its entirety. We will make particular note of the need to be on time and to minimize absences.

b. We are committed to a home environment that supports the learning methods of the school. We will check Engrade frequently to be aware of expectations and progress.

c. We agree that parents and student will have email accounts that we check regularly so that we are able to receive Credo communications. (If this is a hardship, let the office staff know, and an exception can 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” must be made up in an accredited program in the summer in order to proceed to the next grade level, and that the expense of such a summer program is the family’s responsibility. We understand that accumulating more than two grades lower than “C” in one school year will likely result in having to leave Credo.

e. We will participate in the life of the school to the full extent that we are able, and 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 pledging, although enrollment at the school does not require pledging.

9. 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 Student Study Team (SST) evaluations and recommendations for the student shall be provided;

b. A copy of any existing Individual Education Program (IEP) for the student shall be provided;

c. A copy of any 504 documentation;

d. Required procedures for the transfer of program between SELPAs shall be followed by the school;

e. 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;

f. Students with IEPs will be admitted on a 30-day provisional placement, and a formal IEP meeting will be held within 30 days to determine whether the School is an appropriate placement for the student.

10. Family Conference with Executive Director to accept placement in school.

11. Proper enrollment documentation is signed and returned to the school along with the Participation Agreement.

**Credo’s Enrolled Students**

In keeping with Credo’s mission, the number of students entering Credo from one of the six K-8 Alliance Member Schools is steadily growing. Among the currently enrolled students, the following percentages of students came from designated feeder schools:

<table>
<thead>
<tr>
<th>Class of</th>
<th>Enrolled from a Waldorf Feeder School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>50%</td>
</tr>
<tr>
<td>2017</td>
<td>69%</td>
</tr>
<tr>
<td>2018</td>
<td>75%</td>
</tr>
<tr>
<td>2019</td>
<td>79%</td>
</tr>
</tbody>
</table>
9. FINANCIAL ACCOUNTABILITY AUDIT AND PROGRAMMATIC AUDIT

The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exception and deficiencies shall be resolved to the satisfaction of the chartering authority. California Education Code 47605 (b) (5) (I)

Credo is an independent, direct-funded charter school. The chartering district shall provide the necessary supervisory oversight duties as specified by the charter. These tasks shall be performed only for the actual costs of the function not to exceed one percent of the Credo’s cash revenues provided by the state pursuant to the terms of the Charter Schools Act. Oversight fees shall not be charged on fundraising, grants or revenues generated by the school beyond state funding. The supervisory oversight services to be provided by the chartering district shall include, but are not limited to, the following:

- The initial review, negotiations, hearing and approval of this charter contract
- Good faith efforts to work with the School to develop and negotiate a detailed Memorandum of Understanding (MOU) that outlines the respective responsibilities and relationships of the chartering district and the School
- Good faith efforts to develop any needed additional agreements to clarify or implement this charter
- Regular review, analysis and dialogue regarding the annual performance report of the School
- Monitoring of compliance with the terms of this charter and related agreements
- Good faith efforts to implement the dispute resolution and related processes described in Element 14 of this charter
- Timely and good faith review of requests to renew or amend this charter as permitted under law

Financial Reporting

The charter school shall provide reports to the Authorizer as follows, and may provide additional fiscal reports as requested by the Authorizer:

a. By July 1 a preliminary budget for the current fiscal year; for a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement;

b. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.

c. 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 charter school’s annual,
independent financial audit report from the preceding year shall be delivered to the Authorizer, State Controller, State Department of Education, and County Superintendent of Schools;

d. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31;

e. By September 15, a final unaudited report for the full prior year. The report submitted to the Authorizer shall include an annual statement of all the charter school’s receipts and expenditures for the preceding year.

Financial Audit

The Credo Board of Directors will oversee selection of an independent auditor and the completion of an annual audit of the school’s financial affairs. The members of Credo’s finance committee will not have a direct, personal financial stake in matters audited. The finance committee will also be charged with reviewing, responding to, and resolving the audit and any findings or deficiencies thereof. The finance committee will also ensure that the audit is filed with the SBE, the CDE, and the Controller in a timely manner, on or before December 15th of each year.

