

**Twin Hills Union School District
Board of Trustees Regular Meeting
April 24, 2025
Agenda**

April 24, 2025 @ Twin Hills Charter Middle School, MUR

Meeting Starts 4:00PM Closed Session 4:05PM to 4:30PM, Open Session 4:30PM

ADA Compliance

In compliance with Government Code § 54954.2(a), the Twin Hills Union School District, will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the American with Disabilities Acts of 1990 (42 U.S.C. § 12132), and the federal rules and regulations adopted in implementation thereof.

Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Laurie Brown, Administrative Assistant, Twin Hills Union School District, 700 Watertrough Rd, Sebastopol, CA 95472 Telephone (707) 823-0871.

AB2449 Virtual Meeting Requirements: Board Member and members of the public attending virtually must disclose whether any individuals 18 years or older are present in the same room and the nature of the relationship.

All open session documents distributed to the Board of Trustees are available for public review in the Twin Hills Union School District Office. The agenda is available at www.twinhillsusd.org.

1. Call to Order
 - A. Pledge of Allegiance
 - B. Roll Call/ Establishment of Quorum
2. Approval of Agenda Action
3. Closed Session
 - A. Public Comment: At this time members of the public may express opinions or make statements regarding items in the Closed Session. Action may not be taken on statements or testimony made regarding any item not on the Agenda. In the interest of time, there will be a limit of two minutes placed on each individual making a statement. Comments for closed session are limited to ten minutes per item.

Public Zoom Meeting will be closed

- B. Closed Session to Consider and/or take action upon the following items:
 - a. Public Employment: Superintendent [Gov. Code § 54957]
 - b. Public Employee: Discipline/Dismissal/Release [Gov. Code § 54957]
 - c. Conference with Legal Counsel: Existing Litigation: 1 case
[Govt. Code sections 54956.9(d)(1)]
 - d. Conference with Real Property Negotiators: 7285 Hayden Ave, Sebastopol
[Gov. Code § 54956.8]
- C. Return to Open Session and report on any action in Closed Session

Zoom info on Pages 3 and 4

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4. Celebrating Success: Twin Hills Charter Middle School

5. Open Session

PUBLIC COMMENT

The Board values constructive community comments and welcomes your participation in the democratic process. The President may choose to limit comments on any topic if substantial numbers of people wish to address the Board. Public comments deemed by the Board President to be unrelated to district business or are offensive or hateful will not be permitted.

NON-AGENDA ITEMS: Anyone wishing to address the Board on any topic not listed on the agenda should make a request to the Board President at this time. The President will recognize those who desire to speak, allocating each speaker a maximum of 3 minutes. Please be advised that the Board may not discuss a topic not on the agenda although they may ask brief clarifying questions. Members of the public may also submit written or video-recorded comments to the Board no later than 5:00 p.m. the day before the board meeting and have those comments communicated at this time.

AGENDA ITEMS: If you wish to address the Board on a topic listed on the agenda, the Board President will offer an opportunity for public comment following the Board discussion on the topic.

6. Approval of Minutes: Action

- A. Special Meeting March 6, 2025
- B. Regular Meeting March 13, 2025
- C. Special Meeting April 3, 2025
- D. Special Meeting April 14, 2025
- E. Special Meeting April 15, 2025

7. Consent Action

The following items are presented for overall approval:

- A. Donation Report
- B. Payroll and Expenditures
- C. Purchase Order Report
- D. Employment: See attached exhibit for details
- E. Williams Settlement Quarterly Report January-March 2025
- F. 2025-26 Calendars: District/Apple Blossom Elem/ Twin Hills CMS,
Orchard View School, SunRidge Charter School
- G. 2024-2029 West County Special Education Consortium Facility Use MOU

8. Board of Trustees Reports

9. Request Approval of Superintendent's Contract between Action
The Twin Hills Union School District and Dana Pedersen

Zoom info on pages 3 and 4

**Twin Hills Union School District
Board of Trustees Regular Meeting
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- | | |
|---|-------------|
| 10. Request Approval to discontinue Orchard View/Apple Blossom
Board AdHoc/Subcommittee to address facilities for the fall of 2025 | Action |
| 11. Request Approval of future construction Resolutions presented by
Alexis Persinger, Persinger Architects: | |
| A. Resolution 2025-591: Designation of District Representatives
To File Applications for the School Facility Program | Action |
| B. Resolution 2025-592: Applications Received Beyond Bond
Authority List | Action |
| C. Resolution 2025-593: Authorizing Filing of Application(s)
For Funding to the Office of Public School Construction (OPSC) | Action |
| 12. Request Approval of SunRidge Lease Extension 2025-2030 | Action |
| 13. Request Approval of Charter Renewals: | |
| A. Resolution #2025-594: Twin Hills Charter Middle School 2025-2032 | Action |
| B. Resolution #2025-595: SunRidge Charter School 2025-2030 | Action |
| 14. 2025-26 Budget Development Calendar | Information |
| 15. Request Approval of Overnight Field Trips | |
| A. SunRidge, 4th Grade, Indian Grinding Rock State Park, May 7 – 9, 2025 | Action |
| B. SunRidge, 8 th Grade, KOA Watsonville/Santa Cruz, May 20 – 22, 2025 | |
| 16. First Reading: Classified Job Descriptions | |
| 17. Request Approval of Employment Agreement: Part-time and
Temporary: Dana Pedersen | |
| | Action |
| 18. Adjournment | |

Patty- CBO/THUSD is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://twinhillsusd-org.zoom.us/j/87955979934?pwd=BaXCN1wFH46f4fOxISlwdp4nNM9ujb.1>

Meeting ID: 879 5597 9934

Passcode: 310228

One tap mobile

+14086380968,,87955979934#,,,,*310228# US (San Jose)

+16694449171,,87955979934#,,,,*310228# US

Zoom info continues on page 4

**Twin Hills Union School District
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Dial by your location

- +1 408 638 0968 US (San Jose)
- +1 669 444 9171 US
- +1 669 900 6833 US (San Jose)
- +1 346 248 7799 US (Houston)
- +1 719 359 4580 US
- +1 253 205 0468 US
- +1 253 215 8782 US (Tacoma)
- +1 309 205 3325 US
- +1 312 626 6799 US (Chicago)
- +1 360 209 5623 US
- +1 386 347 5053 US
- +1 507 473 4847 US
- +1 564 217 2000 US
- +1 646 876 9923 US (New York)
- +1 646 931 3860 US
- +1 689 278 1000 US
- +1 301 715 8592 US (Washington DC)
- +1 305 224 1968 US

Meeting ID: 879 5597 9934

Passcode: 310228

Find your local number: <https://twinhillsusd-org.zoom.us/j/kchrPdcTHG>

**TWIN HILLS UNION SCHOOL DISTRICT
BOARD OF TRUSTEES SPECIAL MEETING
March 6, 2025
MINUTES**

- A. The Board Meeting was called to order at 4:30 pm by President Harding. All present.
 - 1. Pledge of Allegiance.
 - 2. Public Comment on closed session agenda.
- B. Closed session
- C. Reconvened to open session
 - 1. No action to report.
- D. Public Comment on open session agenda.
- E. Motion to approve ending current Superintendent Salary Schedule effective June 30, 2025, by Trustee Houghton and second by Trustee Beck. Approved 5-0
- F. Motion to approve 2024-25 contract with Mahoney Consulting for Superintendent search by Trustee Ost and second by Trustee Moise. Approved 5-0
- G. Motion to approve 2024-25 contract with Myhers Consulting LLC for special education services by Trustee Moise and second by Trustee Beck. Approved 5-0
- H. Motion to approve 2025-26 contract with Rising Phoenix Psychoeducational Services LLC for special education services by Trustee Beck and second by Trustee Houghton. Approved 5-0
- I. Motion to approve 2025-26 contract with Dragonfly Therapeutics for special education services by Trustee Houghton and second by Trustee Beck. Approved 5-0
- J. Adjournment at 5:53pm

Respectfully submitted,

Patty Nosecchi, Business Manager, Designee
Recording Secretary to the Board of Trustees

Approved:

John Moise, Board Clerk

Jeff Harding, Board President

**TWIN HILLS UNION SCHOOL DISTRICT
BOARD OF TRUSTEES REGULAR MEETING
March 13, 2025
MINUTES**

1. The Board Meeting was called to order at 4:30 pm by President Harding.
 - A. Roll Call: all present
 - B. Flag salute
2. Motion to approve agenda by Trustee Beck and second by Trustee Moise. Approved 5-0.
3. Motion to approve the minutes of the Special meeting of February 11, 2025, and the Regular meeting of February 13, 2025, with two changes, by Trustee Moise and second by Trustee Beck. Approved 5-0.
4. Celebrating Success presentation by Apple Blossom Student Council.
5. Open Session.
6. Motion to approve consent items by Trustee Houghton and second by Trustee Beck. Approved 5-0.
7. Board of Trustees reports.
8. Public Hearing on Initial District Proposals to THTA for 2025-26.
9. Public Hearing on Twin Hills Charter Middle School Charter Renewal for 2025-2032.
10. Public Hearing on AB1200 Collective Bargaining Agreement 2024-25.
11. Motion to approve 2024-25 AB1200 Collective Bargaining Agreement by Trustee Beck and second by Trustee Ost. Approved 5-0
 - 11.A. Motion to approve 2024-25 CRSP MOU by Trustee Ost and second by Trustee Houghton. Approved 5-0.
12. Motion to approve Second Interim Report with positive certification plus budget updates by Trustee Beck and second by Trustee Ost. Approved 5-0.
13. Motion to approve 2025-26 Transportation Plan by Trustee Houghton and second by Trustee Beck. Approved 5-0
14. Motion to approve 2025-26 Declaration of Need for Fully Qualified Educators by Trustee Moise and second by Trustee Houghton. Approved 5-0.
15. Motion to approve 2 overnight field trips for SunRidge by Trustee Beck and second by Trustee Houghton. Approved 5-0.
16. Motion to approve Orchard View School Evaluation of Continued Enrollment by Trustee Ost and second by Trustee Moise. Approved 5-0.
17. Motion to approve moving April 10 board meeting to April 24 by Trustee Moise and second by Trustee Houghton. Approved 5-0.
18. Motion to approve Employment Agreement with Ron Calloway for part-time and temporary superintendent services by Trustee Ost and second by Trustee Moise. Approved 5-0.
19. Public Comment on Closed Session. Closed Session. Returned to Open Session reporting a Compromise and Release Agreement for Case OAH No. 2024120747 was approved 5-0.
20. Adjournment at 6:28 pm.

Respectfully submitted,

Patty Nosecchi, Business Manager, Designee
Recording Secretary to the Board of Trustees

Approved:

John Moise, Board Clerk

Jeff Harding, Board President

**TWIN HILLS UNION SCHOOL DISTRICT
BOARD OF TRUSTEES SPECIAL MEETING
April 3, 2025
MINUTES**

- A. The Board Meeting was called to order at 4:33 pm by President Harding.
 - 1. Pledge of Allegiance
 - 2. Roll Call: all present
- B. Open session
 - 1. Motion to approve agenda by Trustee Moise and second by Trustee Beck. Approved 5-0.
 - 2. Motion to approve Personnel Report by Trustee Houghton and second by Trustee Moise. Approved 5-0.
 - 3. First Reading: 2025-26 Calendars District and all schools
 - 4. First Reading: 2024-2029 West County SEC facility use MOU
- C. Closed session
 - 1. Comment on closed session
 - 2. Public Employee Discipline/Dismissal/Release moved to 4/24
 - 3. Public Employment: Superintendent
 - 4. Anticipated Litigation: 1 case moved to 4/24
- D. Return to open session with nothing to report.
- E. Adjournment at 7:12 pm.

Respectfully submitted,

Patty Nosecchi, Business Manager, Designee
Recording Secretary to the Board of Trustees

Approved:

John Moise, Board Clerk

Jeff Harding, Board President

**TWIN HILLS UNION SCHOOL DISTRICT
BOARD OF TRUSTEES SPECIAL MEETING
April 14, 2025
MINUTES**

- A. The Board Meeting was called to order at 7:30am by President Harding.
 - 1. Pledge of Allegiance.
 - 2. Roll Call, all present.
- B. Open Session
 - 1. Motion to approve agenda by Trustee Moise and second by Trustee Houghton. Approved 5-0.
- C. Closed session
 - 1. Public Comment on Closed Session agenda.
 - 2. Public Employment: Superintendent.
- D. Reconvened to Open session
 - 1. No action to report.
- D. Adjournment 7:30pm.

Respectfully submitted,

Patty Nosecchi, Business Manager, Designee
Recording Secretary to the Board of Trustees

Approved:

John Moise, Board Clerk

Jeff Harding, Board President

**TWIN HILLS UNION SCHOOL DISTRICT
BOARD OF TRUSTEES SPECIAL MEETING
April 15, 2025
MINUTES**

- A. The Board Meeting was called to order at 7:30am by President Harding.
 - 1. Pledge of Allegiance.
 - 2. Roll Call, all present.
- B. Open Session
 - 1. Motion to approve agenda by Trustee Beck and second by Trustee Ost. Approved 5-0.
- C. Closed session
 - 1. Public Comment on Closed Session agenda.
 - 2. Public Employment: Superintendent.
- D. Reconvened to Open session
 - 1. No action to report.
- D. Adjournment 11:15am.

Respectfully submitted,

Patty Nosecchi, Business Manager, Designee
Recording Secretary to the Board of Trustees

Approved:

John Moise, Board Clerk

Jeff Harding, Board President

TWIN HILLS UNION SCHOOL DISTRICT

Consent Calendar: Acceptance of Donations

MARCH 1 THROUGH MARCH 31, 2025

Date Received	Donor	Amount	Purpose
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District 53, Fund 01: Apple Blossom Elementary School /General District

03/25/25	WESCO (West Sonoma County Youth Soccer League)	\$1,200.00	Field usage support
Total		\$1,200.00	

District 53, Fund 03: Twin Hills Charter Middle School

Total		\$0.00	
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District 53, Fund 09: Orchard View Charter School

Total		\$0.00	
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District 53, Fund 12: Apple Blossom After School Program

Total		\$0.00	
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District 21, Fund 09: SunRidge Charter School

03/01-31/25	Various families	\$19,875.00	Pledges/specialty pgm 2024-25
Total		\$19,875.00	

Other Donations: Thank you to the following parents for donating their fingerprinting fee -
SunRidge: Michael Ingram

Thank you to all our donors, your support is greatly appreciated.

Note: Generally, donations are recorded here when funds are deposited to SCOE account.

Donations marked * have not yet been deposited to SCOE.

{Date Received may actually be date deposited to bank or SCOE}

For the April 24, 2025 board meeting.

Checks Dated 03/01/2025 through 03/31/2025

Board Meeting Date April 24, 2025

Check Number	Check Date	Pay to the Order of	Check Amount
2083691	03/07/2025	Academic Therapy Publications High Noon Books	863.11
2083692	03/07/2025	TLC Services, Inc.	2,800.00
2083693	03/07/2025	Amador, Sarah	45.00
2083694	03/07/2025	Apple Inc.	1,529.91
2083695	03/07/2025	CA Poets in the Schools	717.50
2083696	03/07/2025	Chambara, Maxwell	11.18
2083697	03/07/2025	Kyocera Document Solutions-CA	285.93
2083698	03/07/2025	Kyocera Document Solutions Northern CA , Inc.	261.62
2083699	03/07/2025	Kyocera Document Solutions Northern CA	173.66
2083700	03/07/2025	Creative Ceramics & Glass LLC	518.19
2083701	03/07/2025	Diedrich, Courtney	212.54
2083702	03/07/2025	The Comprehensible Classroom	350.00
2083703	03/07/2025	Recology Sonoma Marin	1,032.39
2083704	03/07/2025	Recology Sonoma Marin	518.57
2083705	03/07/2025	Drew, Savannah Leigh	25.00
2083706	03/07/2025	Alhambra	64.92
2083707	03/07/2025	Mountain Fresh Spring Water	87.50
2083708	03/07/2025	Elsbree, Davida	30.00
2083709	03/07/2025	Brady Industries, LLC	341.92
2083710	03/07/2025	Forslund, Tim	1,048.54
2083711	03/07/2025	Greene, Janet	2,100.00
2083712	03/07/2025	Guzman, Anna	21.07
2083713	03/07/2025	Hess, Karla M.	88.34
2083714	03/07/2025	T-Mobile	160.00
2083715	03/07/2025	T-Mobile	88.59
2083716	03/07/2025	Redwood Lock, Inc.	82.13
2083717	03/07/2025	Leadership Associates, LLC	4,500.00
2083718	03/07/2025	Burke, Williams & Sorensen LLP	1,147.00
2083719	03/07/2025	School & College Legal Services of Calif.	7,500.00
2083720	03/07/2025	Lemons, Tashina	35.00
2083721	03/07/2025	Mobile Modular Mgmt Corp.	1,929.00
2083722	03/07/2025	Myhers, Catherine	30.00
2083723	03/07/2025	National Academy of Athletics	7,223.00
2083724	03/07/2025	North Bay Security Group, LLC	1,250.00
2083725	03/07/2025	Pacific Gas & Electric	42,118.29
2083726	03/07/2025	Terminix Processing Center	89.00
2083727	03/07/2025	Rising Phoenix Psych Ed Svcs	16,800.00
2083728	03/07/2025	Rodriguez Vargas, Andrea	84.27
2083729	03/07/2025	Sebastopol Hardware Center	82.69
2083730	03/07/2025	ROOTS Solutions, LLC	2,100.00
2083731	03/07/2025	Sylvan Learning Center	480.00
2083732	03/07/2025	Tantarelli, Mario	30.00
2083733	03/07/2025	Twin Hills Usd Afterschool Pgm	4,360.69
2083734	03/07/2025	Wingard, Grace	20.00
2083735	03/07/2025	Zarate, Flynn	35.00
2085216	03/14/2025	ATT	378.96
2085217	03/14/2025	ATT	31.49
2085218	03/14/2025	ATT	129.37
2085219	03/14/2025	ATT	191.38

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ERP for California

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Checks Dated 03/01/2025 through 03/31/2025			Board Meeting Date April 24, 2025
Check Number	Check Date	Pay to the Order of	Check Amount
2085220	03/14/2025	ATT	31.84
2085221	03/14/2025	ATT	31.84
2085222	03/14/2025	Revolution Foods PBC	28,966.33
2085223	03/14/2025	Chess For Kids, Inc.	2,000.00
2085224	03/14/2025	Kyocera Document Solutions Northern CA , Inc.	440.46
2085225	03/14/2025	Shura, Samantha	6,123.75
2085226	03/14/2025	Alhambra	211.33
2085227	03/14/2025	Roberts Mechanical & Elect Inc	1,004.65
2085228	03/14/2025	Young, Minney & Corr, LLP	2,041.50
2085229	03/14/2025	Terminix Processing Center	83.00
2085230	03/14/2025	Sheedy, Nathan	47.92
2085231	03/14/2025	Sill, Kathy	74.58
2085232	03/14/2025	Sylvan Learning Center	1,200.00
2085233	03/14/2025	Weeks Drilling & Pump Co.	1,108.95
2086501	03/21/2025	Affronti, Jude	234.25
2086502	03/21/2025	BMO Bank N.A.	3,452.25
2086503	03/21/2025	CA Poets in the Schools	410.00
2086504	03/21/2025	Calloway, Ron	30.00
2086505	03/21/2025	Castleberry, Diana	45.76
2086506	03/21/2025	Folendorf, Holly Kay	2,000.00
2086507	03/21/2025	PresenceLearning, Inc.	9,378.40
2086508	03/21/2025	Department Of Justice	433.00
2086509	03/21/2025	Alpha Analytical Laboratories	345.00
2086510	03/21/2025	Alhambra	49.94
2086511	03/21/2025	Flyers Energy LLC	92.51
2086512	03/21/2025	Forslund, Tim	946.43
2086513	03/21/2025	Tel Con Communications	2,044.75
2086514	03/21/2025	Westcoast Solar Energy	5,000.00
2086515	03/21/2025	Sandborn Tree Service, Inc.	1,800.00
2087733	03/28/2025	Kyocera Document Solutions Northern CA , Inc.	634.38
2087734	03/28/2025	Document Tracking Services LLC	1,375.00
2087735	03/28/2025	Sonoma County Office Of Educ.	9,750.00
2087736	03/28/2025	Roberts Mechanical & Elect Inc	665.00
2087737	03/28/2025	Jack Schreder & Assoc., Inc.	1,711.25
2087738	03/28/2025	IXL Learning	449.00
2087739	03/28/2025	Mahoney Consulting	7,000.00
2087740	03/28/2025	ODP Business Solutions, LLC	1,156.52
2087741	03/28/2025	Terminix Processing Center	224.70
2087742	03/28/2025	Terminix Processing Center	30.70
2087743	03/28/2025	Associated Plumbing Tech	6,891.31
2087744	03/28/2025	Procare Software LLC	1,068.00
2087745	03/28/2025	Sill, Kathy	181.36
2087746	03/28/2025	Speech & Language Services	600.00
2087747	03/28/2025	RH and Sons Water Services	50.00
2087748	03/28/2025	Weeks Drilling & Pump Co.	1,856.89
Total Number of Checks			94
			207,275.30

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.



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Checks Dated 03/01/2025 through 03/31/2025

Board Meeting Date April 24, 2025

Check Number	Check Date	Pay to the Order of	Check Amount
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Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	59	109,581.06
03	Charter School: Twin Hills	19	35,589.74
09	Charter School Fund: Orchrd Vw	19	20,357.31
12	Child Development Fund	7	6,069.61
13	Cafeteria Fund	1	28,966.33
14	Deferred Maintenance Fund	2	6,711.25
Total Number of Checks		94	207,275.30
Less Unpaid Tax Liability			.00
Net (Check Amount)			207,275.30

Total Expenditures March 2025

Total Vendor Warrants, March 31, 2025	\$	207,275.30
Payroll: March 10, 2025 Supplemental		16,604.52
Payroll: March 31, 2025 Regular		612,010.51
Total PR & Expenditures	\$	835,890.33

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Checks Dated 03/01/2025 through 03/31/2025