Each audit shall be made by a certified public accountant, licensed by the California Board of Accountancy, selected from the Certified Public Accountants Directory published by the State Controller’s Office. This auditor will have experience with audits of educational entities and education finance, preferably with charter schools. The audit will be conducted according to requirements set forth in the Charter Schools Act, Education Code Sections 41020 and 47605(m), and the Standards and Procedures for Audits of California K-12 Local Educational Agencies as published in the California Code of Regulations. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and will verify the accuracy of the school’s financial statements, average daily attendance and enrollment accounting practices, and review the school’s internal controls. By December 15th of each year, the annual audit will be completed and a copy of the auditor’s findings will be forwarded to the, chartering authority the County Superintendent of Schools, the State Controller, the California Department of Education’s Charter Schools Division and the CDE Audit Resolution Office.

The school’s finance committee reviews any audit exceptions or deficiencies and reports to the school’s Board of Directors with recommendations on how to resolve them. The Board reports to the Authorizer regarding how the exceptions and deficiencies have been or will be resolved. In addition, the school and the Auditor consider an audit exception or deficiency to be resolved once the auditor considers the item resolved. Any disputes regarding the resolution of audit exception and deficiencies will be referred to the dispute resolution process referenced in this petition, or if applicable, referred to the Education Audit Appeal Panel (EAAP) appeal process (Education Code Section 41344).
Programmatic Audit

Credo will compile and provide to the State and the chartering district an annual School Accountability Report Card. This report will include the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Fiscal and expenditure data
- Suspension and expulsion data

10. PUPIL SUSPENSION AND EXPULSION

The procedures by which pupils can be suspended or expelled. California Education Code 47605 (b) (5) (J)

The Credo student and parent handbook will clearly describe expectations regarding attendance, mutual respect, substance abuse, violence, safety and work habits. Each student and his or her parent(s) or guardian(s) will be required to verify that they have reviewed the policies and that they understand them, prior to enrollment. Any student who engages in violations of these expectations may be required to attend a meeting with the School’s staff and the student’s parent/guardian. A specific remediation agreement will be written, to be signed by student, parent/guardian, and Executive Director, outlining future student conduct expectations, timeliness, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

The Executive Director may, pursuant to the School’s adopted policies, discipline and ultimately suspend or expel students who fail to comply with school regulations. Students who present an immediate threat to the health and/or safety of themselves or others may be immediately suspended and later expelled. The School will notify the authorizing district of any expulsions and will include suspension and expulsion data in its annual School Accountability Report Card provided to the district.

In accordance with the law, Credo will comply with federal due process requirements for suspension and expulsion of regular and special education students.

An individual with exceptional needs, as defined in Education Code Section 56026, may be suspended or expelled from school in accordance with Section 1415(k) of Title 20 the United States
Code, the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations.

Credo will consult with the authorizing district in considering the suspension or expulsion of an individual with exceptional needs and shall provide the Authorizer approval rights over such action by the charter school as further defined by the memorandum of understanding between the Authorizer and the charter school.

The expulsion/suspension of a student will be considered in compliance with the Credo policy and procedure. Students of Credo may be suspended or expelled for persistent non-compliance with the terms of the Charter contract, or for any of the reasons enumerated in California Education Code 48900-48915. General policy regarding suspension and expulsion and guidance on how to implement these policies and California Education Code 5144.2 dealing specifically with issues regarding children with disabilities are on file at Credo.

11. EMPLOYEE RETIREMENT SYSTEMS

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. California Education Code 47605 (b) (5) (K).

Credo is the exclusive public school employer of its employees for purposes of the Education Employment Relations Act.

The director, certificated teachers, and regular service staff of Credo will be covered by Federal Social Security or by California’s Public Employees Retirement System (PERS) or State Teachers Retirement System (STRS). Other employees, such as enrichment specialists, substitutes, or privately contracted employees shall be hired on an hourly or daily rate, or according to the specific contract and shall be issued a federal tax form 1099.

State and federal regulations for health and safety coverage and procedures shall be followed. The Board of Directors shall annually determine health and dental insurance coverage.

12. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools. Education Code Section 47605 (b) (5) (L)
Students who reside within the District who choose not to attend the charter school may attend school within their school district of residence according to District policy or at another school district or school within the District through the District's intra- and inter-district policies. Parents and guardians of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.
13. **DISTRICT EMPLOYEE RIGHTS**

A description of the rights of any 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. California Education Code Section 47605 (b) (5) (M)

Employees of the District who choose to leave the employment of the District to become employees of Credo shall have no automatic rights of return to the District after employment at the charter school 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.