Board Meeting Date April 24, 2025

Check Number	Check Date	Pay to the Order of	Check Amount
2083549	03/07/2025	Allison, Esther	114.31
2083550	03/07/2025	ESP & Alarms, Inc dba Edison Security Protection	103.29
2083551	03/07/2025	Recology Sonoma Marin	682.61
2083552	03/07/2025	Fialk, Jennifer	70.42
2083553	03/07/2025	Brady Industries, LLC	770.67
2083554	03/07/2025	Gosling, Maria	76.43
2083555	03/07/2025	Hallengren, Jon	742.50
2083556	03/07/2025	Heacock, Molly	10.75
2083557	03/07/2025	ODP Business Solutions, LLC	70.20
2083558	03/07/2025	Common Ground Society	250.00
2083559	03/07/2025	Rodriguez, Ana	60.58
2083560	03/07/2025	Sebastopol Hardware Center	432.69
2083561	03/07/2025	Smith, Snowma	104.33
2083562	03/07/2025	Wells Fargo Vendor Fin Serv	395.10
2085072	03/14/2025	Allen, Trisha	269.34
2085073	03/14/2025	ATT	284.43
2085074	03/14/2025	Revolution Foods PBC	8,870.78
2085075	03/14/2025	Gosling, Maria	41.68
2085076	03/14/2025	McKenzie, Laurie	102.47
2085077	03/14/2025	Mercurius USA	529.11
2085078	03/14/2025	Plumfield Inc. DBA Plumfield Academy	4,748.16
2085079	03/14/2025	ODP Business Solutions, LLC	159.29
2085080	03/14/2025	Rodriguez, Ana	9.52
2085081	03/14/2025	Thomasson, Theresa	89.56
2085082	03/14/2025	Kyocera Document Solutions NC	205.23
2086372	03/21/2025	BMO Bank N.A.	433.08
2086373	03/21/2025	Fialk, Jennifer	32.47
2086374	03/21/2025	Terminix Processing Center	141.00
2087526	03/28/2025	DMG Landscaping Inc.	25,242.50
2087527	03/28/2025	Galusha, Amy Jaques	1,500.00
2087528	03/28/2025	PG&E	2,494.22
2087529	03/28/2025	Prosser, Sasha	174.60
2087530	03/28/2025	Sonoma County Office Of Educ.	7,500.00
2087531	03/28/2025	Tombe Realty, Inc.	18,586.61
		Total Number of Checks	34
			75,297.93

Fund Recap

Fund	Description	Check Count	Expensed Amount
09	General Fund (charter Schools)	34	75,297.93
	Total Number of Checks	34	75,297.93
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		75,297.93

Total Expenditures March 2025

Total Vendor Warrants, March 31, 2025	\$	75,297.93
Payroll: March 10, 2025 Supplemental		1,257.00
Payroll: March 31, 2025 Regular		169,879.62
Total PR & Expenditures	\$	246,434.55

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ERP for California

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Description

Includes Purchase Orders dated 03/01/2025 - 03/31/2025				Board Meeting Date April 24, 2025		
PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt
P25-00350	BMO Bank N.A.	PO #8272 - TH SUPLS (ELLWOOD)	2THS	03	Other Local	500.35
P25-00351	BMO Bank N.A.	PO #8321 - OV SYLLASBUS & BAL BALL CHAIRS	3OVS	09	State Lottery	244.39
P25-00352	BMO Bank N.A.	PO #8305 - AB MISC SUPLS	1ABS	01	Unrestricted/no	111.42
P25-00353	BMO Bank N.A.	PO #8322 - OV MATH & INSTRUCT MATLS	3OVS	09	State Lottery	279.71
P25-00354	BMO Bank N.A.	PO #8364 - U.S. & CA FLAGS	1ABS	01	Unrestricted/no	273.12
P25-00355	Edward Don & Compan	PO #8360 - AB & TH CAFET EQUIP	7DSW	01	KIT Infr/train	3,288.30
P25-00356	Jack Schreder & Ass	PO #8344 - AB/TH/OV PROP 2 FUNDING ASSESS	7DSW	14	Unrestricted/no	3,700.00
P25-00357	IXL Learning	PO #8324 - OV CLASSROOM LICENSE	3OVS	09	Unrestricted/no	449.00
P25-00358	Lumos Learning	PO #8320 - OV SBAC TESTING PREP	3OVS	09	Lottery-instruc	2,345.82
P25-00359	Associated Plumbing	PO #8362 - AB WATER IRRIG REPAIRS	1ABS	01	Restricted Main	6,891.31
P25-00360	ODP Business Soluti	PO #8304 - AB MISC SUPLS	1ABS	01	Unrestricted/no	256.12
P25-00361	ODP Business Soluti	PO #8345 - ABASP SUPLS	5DYA	12	Unrestricted/no	264.90
P25-00362	ODP Business Soluti	PO #8274 - TH (EBERLY)	2THS	03	Lottery-instruc	88.36
P25-00363	Persinger Architect	PO #8343 - AB/TH/OV PROP 2 FUNDING ASSESS	7DSW	14	Unrestricted/no	3,850.00
P25-00364	Sylvan Learning Cen	PO #8346 - OV MATH TUTORING	3OVS	09	Learning Recov	1,515.00
P25-00365	Tel Con Communicati	PO #8356 - AB PHONE SYSTEM REPAIRS	1ABS	01	Restricted Main	2,044.75
P25-00366	Uline	PO #8323 - OV MAKER SHELVING	3OVS	09	Arts & Music	729.30
P25-00367	Weeks Drilling & Pu	PO #8357 - AB REPAIR BROKEN GATE VALVES	1ABS	01	Restricted Main	1,400.54
P25-00368	Weeks Drilling & Pu	PO #8358 - DO REPAIR WATER LEAK	9DSO	01	Restricted Main	456.35
P25-00369	West So. Cty. Union	PO #8319 - OV H.S. GRAD FACILITY RENTAL	3OVS	09	State Lottery	340.00
P25-00370	BMO Bank N.A.	PO #8273 - DO/TH BAOFENG RADIOS	2THS	01	Resig Safety Cr	291.70
P25-00371	Acco Brands USA LLC	PO #8371 - AB LAMINATOR REPAIR	1ABS	01	Unrestricted/no	1,072.35
P25-00372	Adams ESQ, a Profes	PO #8372 - LEGAL FEE FOR SETTLEMENT	9DSO	01	Unrestricted/no	16,500.00
P25-00373	BMO Bank N.A.	PO #8348 - OV TEACHER SUPLS	3OVS	09	State Lottery	25.81
P25-00374	Document Tracking S	PO #8366 - LCAP TEMPLATE ROLL OVER	9DSO	01	Unrestricted/no	1,375.00
P25-00375	Inspire	PO #8306 - AB BEHAVIOR ASSISTANT (1:1)	1ABS	01	Special Educati	20,108.00
P25-00376	Mahoney Consulting	PO #8361 - SUPERINTENDENT SEARCH	9DSO	01	Unrestricted/no	15,500.00
P25-00377	Myhers, Catherine	PO #8363 - SPECIAL EDUC SRVCS	7DSW	01	Special Educati	30,720.00
P25-00378	RH and Sons Water S	PO #8359 - TH ANNUAL BACKFLOW TEST	2THS	03	Unrestricted/no	50.00
P25-00379	Sonoma County Offic	PO #8367 - AB/TH TEACHER INDUCTION PGM	7DSW	03	Ed Effect	9,750.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Description

Includes Purchase Orders dated 03/01/2025 - 03/31/2025				Board Meeting Date April 24, 2025		
PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
P25-00380	Speech & Language S	PO #8347 - OV STUDENT EVALUATION	3OVS	01	Special Educati	600.00
P25-00381	Procare Software LL	PO #8369 - ABASP BILLING PROGRAM	5DYA	12	Unrestricted/no	1,068.00
					Total	126,089.60

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ERP for California

Page 2 of 2

Description

Includes Purchase Orders dated 03/01/2025 - 03/31/2025					Board Meeting Date April 24, 2025	
PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
P25-00134	DMG Landscaping Inc	PO #8294 - SR KINDER YARD WORK	4HAY	09	Child Dev UPK	25,242.50
P25-00135	Mercurius USA	PO #8292 - SR 4TH GR	4HAY	09	Lottery - Instr	529.11
P25-00136	ODP Business Soluti	PO #8293 - SR OFFICE SUPLS & POSTAGE	4HAY	09	Unrestricted/no	159.29
P25-00137	EmpowerED Educatio	PO #8334 - SR PSYCHOEDUCATIONAL SRVCS	4HAY	09	Special Educati	4,400.00
P25-00138	Mercurius USA	PO #8331 - SR 1ST GR	4HAY	09	State Lottery	38.99
P25-00139	School Nurse Supply	PO #8332 - SR 1ST AID SUPLS	4HAY	09	State Lottery	126.24
P25-00140	Sonoma County Offic	PO #8368 - SR TEACHER INDUCTION PGM FEES	4HAY	09	Ed Effect	7,500.00
P25-00141	Starhouse Media, LL	PO #8333 - SR SCREENAGERS STD SCREENING	4HAY	09	Unrestricted/no	700.00
Total						38,696.13

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Twin Hills USD

Monthly Personnel Report

April 24, 2025

Certificated

Additions:

Changes:

- Stevens, Jason - OV Supervising Teacher - Request for Medical Leave of Absence May 5, 2025 through June 2, 2025.
- Davey, Kara – SR Teacher - 2024-2025 Temporary 1.0 FTE to Prob 0 (based on Intern Credential) in 2025-2026
- Walsh, Colleen –AB Teacher - 2024-2025 Temporary 1.0 FTE to Prob 2 in 2025-2026
- Weiss, Harvest –AB Teacher - 2024-2025 Temporary 1.0 FTE to Prob 2 in 2025-2026

Separations:

- Zocchetti, Giulianna – 0.6 FTE Counselor resigning effective 6/5/2025
- Fialk, Jennifer – 0.4 FTE SunRidge Math Teacher resigning effective 6/10/2025
- Calloway, Ron – Interim Superintendent resigning effective 4/30/2025

Classified

Additions:

- Wilson, Elizabeth – AB Instructional Assistant Art, SPED Instructional Assistant and Yard Assistant

Changes:

- Rocheleau, Tamera – AB Instructional and Yary Assistant & Library Assistant – Resigning regular positions effective 4/30/2025 and will remain a substitute classified employee.
- Atamaniuk, Andy – OV Specialty Instructor - Requesting reduction of hours in the 25-26 school year of 1.25 hours of the Math support assignment and 2.25 hours of the Art & Technology assignment

Separations:



Sonoma County
Office of Education

Quarterly Report – Williams Uniform Complaints [Education Code § 35186]

District: Twin Hills Union School District

Name & Title of Preparer: Patty Nosecchi, Business Manager

Quarter Reported: (check one)
☐ 1st Quarter: July 2024 through September 2024 – Due October 2024
☐ 2nd Quarter: October 2024 through December 2024 – Due January 2025
☒ 3rd Quarter: January 2025 through March 2025 – Due April 2025
☐ 4th Quarter: April 2025 through June 2025 – Due July 2025

Date for information to be reported publicly at governing board meeting: 04/24/2025

Please check the box that applies:

- ☒ No complaints were filed with any school in the district during the quarter indicated above.
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints. **Copies of the complaint and the district's written response will be submitted along with this report.**

General Subject Area	Number of Complaints Received	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials and Textbooks	0	0	0
Facility Conditions	0	0	0
Teacher Vacancy or Misassignment	0	0	0
TOTAL	0	0	0

Name & Signature of Superintendent

Date: 04/25/2025

Sign and date the report **after** it is presented at your board meeting.
Please submit the executed report to SCOE EES via email at williams@scoe.org

Twin Hills Union School District

Apple Blossom Elementary Twin Hills Charter Middle
2025-2026 School Year Calendar

Agenda Item #7 - F

Su M T W Th F Sa

<u>July</u>						
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August

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September

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February

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March

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June

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<u>Date</u>	<u>Event</u>
July 4	Independence Day
August 11	Professional Development - District & Site
August 12-13	Teacher Workday
August 14	First Student Day
September 1	Labor Day
October 13	Professional Development
November 10	Local Holiday
November 11	Veterans Day
November 24-28	Thanksgiving Break
December 22-31	Winter Break
January 1-2	Winter Break

<u>Date</u>	<u>Event</u>
January 5	Professional Development
January 19	Martin Luther King Jr. Day
February 9	Lincoln Day
February 16	Presidents Day
March 16-20	Spring Break
April 3	Local Holiday (For Emergencies)
April 6	Local Holiday (For Emergencies)
May 25	Memorial Day
June 4	Last Student Day
June 5	Teacher Workday
June 19	Juneteenth

Legend:

<Bold> = First/Last Student Days [] = Teacher Workdays _ = School Holidays and Breaks = District Holidays ^ = 12mo Emp Holiday

italic = Early Release * Students will be dismissed one hour early. Minimum Days - See school bell schedule for times

* Early Release is every Wednesday beginning August 20 and ending May 27.

Minimum Days: August 14-15, December 19 (AB only October 20-24), (THCMS only October 17, January 9 & March 13), June 1-4

Board Adopted:

Twin Hills Union School District

Orchard View School

2025-2026 School Year Calendar

Agenda Item #7 – F:
Page 2

July

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September

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January

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February

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March

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April

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June

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July 4

Independence Day

August 11

Teacher Workday-
Professional Development

August 12 - 15

Teacher Workdays

August 18

First Student Day

September 1

Labor Day

October 17

Teacher Workday -
Professional Development

November 10

Local Holiday-No School

November 11

Veterans' Day Observed

November 24 - 28

Thanksgiving Break

December 22 -
January 2

Winter Break

January 5

Teacher Workday -
Professional Development

January 19

Martin Luther King Jr. Day

February 13

Lincoln's Day Observed

February 16

President's Day Observed

March 16- 20

Spring Break

April 2 & 3

Local Holidays-
(for emergencies)

May 25

Memorial Day Observed

June 1

Last Student Day

June 2-5

Teacher Workdays

Holiday = 

First Student Day = 

Last Student Day = 

Teacher Workdays (186) = _____

Total Student Days: 175

Board adopted: _____

Twin Hills Union School District

SunRidge Charter School
2025-2026 School Year Calendar

Agenda Item #7 – F:
Page 3

Su	M	T	W	Th	F	Sa
July						
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August						
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September						
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October						
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November						
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December						
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Su	M	T	W	Th	F	Sa
January						
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February						
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March						
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April						
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May						
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June						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Date	Event
July 4	Independence Day
August 8	Teacher Workday
August 11	Professional Development - District & Site
August 12-13	Teacher Workday
August 14	First Student Day
September 1	Labor Day
October 13	Professional Development
October 30-31	Professional Development/Conference
November 10	Local Holiday
November 11	Veterans Day
November 24-28	Thanksgiving Break
December 22-31	Winter Break

Date	Event
January 1-2	Winter Break
January 19	Martin Luther King Jr. Day
February 9-13	Presidents Break
February 16	Presidents Day
March 16-20	Spring Break
April 6	Local Holiday (For Emergencies)
April 20	Local Holiday (For Emergencies)
May 15	Professional Development/Conference
May 25	Memorial Day
June 5	Last Student Day
June 8-10	Teacher Workday
June 19	Juneteenth

Legend:
<Bold> = First/Last Student Days [] = Teacher Workdays __ = School Holidays & Breaks _ = District Holidays ^ = 12mo Emp Holiday
italic = Early Release * Student dismissal: Grades 1-3 out @ 12:55pm, Grades 4-8 out @ 1:05pm.
 * Early Release is every Thursday beginning August 4, and ending June 4, and 8/15, 11/21, 12/19, 2/6, 3/13, 5/1, 6/5

Charter Council Approved: _____

Board Adopted: _____

**WEST SONOMA COUNTY CONSORTIUM
MEMORANDUM OF UNDERSTANDING FOR FACILITY USE
TWIN HILLS UNION SCHOOL DISTRICT**

This AGREEMENT ("Agreement") is made this 13th day of February, 2025, by and between the West Sonoma County Consortium ("WSCC"), a consortium of public school districts located in western Sonoma County, California for the provision of specific special education and student services for students within the western Sonoma County geographical area; and the Twin Hills Union School District ("Twin Hills" or "District"), a California public school district. The WSCC and the District are collectively referred to as the "Parties."

RECITALS

WHEREAS, WSCC desires to use certain facilities of the District to provide students served by the WSCC and its member districts with specific special education and student services;

WHEREAS, the District is a participant in the WSCC and desires to lease classroom space and appurtenant school facilities to WSCC to provide special education and student services to District students and students enrolled in public school located in West Sonoma, pursuant to the provisions of Education Code section 17465; and

WHEREAS, WSCC and the District agree that the Recitals set forth hereinabove are material, and correctly set forth the nature of this Agreement.

NOW, THEREFORE, WSCC and the District agree as set forth herein

below: **I. Duration of Use and Schedule of Use**

As set forth in this Agreement, WSCC is granted use of the Facilities for the limited purpose of providing special education services and student services to students within Western Sonoma County. **The duration of this Memorandum of Understanding shall be from July 1, 2024 to June 30, 2029.**

II. Closure Right

The District, at its sole and absolute discretion, reserves the right to limit or prohibit access or use of the Facility at any time in the interest of public health and safety, including the right to revoke this Agreement at any time based on any health orders, other action of governmental authority, or concern deemed reasonable in the sole discretion of the District. The District shall not be responsible or liable for any costs, fees, or penalties as the result of any closure or access of limitation invoked by the District pursuant to this Closure right.

III. Occupancy Interruption

Should the Facility be destroyed or damaged to such an extent that such damage will substantially interfere with the use of the Facility pursuant to this Agreement; or, should a

strike or other unforeseen occurrence beyond the control of the District prevent WSCC from using the Facility, the District shall have the right to terminate this Agreement and WSCC shall only be liable for charges due at the time of such occurrence. Should the Agreement be terminated for any such cause, the District waives any claim for damages or compensation. WSCC waives any and all claims for damages or compensation from the District in the event of said interruptions or termination.

IV. District Facilities for Use by WSCC

A. Facilities Provided for WSCC Use. The District has agreed to provide, for WSCC's use, the following school facilities:

· One (1) classroom

· Incidental use of other facilities (i.e. bathroom, gym, library) located at 1685 Watertrough Rd, Sebastopol, CA 95472

, all of which are referred to herein as the "Facility" or "Facilities."

B. Improvements by WSCC. The Parties understand and agree WSCC shall reimburse the District for the cost of use of District facilities and for all improvements made to the Facilities used by WSCC for the purposes of this Agreement. The Parties further understand and agree that all alterations, fixtures, and improvements installed by WSCC shall be and shall remain the property of the District.

Notwithstanding the foregoing, the District and WSCC agree that all furniture and equipment (including any IT related equipment, e.g. servers, computers, etc.) owned by WSCC will be removed from the Facilities upon the expiration of the term of this Agreement. WSCC will restore the Facilities to their prior condition with completed improvements listed below in Article V(B) remaining in place, except for removal of WSCC furniture and equipment.

All costs related to improvements shall be the responsibility of the District, who will be reimbursed by WSCC.

V. Payment

A. Facilities Rental Fee. For the period of July 1, 2024 to June 30, 2029, the District will provide adequate classroom space at its Facilities, or other mutually agreed upon location, to conduct instruction at a rate of \$15,000 (Fifteen Thousand Dollars) per classroom per year, charged to WSCC for said use of the Facilities.

B. COLA Adjustment. Every fiscal year (July 1 through June 30) thereafter throughout the term of this Agreement, the annual rates above charged to WSCC by the District shall be the preceding fiscal year's annual rates increased by the annual California public school COLA for the pertinent fiscal year. The District shall notify WSCC of the new annual rates by the May 31 immediately preceding the rate adjustment.

C. Tenant Improvements. As a term to their tenancy, WSCC will also look to make

improvements to the District's facilities including, but not limited to, those described in this Agreement. WSCC shall reimburse the District for the costs of making improvements, unless otherwise arranged by the District.

The District warrants that its Facilities are and will continue to be safe and compliant with all applicable building, fire, and safety codes.

D. Early Termination. If the Agreement is terminated within five (5) years of July 1, 2025, the fees reimbursed by WSCC for facility improvements shall be prorated according to the completed length of the Agreement.

VI. Mutual Indemnification

To the fullest extent allowed by law, WSCC agrees to defend, indemnify, and hold harmless the District, its officials, agents, volunteers, and employees ("District indemnified parties") from and against claims, damages, losses, and expenses including, but not limited to, attorney fees, arising out of WSCC's use of the facilities. Claims, damages, losses, and expenses arising from WSCC's vendors or service providers coming onto the facilities will be deemed to arise out of WSCC's use of the facilities. However, WSCC shall not be obligated to indemnify a District indemnified party for liability to the extent it is established by final adjudication that such District indemnified party contributed to the liability via willful misconduct or sole negligence for which that District indemnified party is legally responsible. WSCC shall, if requested by the District, defend using counsel approved by the District in its discretion. WSCC's obligations under this indemnity contract shall survive the completion or termination of this Agreement.

To the fullest extent allowed by law, the District agrees to defend, indemnify, and hold harmless WSCC, its officials, agents, volunteers, and employees ("WSCC indemnified parties") from and against claims, damages, losses, and expenses including, but not limited to, attorney fees, arising out of WSCC's use of the facilities. Claims, damages, losses, and expenses arising from WSCC's vendors or service providers coming onto the facilities will be deemed to arise out of WSCC's use of the facilities. However, the District shall not be obligated to indemnify a WSCC indemnified party for liability to the extent it is established by final adjudication that such WSCC indemnified party contributed to the liability via willful misconduct or sole negligence for which that WSCC indemnified party is legally responsible. The District shall, if requested by WSCC, defend using counsel approved by the WSCC in its discretion. The District's obligations under this indemnity contract shall survive the completion or termination of this Agreement. However, the amount in which the District is obligated to indemnify WSCC under this indemnity contract shall not exceed the amount which has been paid to the District by WSCC pursuant to this Agreement.

VII. Damage

WSCC shall be solely responsible for and shall reimburse the District for any and all necessary repairs and replacements resulting from damage to the Facilities arising from WSCC's use and occupancy of the Facilities, or that of its officers, employees, agents, licensees, or invitees. However, WSCC shall not be responsible for any such damage to the Facilities caused by the District or any of its officials, agents, volunteers, and employees.

VIII. Entry

The District and its officers, employees, or agents shall have the right to enter into and upon the Facilities at all times, and to protect any and all rights of the District.

IX. Amendment

This Agreement may not be amended, modified, or altered without the express written consent of both Parties hereto.

X. Termination

The District must provide WSCC with a year and a day notice of such intent to withdraw from this agreement. The WSCC must provide the District with a year and a day notice of such intent to withdraw from this agreement.

XI. Entire Agreement Represented

This Agreement represents the entire agreement between WSCC and the District as to its subject matter and no prior oral or written understanding shall be of any force or effect. No part of this Agreement may be modified, waived, or repealed without the written consent of both Parties.

The Parties, through their authorized representatives, have executed this Agreement, effective as of the date signed.

WEST SONOMA COUNTY CONSORTIUM

TWIN HILLS UNION SCHOOL DISTRICT

By: _____

By: _____

Its: _____

Its: _____

Date: _____

Date: _____

**EMPLOYMENT CONTRACT
BETWEEN DANA PEDERSEN
AND THE TWIN HILLS UNION SCHOOL DISTRICT**

This Employment Contract ("Contract" or "Agreement") is made and entered into by and between Dana Pedersen ("Superintendent") and the Governing Board ("Board") of the Twin Hills Union School District ("District").

NOW, THEREFORE, Board offers, and Superintendent accepts, employment as District Superintendent.

FURTHERMORE, in consideration of the foregoing and of the terms and conditions set forth herein, Board and Superintendent hereto agree as follows:

Contract Term

1. Board employs Superintendent commencing on July 1, 2025, and ending on June 30, 2028, unless such employment is terminated earlier pursuant to the provisions of the Contract or extended as otherwise provided herein or by law.

Work Year and Hours of Work

2. Beginning July 1, 2025, Superintendent shall render twelve (12) months of full and regular service in the amount of two hundred twenty (220) work days to the District, except for District-approved holidays and approved leaves as set forth in the Contract. Days worked in excess of 220 are considered non-work days. The Superintendent is not entitled to pay for non-work days, including Saturdays, Sundays and Holidays. It is understood that the demands of the management position of Superintendent may require more than eight (8) hours a day and/or forty (40) hours per work week. Both Parties recognize that the Superintendent is not entitled to overtime pay.