14. **MANDATORY DISPUTE RESOLUTION**

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. California Education Code Section 47605 (b) (5) (M)

**Disputes between the Authorizer and the School**

The school and the Authorizer will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise.

Any complaints/concerns received by the Authorizer about any aspect of the operation of the charter school, or about the charter school shall be promptly forwarded by the Authorizer to the charter school Board. To the extent that such concerns/complaints may involve issues related to possible revocation or non-renewal of the charter, the Authorizer may request that the charter school inform the Authorizer of how such concerns/complaints were or will be addressed. The charter school agrees to provide such information. The parties recognize that the charter school shall not be obligated to release information that is determined by law to be confidential in nature and not subject to release to the Authorizer.

Mediation: Prior to the filing of any litigation between the Authorizer and charter school, the parties agree to meet to attempt to resolve the issues. If such meetings are not successful, the parties shall attempt to resolve the issue by way of non-binding mediation. Each party shall be responsible for its own costs and expenses related to participation in mediation. The parties shall mutually agree on a mediator.
Internal Disputes

All disputes involving the school shall be resolved by the school according to the school’s own internal policies. The District shall not be involved with internal disputes of the school unless the school requests District involvement, or unless the internal dispute relates to one of the reasons under Education Code Section 47607 for which a charter may be revoked.

The Credo Board of Directors will adopt policies and processes for airing and resolving internal and external disputes. The school Handbook contains a copy of the communication model and conflict resolution policy.

Oversight and Reporting

If the Authorizer believes it has cause to revoke this charter, they will notify the Board of Directors of Credo and grant them reasonable time to respond to the notice and take appropriate corrective action prior to revoking the charter. The Authorizer may inspect any part of the School. Inspection, observation, monitoring and oversight activities may not be assigned or subcontracted to a third party by the Authorizer without the approval of the Credo Board of Directors. The School and the Authorizer agree to work together to accomplish all tasks necessary to fully implement this charter, including but not limited to, the submission of any necessary and duly prepared waiver requests to the State Board of Education. Authorizer support for School requested waivers shall not be unreasonably withheld. The Authorizer agrees to receive and review the annual fiscal and programmatic audit and performance review. Within two months of the receipt of this annual review, the Authorizer must notify the Board of Directors of Credo whether it considers the School to be making satisfactory progress relative the goals specified in this charter. This annual notification will include the specific reasons for the Authorizer’s conclusions.

Term

The charter shall have a five-year term beginning July 1, 2016.

Renewal

The Authorizer agrees to receive and renew the annual fiscal and programmatic audit and performance report as specified earlier. Within two months of the receipt of the annual review, the Authorizer must notify the Credo Board of Directors in writing whether it considers the School to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the chartering district’s conclusions and provide reasonable time for correction. If in its renewal year review of the School’s annual report, the Authorizer determines that the School is making satisfactory progress toward its goals, this charter and any mutually agreeable amendments will be renewed for a term of not less than five years. The Authorizer agrees to hear and
render a renewal decision pursuant to the timeliness and processes as specified in the California Education Code 47605.6.

**Severance**

The terms of this charter contract are severable. If any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Authorizer and the Credo Board of Directors. The Authorizer and the School agree to discuss and resolve any issues or differences relating to invalidated provisions in a timely and good faith fashion.

**15. EXCLUSIVE PUBLIC SCHOOL EMPLOYER**

*A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. California Education Code Section 47605 (b) (5) (O)*

Credo shall be deemed the exclusive public school employer of the employees for the purposes of the Education Employment Relations Act. It is the policy of Credo that all employees are employed at the will of the school for an indefinite period. Accordingly, either Credo or the employee can terminate this relationship at any time, for any reason, without cause, and with or without notice.