Superintendent shall complete an annual school year calendar indicating two hundred twenty (220) work days for the 2025-2026 school year and each school year thereafter, which shall be provided to the Board within two weeks of the execution of this Agreement for the 2025-2026 school year, and at least thirty (30) days prior to July 1 for each year of this Agreement thereafter. Any changes in the submitted work calendar in excess of five (5) work days require pre-approval by the Board.

Compensation

3. Superintendent is employed as a full-time employee of District with an annual salary of two hundred twenty thousand dollars (\$220,000). The annual salary shall be payable on the last day of each month in installments of one-twelfth (1/12) of the annual salary for services rendered during the preceding month, with proration for a period of less than a full year of service. The daily rate for the purpose of prorating the annual salary provided for in

the Contract shall be one thousand dollars (\$1,000.00). The Superintendent's daily rate shall be calculated by dividing the annual base salary by the number of Contract work days. The Superintendent will additionally be paid one thousand dollars (\$1,000.00) annually for an M.A. degree.

4. Commencing with the 2025-2026 school year, and each year thereafter, so long as the Superintendent receives a written rating of satisfactory or higher on the Superintendent's annual evaluation, the Superintendent shall receive any increase received by other administrative employees in the District. Said salary increase shall be effective on the next succeeding July 1, unless the Board establishes an alternative effective date. If the Board determines that the Superintendent's evaluation is "unsatisfactory," the Superintendent's base salary shall remain unchanged for the subsequent year.

5. The Board reserves the right to increase the Superintendent's salary for any year or any portion of a year of this Agreement, in accordance with relevant portions of the Brown Act, with the mutual written consent of the Superintendent and the Board. Any change in salary, whether by step increase following a satisfactory evaluation or with the mutual consent of the Superintendent, shall not constitute the creation of a new contract nor extend the termination date of this Agreement.

6. Salary increases shall be effective on any date ordered by the Board in accordance with Education Code section 35032. The Superintendent's salary is understood to be "indefinite or uncertain;" therefore, the Board reserves the right to grant the Superintendent retroactive salary increases notwithstanding anything in the California Constitution that might be interpreted to the contrary.

Fringe Benefits

Medical, Dental and Vision Insurance

7. The Superintendent shall be entitled to receive the same District-paid health, dental, vision benefits as provided to other certificated employees of the District.

Retirement Contribution

8. Superintendent is responsible for his or her share of contributions to CalSTRS.

Work Related Expenses

Reimbursement for Work Related Expenses

9. District shall reimburse Superintendent for all documented ordinary and necessary expenses, including mileage reimbursement outside of Sonoma County at the then-current IRS rate, incurred relative to employment as Superintendent and consistent with Board Policy (BP 3350), Administrative Regulations, and guidelines applicable to other certificated management employees.

Unless otherwise addressed in the Contract, if the Superintendent seeks to be reimbursed for the

cost of traveling outside of Sonoma County, such as for attending an out-of-district conference, the Superintendent shall obtain written approval from Board President before incurring the expense.

Automobile Use

10. The Superintendent is expected to use his personal automobile in performing his duties, paying fuel and maintenance expenses for his personal automobile, and retaining liability insurance thereon. The District shall pay Superintendent two hundred fifty dollars (\$250.00) per month for travel within Sonoma County. Superintendent is required to maintain a valid California Driver's License and have a vehicle available at all times to perform the duties of the position.

Cellular Phone Use

11. The Superintendent is expected to use his personal cellular phone in performing his duties and shall be paid one hundred dollars (\$100.00) per month to do so.

Professional Dues

12. District shall pay Superintendent's annual dues to the Association of California School Administrators ("ACSA").

Technology Devices

13. At its sole discretion, Board shall provide to Superintendent, at District expense, a laptop computer and any other device determined necessary by the Board, hereinafter "Technology Devices." District shall pay any costs and expenses associated with owning, licensing, operating and maintaining such Technology Devices. This does not include costs associated with maintaining home internet access. All Technology Devices so provided are the property of District and District shall have the right to control the access to, and use of, Technology Devices through its Board policies, including its technology use policies, personnel policies, and its risk management policies.

14. All District-provided Technology Devices are provided to facilitate performance of Superintendent's duties and obligations as an employee of District. Superintendent may use District-provided Technology Devices for personal use within reasonable limits and in a manner consistent with Board policies, including its technology use policies, personnel policies, and its risk management policies. Superintendent shall not use any Technology Device in any manner that is inconsistent with such policies.

15. Superintendent may conduct District business on her personal cell phone or tablet, but otherwise, when Technology Devices are provided by the District, Superintendent shall not conduct District business on devices that are not provided or owned by District, except in rare

emergency situations such as when the District-issued device malfunctions or has battery issues, in which case the Superintendent may use a non-District-issued device to conduct District business. In this situation, once the District-issued device is again functioning all of the information (documents, emails, etc.) shall be transferred to the District-issued device and then deleted from the non-District-issued device.

16. Superintendent hereby waives any and all rights and protections over the content of any District Technology Device or personal cellular phone on which she has conducted business. This waiver permits the Board or anyone authorized by the Board to examine the contents of a District Technology Device without requiring additional permission, including, but not limited to, a separate waiver or a warrant. Superintendent acknowledges that all business-related communications must be made available to the District irrespective of the form of communication or device used, including a personal cellular phone or tablet.

Leaves

Sick Leave

17. The Superintendent shall be allocated twelve (12) days of sick leave annually. Up to seven (7) of these sick leave days may be used annually for personal necessity. The Superintendent shall report to the Board President in writing if the Superintendent uses more than five (5) consecutive work days of sick leave. The Superintendent shall follow District procedures and use District forms for reporting sick leave use.

18. Accrued unused sick leave shall not be compensable upon separation.

19. Upon termination or expiration of this Agreement, the Superintendent may transfer accumulated and unused sick leave days to another school district as permitted by Education Code section 44979 and other applicable provisions of law.

Vacation

20. Superintendent shall not accrue any paid vacation days.

Personal and other leaves

21. Superintendent shall be entitled to all other personal necessity, bereavement, or other leaves provided to District's certificated management employees.

22. If the Superintendent plans on being absent from the District more than five (5) continuous days, she shall notify the Board President in advance.

Professional Development

23. The Superintendent is expected to attend appropriate professional meetings at local and state levels and to periodically report to the Board his/her appraisal of such meetings that

occur outside of Sonoma County. Prior approval of the Board shall be obtained when the Superintendent attends a function outside the State of California. The Superintendent may attend the annual Association of California School Administrators' Symposium at a cost not to exceed two thousand five hundred dollars (\$2,500.00). Prior approval from the Board President must be obtained to attend at any other major professional development event.

General Duties

24. Pursuant to Article 3 (commencing with Section 35026) of Chapter 1 of Part 21 of Division 3 of Title 2 of the Education Code, Superintendent shall be the Chief Executive Officer of District.

25. Superintendent shall perform, at the highest level of competence, all services, duties, and obligations required by (i) the Contract, (ii) the District Superintendent job description, (iii) applicable laws and regulations, (iv) Board rules, regulations, and policies and as otherwise directed by Board. Superintendent may delegate her duties to a responsible District employee at Superintendent's discretion unless otherwise stated in applicable laws and regulations, found in Board rules, regulations, and policies, or otherwise prohibited by Board.

26. Superintendent shall have primary responsibility for the management of all District affairs. In carrying out her duties, Superintendent shall provide educational leadership to District and make student learning and student success her highest priorities. Superintendent shall endeavor to maintain and improve her professional competence by all available means, including subscription to and reading of appropriate periodicals, which may be available only on the Internet and membership in appropriate associations.

27. Superintendent shall be responsible for the operations of District, including, but not limited to, the areas of general administration, instruction, human resources, communications, government relations, facilities, and business affairs.

28. For any time period during which at least one District facility is open and Superintendent is unavailable, Superintendent shall appoint a responsible District employee to temporarily fulfill Superintendent's duties and, when doing so, shall notify Board President.

29. The Board shall promptly refer all complaints to the Superintendent, except when the Superintendent is the subject of the complaint. The Superintendent shall respond, in accordance with applicable policies and regulations, to all complaints whether lodged directly with her or brought to her attention upon referral by the Board or a third party.

Administrative and Board-Related Duties

30. Superintendent shall establish and maintain positive community, staff, and Board relations.

31. Superintendent shall attend every Board meeting and Board committee meeting unless excused in writing by Board President. This duty may not be delegated unless permitted in writing by Board President.

32. Superintendent or designee shall serve as Secretary to Board and perform the duties as prescribed in Section 35025 of Chapter 1 of Part 21 of Division 3 of Title 2 of the Education

Code.

33. Superintendent shall have primary responsibility for the execution of Board policies, although primary responsibility for the formulation of Board policies is retained by Board. Superintendent will review all policies adopted by Board and make appropriate recommendations to Board for addition, deletion, or modification.
34. Superintendent shall be responsible for the development and execution of administrative regulations required or necessary for the implementation of Board policies and shall place any new or modified administrative regulation on the agenda of a Board meeting.
35. As permitted by any applicable law including, but not limited to, the Brown Act, Superintendent shall, in advance of Board meetings, keep all Board members advised of emerging issues that could have a material impact on Board or District.
36. Superintendent shall serve as liaison to Board with respect to all matters of employer-employee relations and shall make recommendations to Board concerning those matters.
37. Superintendent shall submit financial and budgetary reports to Board and shall advise Board on possible sources of funds to carry out District programs.
38. Annually, Superintendent shall prepare and submit a recommended District budget to Board, with supporting financial information to assist Board in approving a sound budget.
39. Superintendent shall enter into contracts for and on behalf of District, subject to Board review, approval, and/or ratification as required by law.
40. Superintendent shall have such other duties properly delegated to her by Board policies or by other Board actions.

Personnel Duties

41. Superintendent shall evaluate all administrative and District Office members pursuant to Board policies and regulations.
42. Superintendent shall have primary responsibility for making timely and appropriate recommendations to Board regarding personnel matters, including the employment of personnel and any release, non-reelection, or termination of an employee. Upon request by Superintendent, Board may authorize Superintendent to employ personnel without Board approval.
43. As required by Education Code Section 35035, and subject to the approval of Board, Superintendent is responsible for assigning all District employees employed in positions requiring certification qualifications. She shall also be responsible to periodically evaluate or cause to be evaluated all District employees.

44. Superintendent shall provide leadership and direction in negotiations with all labor groups.

External Relation Duties

45. Superintendent shall represent District before the public, and shall maintain such a program of public relations as may serve to improve understanding and to keep the public informed about District activities, needs, and results.
46. Superintendent will act as the primary liaison with the local, state, and federal agencies and elected representatives.
47. Superintendent is encouraged to attend appropriate local community meetings. Reasonable expenses thereby incurred shall be reimbursed in accordance with Contract.
48. Superintendent shall regularly report to Board on all external relations activities.

Other Duties

Medical Exam

49. As a precondition to employment with the District, the Superintendent shall be required to satisfactorily pass a physical examination conducted at District expense by a physician selected by the Superintendent, which can occur in her current local living area. The report of the physical examination shall be given directly to the Superintendent; however, the examining physician shall advise the Board in writing of the Superintendent's physical fitness to perform the duties of Superintendent, with or without reasonable accommodation.

Nothing in this section precludes the Board from directing Superintendent to submit to a fitness for duty exam at any time as circumstances may necessitate, or as otherwise permitted by law. The costs of the physical examination shall be paid by the District unless such costs are covered by an applicable health insurance plan.

Additional Duties

50. Superintendent shall carry out all lawful activities as directed by Board from time to time.

Evaluation

51. Board shall evaluate Superintendent in each year, utilizing the process set forth in this Paragraph. The Board shall develop performance goals and objectives by September 30 of each year. The Board may request the Superintendent provide input on the performance goals and objectives. No later than May 31 of each year, the Board will provide a written evaluation ("Annual Evaluation") of the Superintendent based on performance of Paragraphs 24-50 and progress toward the performance goals and objectives. The Annual Evaluation shall include an overall performance rating, in writing, of "satisfactory" or "unsatisfactory." If the Board determines that the Superintendent's evaluation is "satisfactory" or better, the Superintendent shall be entitled to the salary adjustment set forth in Paragraph 4. If the Board concludes that the Superintendent's performance is unsatisfactory, the Board shall, if requested by the Superintendent, meet to discuss the Annual Evaluation with the Superintendent within a reasonable time after receipt of the request. The Annual Evaluation shall be placed in a sealed envelope along with any written response by the Superintendent, marked "Confidential: To Be Opened by Authorized Personnel Only," and placed in the Superintendent's personnel file.

Evaluation of the Superintendent shall be discussed in closed session in accordance with applicable law.

52. Failure of Board to complete the evaluation process does not constitute a material breach of the Contract and shall not result in the amendment or extension of the Contract. Failure of Board to evaluate Superintendent shall not preclude Board from giving notice of termination or non-renewal as otherwise provided under this Contract.

Contract Non-Renewal

Notice

53. Should Board determine that it does not wish to negotiate and execute a new contract at the end of the term of the Contract, Board shall give written notice of the decision to Superintendent as soon as is practicable, but at least ninety (90) days prior to the end of the Contract. The Parties expressly agree to waive the term of the automatic renewal provision established in Education Code Section 35031. Rather, if Board fails to timely provide notice of non-renewal, the Contract shall automatically be renewed on the same terms but only for a period of one year.

Superintendent's Duty to Notify Board

54. At least one hundred and twenty (120) days prior to the end of the Contract, Superintendent shall, in writing, remind each Board member of Board's obligation to give written notice pursuant to Paragraph 53. Failure by Superintendent to provide notice to Board shall invalidate the notice requirement under Paragraph 53 and shall operate as a waiver of the automatic renewal provision in Education Code Section 35031 and in Paragraph 53.

Termination for Cause

55. Notwithstanding any other provision of the Contract, Superintendent may be terminated for cause prior to the expiration of the Contract, for any of the following:

- a. Failure by Superintendent to possess or maintain a valid California Administrative Credential
- b. Suspension or revocation of Superintendent's California Administrative Credential
- c. Neglect of Duty
- d. Physical or mental inability of Superintendent to perform her duties
- e. Material breach of the Contract
- f. Noncompliance with Paragraph 68, "Other Employment"
- g. Unsatisfactory performance
- h. Any misconduct or dishonest behavior of such a nature that it may cause discredit to the District or the Superintendent's employment
- i. Conviction of or the entry of a plea of "nolo contendere" to any crime involving dishonesty, fraud, theft, physical violence, or the entry of a civil judgment against the Superintendent for fraud, breach of trust, or physical or emotional harm to any person

j. Any other legally permissible reason

56. Any other legally permissible reason contemplates that Superintendent is District's most visible representative and is required to maintain higher standards of personal conduct than any other employee, in order to represent District with integrity and high ethical standards.

57. The existence of such cause as set forth above shall constitute a material breach of this Agreement and shall extinguish all rights and duties of the parties under this Agreement. If such cause exists, the Board shall meet with the Superintendent and shall submit a written statement of the grounds for termination and copies of written documents the Board believes support the termination. If the Superintendent disputes the charges, the Superintendent shall then be entitled to a conference before the Board in a closed session meeting. The Superintendent and the Board shall each have the right to be represented by counsel at their own expense. The Superintendent shall have a reasonable opportunity to respond to all matters raised in the charges. The conference with the Board shall not be an evidentiary hearing and neither party shall have the opportunity to call witnesses. If the Board, after considering all evidence presented, decides to terminate this Agreement, it shall provide the Superintendent with a written decision. The decision of the Board shall be final. The Superintendent's conference before the Board shall be deemed to satisfy the Superintendent's entitlement to due process of law and shall be the Superintendent's exclusive right to any conference or hearing otherwise required by law. The Superintendent waives any other rights that may be applicable to this termination for cause proceeding with the understanding that completion of this hearing exhausts the Superintendent's administrative remedies and then authorizes the Superintendent to contest the Board's determination in a court of competent jurisdiction.

58. A determination as to whether cause exists to terminate Superintendent shall always be at the sole discretion of Board.

Termination without Cause

59. If the Governing Board elects to terminate the Superintendent without cause prior to July 1, 2028, the Governing Board agrees that, pursuant to Government Code section 53260, the reasonable amount of damages to the Superintendent as a result of the Governing Board's decision shall be the "monthly salary" due the Superintendent under this Agreement for a period of up to twelve (12) months, and shall include the continuation of health insurance on the same terms and conditions as a full-time certificated management employee of the District. Notwithstanding the foregoing, such health insurance benefits shall cease if and when the Superintendent finds other employment within this time frame.

All payments made pursuant to these termination without cause provisions shall be subject to applicable payroll deductions and shall be treated as compensation for state and federal tax purposes. No payments made pursuant to these termination without cause provisions shall constitute creditable service or creditable compensation for retirement purposes, but instead shall be considered as final settlement payment. Therefore, payments made pursuant to these termination without cause provisions shall not count for retirement purposes and no deductions shall be made for retirement purposes. The Superintendent shall receive this payment from the District on a monthly basis, unless otherwise negotiated by the parties. The parties further agree that this sum constitutes liquidated damages in recognition of the extreme difficulty of determining actual damages to the Superintendent resulting from the Agreement's termination without cause.

Termination by Mutual Consent

60. This Agreement may be terminated at any time by mutual consent of the Board and the Superintendent.

Disability of the Superintendent

61. If, as a result of a physical or mental condition, the Superintendent is unable to perform the essential functions of her position, even with reasonable accommodations, this Agreement may, at the Board's election and in accordance with laws regarding reasonable accommodation, be terminated after exhaustion of all applicable paid or unpaid leaves effective three months from the date the Board issues a written notice of termination.

Termination by Death

62. The Contract shall terminate immediately upon the death of Superintendent and all rights and obligations of the Parties under the Contract shall be deemed fully satisfied.

Abuse of Office Provisions

63. In accordance with Government Code section 53243 et seq. and Government Code section 53260(b), and as a separate contractual obligation, if the Superintendent receives a paid leave of absence or cash settlement and this Agreement is terminated for any reason, such paid leave or cash settlement shall be fully reimbursed to the District by the Superintendent if the Superintendent is convicted of a crime involving an abuse of office or the position of Superintendent. In addition, if the District funds the criminal defense of the Superintendent against charges involving abuse of office or position and the Superintendent is then convicted of such charges, the Superintendent shall fully reimburse the District all funds expended for the Superintendent's criminal defense. If Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, then the Board may immediately terminate the Superintendent upon written notice (to be subsequently confirmed by independent audit), and the Superintendent shall not be entitled to any compensation of any nature.

Tax/Retirement/STRS Issues

64. Notwithstanding any other provision of the Contract, the District makes no warranties or representations about the employment tax consequences or retirement consequences that result from this Agreement or any assignments or employment arrangements that may result from this Agreement. Superintendent shall assume sole liability and responsibility for determining the employment tax and / or retirement consequences of this Agreement.

Superintendent Indemnification

65. District shall, to the full extent permitted by law, defend, hold harmless, and indemnify Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against him or her in her personal capacity or in her official capacity as an agent and/or employee of District, provided that the incident arose while Superintendent was acting on matters related to her employment with District. Upon retirement or separation, Superintendent shall continue to be

indemnified for any and all demands, claims, suits, actions, or legal proceedings brought against him related to his service in her prior role as Superintendent.

66. In no event will any individual Board member be personally liable for indemnifying Superintendent.

Other Employment

67. If Superintendent desires to seek employment elsewhere during the term of this Agreement, prior to doing so, the Superintendent shall notify the Board in writing and, upon request, explain the Superintendent's reasons for having an interest in other employment. In addition, the Superintendent shall immediately notify the Board in writing if the Superintendent becomes a finalist for employment outside the District.

General Provisions

Full and Complete Contract

68. The Contract is the full and complete contract between the Parties. It can be changed or modified only in writing signed by Superintendent and Board President or designee after Board approval.

Entire Contract

69. The Contract contains the entire understanding between the Parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in the Contract. The Contract is intended by the Parties to be the sole instrument governing the relationship between the Parties unless a provision of law, now or hereinafter enacted, is specifically applicable to the Contract or to the relationship between Board and Superintendent.

Applicable Laws

70. Except as otherwise set forth herein, the Contract is subject to all applicable laws of the State of California, the rules and regulations of the State Board of Education, and Board rules, regulations, and policies. These laws, rules, regulations, and policies referenced herein are a part of the terms and conditions of the Contract as though fully set forth herein.

Construction

71. The Contract will be liberally construed to effectuate the intention of the Parties with respect to the transaction described herein. In determining the meaning of, or resolving any ambiguity with respect to, any word, phrase or provision of the Contract, it is understood and agreed that the Parties have participated equally or have had equal opportunity to participate in the drafting hereof and no such contract term shall be construed or resolved against either party based on any rule of construction.

Attorney's Fees

72. In the event of any action or proceeding to enforce or construe any of the provisions of

the Contract, Superintendent and Board shall each bear the cost of their own attorney's fees and costs regardless of the outcome of the action or proceeding.

Severability

73. If any portion of the Contract is declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforceability of the remaining provisions of the Contract.

Governing Law and Venue

74. The Contract, and the rights and obligations of the Parties, shall be governed by and construed in accordance with the laws of the State of California. The Parties also agree that in the event of litigation, venue shall be the proper state or federal court serving Sonoma County, State of California.

No Assignment

75. The Superintendent may not assign or transfer any rights granted or obligations assumed under this Contract. To the extent permitted by law, the employment relationship between the District and the Superintendent shall be governed exclusively by this Contract.

Conflict with Board Policies

76. In the event of a conflict between the terms of the Contract, or any amendments thereto, and the terms of Board-adopted policies, the terms of the Contract shall prevail.

Seniority

77. The Superintendent shall not be considered a school site administrator for purposes of Education Code Section 44956.5.

Use of Terms Contract, Employee Agreement, Agreement

78. The terms "Contract", "Employee Agreement", and in context, "Agreement" all refer to this legal document.

Board Approval

79. This Agreement shall not take effect until its approval by District's Board as required by law.

SUPERINTENDENT

TWIN HILLS UNION SCHOOL DISTRICT

Dana Pedersen

John Moise

ACCEPTANCE OF OFFER

I accept the above offer of employment and the terms and conditions thereof and will report for duty as directed above.

I understand that the District is relying upon information provided by me during the application process in extending this offer of employment. By signing below, I represent that I have not provided the District with any false information or made any material misrepresentation during the job application process. I agree that false, incomplete, or misleading statements or omissions made during the job application process constitute dishonesty and breach of this Agreement and are grounds for termination of this Agreement for cause.

I have not entered into a contract of employment with the governing board of another school district or any other employer that will in any way conflict with the terms or this Employment Agreement.

I hold legal and valid administrative and teaching credentials, each of which is or will be recorded in the Office of the Superintendent of Schools of Sonoma County before receipt of my first payroll warrant and I agree to maintain valid and appropriate credentials to act as Superintendent throughout the life of this Agreement. I further certify that I meet the qualifications of Education Code Section 35028 and that I have read the entire offer of employment.