**16. CHARTER SCHOOL CLOSURE PROCEDURES**

*Procedures to be used in the case of a decision by the charter authorizer or State Board of Education to revoke the school’s charter, a decision by the charter authorizer not to renew the charter, or a decision by the school voluntarily to close, including plans for the final audit of the school, disposition of net assets; communication of the closure to parents and staff; and maintenance of transfer of student records California Education Code Section 47605 (bb) (S) (P)*

Closure of the School will be documented by official action of the Board of Directors. 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 Board of Directors will promptly notify parents and students of the charter school, the Authorizer, the Sonoma County Office of Education (SCOE), the school’s SELPA, the retirement systems in which the school’s employees participate (e.g., State Teachers’ Retirement System, Public Employees 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 Board will ensure that the notification to the parents and students of the charter school 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 school.

The Board 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, Credo will provide parents, students, districts of residence and the Authorizer 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. Credo will ask SCOE to store original records of charter school students. All records of the school shall be transferred to SCOE upon school closure if SCOE agrees. If SCOE will not or cannot store the records, the charter school shall work with SCOE 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, the school will prepare final financial records. The school will also pay for a final independent audit completed within six months after closure. The audit will be prepared by a qualified Certified Public Accountant selected by the school and will be provided to the Authorizer 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 the charter school.

The School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the school, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of the charter school and shall be distributed in accordance with the Articles of Incorporation and Bylaws upon the dissolution of the non-profit public benefit corporation to another public educational entity. Any assets acquired from the District or Authorizer or District or Authorizer property will be promptly returned upon school closure to the District or Authorizer as applicable. 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, the school shall remain solely responsible for all liabilities arising from the operation of the school.

As the school is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the school, the Board 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.

Credo will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

The closure procedures specified herein shall be updated as necessary to ensure full compliance with applicable regulatory requirements.

IV. ADDITIONAL PROVISIONS

1. BUDGET PROJECTIONS

The petitioner or petitioners shall also 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. California Education Code Section 47605(g)

The following budget documents are attached to this charter (see Appendix______):


These documents are based upon the best data available to the petitioners at this time, including the projected number of students by grade. The budget documents are income and expense projections for planning and evaluation purposes.

Credo uses the following principles in the elaboration of its budget documents and its financial planning:

1. Conservative revenue projections
2. Building of a reserve fund
3. Partnering with Awakening Entelech Inc. to be the primary fundraising arms of Credo.
4. Long-term sustainability. Credo will make decisions based on long-term financial projections.
5. Efficient use of resources
6. Prudent use of the start-up loan fund or similar funds
7. Enthusiastic use of volunteers
8. Non-profit accounting according to generally accepted accounting principles (GAAP)

The Credo Board of Directors, together with the Executive Director, shall regularly examine the budget and make projections for future budget years.
2. **ADMINISTRATIVE SERVICES**

*The manner in which administrative services of the school are to be provided. California Education Code Section 47605(g)*

It is anticipated that Credo 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.

3. **FACILITIES**

*The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. California Education Code Section 47605(g)*

Credo shall locate within the Cotati Rohnert Park Unified School District or as otherwise allowed pursuant to Education Code Section 47605(a)(5). It is the intention of Credo to relocate for the 2016-17 school year to SOMO Village, 1400 Valley House Drive, Rohnert Park, 94928. A Letter of Intent from the property owner is forthcoming and will be included as Appendix _____

4. **POTENTIAL CIVIL LIABILITIES EFFECTS**

*Potential civil liability effects, if any, upon the school and upon the District. California Education Code Section 47605(g)*

Credo shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Credo shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of Credo.

Further, Credo and the District shall enter into a memorandum of understanding, wherein Credo shall indemnify the District for the actions of Credo under this charter.
The corporate bylaws of Credo shall provide for indemnification of Credo’s Board, officers, agents, and employees, and Credo will purchase all necessary and appropriate insurance coverage.

As stated above, insurance amounts will be determined by recommendation of the District and Credo’s insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of Credo.

Credo Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

5. **INSURANCE**

The corporate bylaws of Credo shall provide indemnification of the Credo Board of Directors, officers, agents, and employees and Credo carries general liability insurance, Directors and Officers insurance, fidelity bonding to secure against financial risks, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Insurance amounts and coverage are determined by recommendation of the insurance company for schools of similar size, location, and type of program. The Authorizer shall be named an additional insured on the general liability insurance and all other policies of the charter school. Credo and the Authorizer shall agree upon the minimum required types and amounts of insurance within the MOU.

V. **CONCLUSION**

By approving this charter, the District 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, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2016 through June 30, 2021.