Dana Pedersen, Superintendent

TWIN HILLS SCHOOL DISTRICT

SUBJECT: **ADOPT RESOLUTION #2025-591, SUPPORTING THE DESIGNATION OF DISTRICT REPRESENTATIVES AND AUTHORIZATION TO FILE APPLICATIONS FOR THE SCHOOL FACILITY PROGRAM**

RECOMMENDATION:

That the Board of Trustees adopt Resolution # 2025-591, supporting the designation of District Representatives and authorizing the filing of applications to determine School Facility Program new construction eligibility and modernization eligibility and, if eligible, applications for new construction and modernization funding with the State Allocation Board.

BACKGROUND:

The New Construction Program provides State funds on a 50/50 state and local sharing basis for public school capital facility projects in accordance with statute. Eligibility for State funding is based on a district's need to house pupils and is determined by criteria set in School Facility Program legislation (SB50).

Education Code Section 17072.10 establishes the "new construction grant" per unhoused pupil for new construction projects. The State Allocation Board approved the annual adjustment to the grant on January 24, 2024. The adjusted grants are as follows: \$15,770 for each elementary school pupil, \$16,679 for each middle school pupil (include 6th grade, if part of a 6-8 school), and \$21,223 for each high school pupil.

This "new construction grant" amount is intended to provide the State's share for all necessary project costs that include, but are not limited to, funding for design, the construction of the building, general-site development, education technology, unconventional energy, tests, inspections and furniture/equipment. Site acquisition, utilities, off-site and service-site development are approved for funding based on review and approval of required documentation and funded on a 50/50 state and local sharing basis. The per pupil grant amounts are adjusted annually for inflation based on the change in the Class B Construction Cost Index as approved by the SAB each January.

The Modernization Program provides State funds on a 60/40 basis for improvements to educationally enhance school facilities. Projects eligible under this Program include such modifications as air conditioning, plumbing, lighting, and electrical systems. Site acquisition may not be included in modernization applications. Education Code Section 17074.10 establishes the "modernization grant" for each eligible pupil. The State Allocation Board approved the annual adjustment to the grant on January 24, 2024. The adjusted grants are as follows: \$6,005 for each elementary school pupil, \$6,350 for each middle school pupil and \$8,315 for each high school pupil.

The "modernization grant" amount is intended to provide the State's share for all necessary project costs. The necessary project costs include, but are not limited to, funding for design, the modernization of the building, education technology, unconventional energy, tests, inspections and furniture/equipment.

Funds for the School Facility Program may be from any funding source made available to the State Allocation Board. This includes the State General Fund and proceeds from the sale of State General Obligation Bonds. In addition, districts are required to provide a portion of the cost of a project from funds available to the school district. This may include, among other sources, local general obligation bonds, developer fees, general fund, etc.

In order to apply for approval of School Facility Program eligibility and potential funding, the District must approve a resolution designating the District Representatives and authorizing the filing of the applications.

Resolution No. 2025-591
BOARD OF TRUSTEES OF THE TWIN HILLS SCHOOL DISTRICT

Designation of District Representative and
Authorization to file Application(s) for School Facility Grant

WHEREAS, the Twin Hills School District is applying to the State Allocation Board for approval of state facilities program projects pursuant to Chapter 12.5, Part 10, Division 1, commencing with Section 17010.10, et. seq., of the Education Code, for needed new construction and modernization of school facilities;

NOW, THEREFORE, BE IT RESOLVED, by the Twin Hills School District Board of Trustees as follows:

1. That the current Superintendent, and Patty Nosecchi, Business Manager, are designated as District Representative and Alternate Representative, respectively and are hereby authorized and directed to file, on behalf of the District, such applications with the State Allocation Board under Chapter 12.5 of the Education Code. Any previous authorized District Representatives not listed above are to be removed from the list of District Representatives; and,
2. That the District will establish a "Restricted Maintenance Account" for exclusive purpose of providing ongoing and major maintenance of school buildings and has developed an ongoing and major maintenance plan that complies with the provisions of Education Code Section 17070.75 and 17070.77 (Regulation Sections 1859.100 through 1859.102); and,
3. That the District will consider the feasibility of the joint use of land and facilities with other governmental agencies in order to minimize school facility costs; and,
4. That the District understands if the funding request is for the modernization of portable classrooms eligible for an additional apportionment pursuant to Education Code Section 17073.15, the District will be required to certify that the state modernization funds will be used to replace the portable classrooms and permanently remove the displaced portables from classroom use within six months of the filing of the Notice of Completion for the project; or, it has provided documentation to the Office of Public School Construction which indicates that modernizing the portable classrooms eligible for an additional apportionment is better use of public resources than the replacement of these facilities; and,
5. That the facilities to be rehabilitated under the Charter School Facility Program previously funded with School Facility Program State funds meet the requirements of Regulation Section 1859.163.6; and,
6. That the District will engage in a competitive process that is consistent with the requirements of Chapter 10 (commencing with Section 4245) of Division 5, of Title 1, of the Government Code for all contracts entered on or after November 4, 1998, for the services of any architect, structural engineer, or other design professional services for any work under the project(s); and,

7. That the District understands if this request is for new construction funding, the District has received approval of the site and the plans from the California Department of Education (CDE). Plan approval is not required if request is for separate design apportionment; and,
8. That the District understands that if this request is for modernization or Charter School Facility Program Rehabilitation funding, the District has received approval of the plans for the project from the California Department of Education (CDE). Plan approval is not required if request is for separate design apportionment; and,
9. That the District will comply with the Public Contract Code regarding all laws governing the use of force account labor; and,
10. That the District will comply with Education Code Section 17076.11 regarding at least a 3 percent expenditure goal for disabled veteran business enterprises; and,
11. That the Districts matching funds required pursuant to Regulation Sections 1859.77.1 or 1859.79 has either been expended by the District, deposited in the County School Facility Fund or will be expended by the District prior to the notice of completion for the project; and,
12. That the District will receive written approval of the plans and specifications for the project(s) from the Division of the State Architect unless the request is for a separate site and/or design apportionment; and,
13. That if the District is requesting site acquisition funds as part of its application, the District has complied with Regulation Sections 1859.74 through 1859.75.1; and,
14. That the District understands that with the exception of an apportionment made pursuant to Section 1859.75.1, the lack of substantial progress toward increasing the pupil capacity or renovation of its facilities within 18 months of receipt of any funding shall be cause for the rescission of the unexpended funds (reference Regulation Section 1859.105); and,
15. That the District understands that if the apportionment for this project was made pursuant to Regulation Section 1859.75.1, the lack of substantial progress toward increasing the pupil capacity or renovation of its facilities within 12 months of receipt of any funds shall be cause for the rescission of the unexpended funds (refer to Regulation Section 1859.105.1); and,
16. That the District understands that funds not released within 18 months of apportionment shall be rescinded and the application shall be denied (reference Regulation Section 1859.90); and,
17. That the statements set forth in the application(s) and supporting documents are true and correct to the best of my knowledge and belief; and,
18. That all school facilities purchased or newly constructed under the project(s) for use by pupils who are individuals with exceptional needs, defined in Education Code Section 56026, shall be designed and located on the school site so as to maximize interaction between those individuals with exceptional needs and other pupils as appropriate to the needs of both; and,

19. That the District will certify that all forms submitted are exact duplicates (verbatim) of the forms provided by the OPSC. In the event a conflict should exist, the language in the OPSC form will prevail; and,
20. That the District understands that some or all of the State funding for the project may be returned to the State as a result of an audit pursuant to Section 1859.105, 1859.105.1, 1859.106; and,
21. That the District will comply with the provisions of Section 1859.76 and 1859.79.2 and that the portion of the project funded by the State does not contain work specifically prohibited in those Sections; and,
22. That the District understands if the SFP grants are used for the construction or modernization of school facilities on leased land, the District has entered into a lease agreement for the leased property that meets the requirements of Regulation Section 1859.22; and,
23. That the District understands if the application contains a "Use of New Construction Grant" request, the District will adopt a school board resolution and housing plan at a public hearing at a regularly scheduled meeting of the governing board as specified in Sections 1859.77.2, or 1859.77.3, as appropriate; and,
24. That the District understands if requesting additional funding for fire code requirements pursuant to Regulation Section 1859.71.2 or 1859.78.4, the District will include the automatic fire detection/alarm system and/or automatic sprinkler system in the project prior to completion of the project; and,
25. That the District has consulted with the career technical advisory committee established pursuant to Education Code Section 8070 and it has considered the need for vocational and career technical facilities to adequately meet its program needs in accordance with Education Code Section 51224, 51225.3(b), 51228(b) and 52336.1; and,
26. That the District understands if requesting an Additional Grant for Energy Efficiency pursuant to Sections 1859.71.3 or 1859.78.5, the increased costs for the energy efficiency components in the project exceeds the amount of funding otherwise available to the District; and,
27. That the District understands that if this application is submitted after January 1, 2004 for modernization funding the district has considered the potential for the presence of lead-containing materials in the modernization project and will follow all relevant federal, state and local standards for the management of any identified lead; and,
28. That the District has or will initiate and enforce a Labor Compliance Program that has been approved by the Department of Industrial Relations, pursuant to Labor Code Section 1771.7, if the project is funded from Proposition 47 or 55 and the Notice to Proceed for the construction phase of the project is issued on or after April 1, 2003 and before January 1, 2012; and,

29. That the District has or will contract with the Department of Industrial Relations (DIR) for prevailing wage monitoring and enforcement pursuant to Labor Code Section 1771.3(a), in effect January 1, 2012 through June 19, 2014, if the contract was awarded on January 1, 2012 through June 19, 2014 and the District has not obtained a waiver for the requirement, pursuant to Labor Code Section 1771.3(b) in effect on January 1, 2012 through June 19, 2014. The District understands that if it fails to meet this requirement, it will be required to repay all State bond funds received including interest; and,
30. That the District understands that beginning with the 2005/06 fiscal year, the District will comply with Educational Code Section 17070.75(e) by establishing a facilities inspection system to ensure that each of its schools is maintained in good repair; and,
31. That the District understands that if this application is submitted pursuant to Section 1859.180, the District certifies that within six months of occupancy of the permanent classrooms, it will remove the replaced portables for the eligible school site and K-12 grade classroom use with the exception of schools described in Education Code Section 17079.30(c); and,
32. That the District has considered the feasibility of using designs and materials for the new construction or modernization project that promote the efficient use of energy and water, maximum use of natural light and indoor air quality, the use of recycled materials and materials that emit a minimum of toxic substances, the use of acoustic conducive to teaching and learning, and the other characteristics of high-performance schools; and,
33. The District understands if requesting an additional grant for high performance incentive funding, the school district governing board will have a resolution on file that demonstrates support for the high-performance incentive grant request and the intent to incorporate high performance features in future facilities projects; and,
34. The District understands that if the application is submitted when there is insufficient Bond Authority, the District has adopted a school board resolution pursuant to Section 1859.95.1.
35. The District will comply with all laws pertaining to the construction or modernization of its school buildings.

The foregoing **RESOLUTION** was passed and adopted at a meeting of the Board of Trustees of the **TWIN HILLS UNION SCHOOL DISTRICT** on the 24th day of April, 2025, on a motion by trustee _____, seconded by trustee _____ by the following vote:

AYES: _____	<u>Board Members</u>	<u>Vote</u>
	Terry Beck	_____
NOES: _____	Jeff Harding	_____
	Rebecca Houghton	_____
ABSENT/	John Moise	_____
ABSTAIN: _____	Michael Ost	_____

I hereby certify the foregoing to be a full, true, and correct resolution duly adopted by the Board of Trustees of the Twin Hills Union School District.

Dated this 24th day of April, 2025

Clerk/President, Board of Trustees

TWIN HILLS SCHOOL DISTRICT

SUBJECT: ADOPT RESOLUTION #2025-592, acknowledging six certifications required to submit modernization and new construction funding applications to the Office of Public School Construction.

RECOMMENDATION:

That the Board of Trustees adopt Resolution #2025-592, acknowledging six certifications required to submit modernization and new construction funding applications to the Office of Public School Construction.

BACKGROUND:

The Office of Administrative Law approved emergency regulations on November 1, 2012 that impact how the Office of Public School Construction (OPSC) processes applications received after existing bond authority is no longer available for New Construction and Modernization applications. These regulations establish a State Allocation Board (SAB) acknowledged list for projects that are received by OPSC after bond authority is exhausted. The list is called the "Applications Received Beyond Bond Authority List." Applications placed on this list only undergo an intake review to ensure all the required documents have been submitted but are not to be fully processed by OPSC nor presented to SAB for approval.

When OPSC and the SAB has determined there is Insufficient Bond Authority to apportion the School District's new construction and/or modernization funding request, the applications are subject to the new regulations and processing procedures as outlined below.

A new construction and/or modernization application package must include a school board resolution that includes several acknowledgements, as specified in regulation section 1859.95.1:

1. The Board acknowledges that the remaining School Facility Program bond authority is currently exhausted for the funds being requested on this (these) application(s).
2. The Board acknowledges that the State of California is not expected nor obligated to provide funding for the project(s) and the acceptance of the application(s) does not provide a guarantee of future State funding.
3. The Board acknowledges that any potential future State bond measures for the School Facility Program may not provide funds for the application being submitted.
4. The Board acknowledges that criteria (including, but not limited to, funding, qualifications, and eligibility) under a future State school facilities program may be substantially different than the current School Facility Program. The district's Approved Application(s) may be returned.
5. The Board acknowledges that they are electing to commence any pre- construction or construction activities at the district's discretion and that the State is not responsible for any pre-construction or construction activities.
6. The Board acknowledges that, if bond authority becomes available for the SAB to provide funding for the submitted application(s), the School District must apply for financial hardship status. **(for financial hardship funding only)**

RESOLUTION NO. 2025-592

RESOLUTION OF THE BOARD OF EDUCATION OF THE TWIN HILLS
SCHOOL DISTRICT

WHEREAS, the Board of Education ("School Board") has determined that school facilities within the Twin Hills School District (the "District"), within Sonoma County need to be modernized and/or constructed; and

WHEREAS, the State Allocation Board (SAB) has established an "Applications Received Beyond Bond Authority List" for projects that have been received.

Pursuant to title 2, Code of California Regulations section 1859.95.1, the School Board of the Twin Hills School District hereby acknowledges the following:

- (1) The Board acknowledges that the remaining School Facility Program bond authority is currently exhausted for the funds being requested on this (these) application(s).
- (2) The Board acknowledges that the State of California is not expected nor obligated to provide funding for the project(s) and the acceptance of the application(s) does not provide a guarantee of future State funding.
- (3) The Board acknowledges that any potential future State bond measures for the School Facility Program may not provide funds for the application being submitted.
- (4) The Board acknowledges that criteria (including, but not limited to, funding, qualifications, and eligibility) under a future State school facilities program may be substantially different than the current School Facility Program. The district's Approved Application(s) may be returned.
- (5) The Board acknowledges that they are electing to commence any pre- construction or construction activities at the district's discretion and that the State is not responsible for any pre-construction or construction activities.
- (6) The Board acknowledges that, if bond authority becomes available for the SAB to provide funding for the submitted application(s), the School District must apply for financial hardship status.

The foregoing **RESOLUTION** was passed and adopted at a meeting of the Board of Trustees of the **TWIN HILLS UNION SCHOOL DISTRICT** on the 24th day of April, 2025, on a motion by trustee _____, seconded by trustee _____ by the following vote:

AYES: _____	<u>Board Members</u>	<u>Vote</u>
	Terry Beck	_____
NOES: _____	Jeff Harding	_____
	Rebecca Houghton	_____
ABSENT/	John Moise	_____
ABSTAIN: _____	Michael Ost	_____

I hereby certify the foregoing to be a full, true, and correct resolution duly adopted by the Board of Trustees of the Twin Hills Union School District.

Dated this 24th day of April, 2025

TWIN HILLS SCHOOL DISTRICT

SUBJECT: ADOPT RESOLUTION # 2025-593, acknowledging seven certifications required to submit modernization and new construction funding applications to the Office of Public School Construction.

RECOMMENDATION:

That the Board of Trustees adopt Resolution #2025-593 acknowledging the certifications required to submit modernization and new construction funding applications to the Office of Public School Construction (OPSC).

BACKGROUND:

The Office of Administrative Law (OAL) is in the process of approving regulations regarding the distribution of Proposition 2 funds that impact how OPSC processes applications received on or after October 31, 2024, for new construction and modernization applications. Proposition 2 requires that, as a condition of participating in the School Facility Program (SFP), school districts must submit to OPSC a five-year school facilities master plan, or an updated five-year school facilities master plan, approved by the governing board of the school district.

New construction and modernization application packages received on December 4, 2024, through 12 months following OAL's approval of regulation implementing these policies will be required to submit a school board resolution that includes several acknowledgements, to be specified in regulation Section 17070.54. The resolution includes the required certifications.

RESOLUTION NO. **2025-593**
RESOLUTION AUTHORIZING FILING OF APPLICATION(S) FOR STATE
ALLOCATION BOARD–ADMINISTERED PROGRAMS
FOR THE TWIN HILLS SCHOOL DISTRICT

WHEREAS, Education Code established multiple programs to be administered by the Department of General Services (DGS) as staff to the State Allocation Board (SAB); and

WHEREAS, the Twin Hills School District intends to file applications for eligibility determination, file applications for funding, and/or certify information under one or more SAB-Administered Program(s); and

WHEREAS, the Twin Hills School District intends to file applications for eligibility determination and/or applications for funding under the School Facility Program (SFP) as provided in Section 17070.10, et seq., of the Education Code; and

WHEREAS, the Twin Hills School District is aware that all application submittals on or after October 31, 2024, are subject to Section 17070.54 of the Education Code; and

WHEREAS, the Twin Hills School District is aware of the minimum requirements for the five-year school facilities master plan as outlined in Section 17070.54 of the Education Code;

NOW, THEREFORE BE IT RESOLVED THAT, as a condition of participating in the SFP, as administered by the SAB, the Twin Hills School District shall submit to the DGS a five-year school facilities master plan, or updated five-year school facilities master plan, approved by the governing board of the Twin Hills School District for all application submittals on or after October 31, 2024; and

NOW, THEREFORE BE IT RESOLVED THAT, the Twin Hills School District, as a condition of SFP participation, shall submit the required five-year school facilities master plan within 90 days of the Office of Public School Construction notification of processing the application; and

NOW, THEREFORE BE IT RESOLVED THAT, the Twin Hills School District acknowledges that failure to submit an acceptable five-year school facilities master plan may result in the rescission of project funding.

The foregoing **RESOLUTION** was passed and adopted at a meeting of the Board of Trustees of the **TWIN HILLS UNION SCHOOL DISTRICT** on the 24th day of April, 2025, on a motion by trustee _____, seconded by trustee _____ by the following vote:

AYES: _____	<u>Board Members</u>	<u>Vote</u>
	Terry Beck	_____
NOES: _____	Jeff Harding	_____
	Rebecca Houghton	_____
ABSENT/	John Moise	_____
ABSTAIN: _____	Michael Ost	_____

I hereby certify the foregoing to be a full, true, and correct resolution duly adopted by the Board of Trustees of the Twin Hills Union School District.

Dated this 24th day of April, 2025

**EXTENSION OF LEASE**
(C.A.R. Form EL, Revised 6/23)

The following terms and conditions are hereby incorporated in and made a part of the Residential Lease or ☒ Other **Lease Agreement - Commercial School Site Lease Agreement** ("Lease"), dated **October 9, 2014**, on property known as **7285 Hayden Avenue** **Sebastopol, CA 95472** ("Premises"), in which **Twin Hills Union School District** is referred to as ("Tenant") and **Sebastopol Union School District** is referred to as ("Housing Provider").

Note to Housing Provider: If the Premises are subject to any rent increase cap under any state or local law, Housing Provider is strongly advised to seek counsel from a qualified California real estate lawyer, who is familiar with the law where the property is located, prior to using this form to modify any of the existing terms of the Lease.

The terms of the tenancy are changed as follows. Unless otherwise provided, the change shall take effect on the date the Lease was scheduled to terminate.

- 1. EXTENSION OF TERM:** The scheduled termination date is extended to **June 30, 2030** (Date).
- 2. Rent shall be \$ 19,144.20 per month.**
- 3. Security deposit shall be increased by \$ _____.**
- 4. ☐ Rent Cap and Just Cause Addendum (C.A.R. Form RCJC) is attached and incorporated into the Lease.**
- 5. ADDITIONAL TERMS: See attached Addendum No. 1**

By signing below, Tenant and Housing Provider acknowledge that each has read, understands, has received a copy of, and agrees to the terms of this Extension of Lease.

Tenant **Twin Hills Union School District** Date _____

Tenant _____ Date _____

Housing Provider **Sebastopol Union School District** Date _____

Housing Provider _____ Date _____

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EL REVISED 6/23 (PAGE 1 OF 1)

EXTENSION OF LEASE (EL PAGE 1 OF 1)

Tombe Realty, 127 No Main Street Sebastopol CA 95472
Christopher Pellascini

Phone: 707.823.6475
Produced with Lone Wolf Transactions (zipForm Edition) 717 N Harwood St, Suite 2200, Dallas, TX 75201 www.lwolf.com

Fax:

Pine Crest School



ADDENDUM No. 1
(C.A.R. Form ADM, Revised 12/21)

The following terms and conditions are hereby incorporated in and made a part of the Purchase Agreement, OR ☐ Residential Lease or Month-to-Month Rental Agreement, ☐ Transfer Disclosure Statement (Note: An amendment to the TDS may give the Buyer a right to rescind), ☒ Other **Lease Agreement - Commercial School Site Lease Agreement**, dated **October 9, 2014**, on property known as **7285 Hayden Avenue**

Sebastopol, CA 95472 ("Property/Premises"), in which **Twin Hills Union School District** is referred to as ("Buyer/Tenant") and **Sebastopol Union School District** is referred to as ("Seller/Landlord"). Buyer/Tenant and Seller/Landlord are referred to as the "Parties."

Rent shall be adjusted upwards by three percent (3%) annually, effective each July 1st.

In the event that there is another long term school closure (ex. Covid), the Landlord and Tenant agree to meet and discuss modifying the lease agreement terms. In no way will the lease agreement be modified unless agreed upon by both parties.

Both parties agree that maintenance issues may arise that are not explicitly described in this agreement. As such, either party may request to meet and confer with the other party in an interest to discuss maintenance issues and attempt to resolve unresolved issues in good faith.

All other terms and conditions of the lease agreement shall remain the same.

The foregoing terms and conditions are hereby agreed to, and the undersigned acknowledge receipt of a copy of this Addendum.

Buyer/Tenant _____ Date _____
Twin Hills Union School District

Buyer/Tenant _____ Date _____

Seller/Landlord _____ Date _____
Sebastopol Union School District

Seller/Landlord _____ Date _____

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525 South Virgil Avenue, Los Angeles, California 90020



ADM REVISED 12/21 (PAGE 1 OF 1)

ADDENDUM (ADM PAGE 1 OF 1)

Tombe Realty, 127 No Main Street Sebastopol CA 95472
Christopher Pellascini

Phone: 7078236475
Produced with Lone Wolf Transactions (zipForm Edition) 717 N Harwood St, Suite 2200, Dallas, TX 75201
Fax: www.lwolf.com

Pine Crest School

Agenda Item #12: Last Page

**RESOLUTION OF THE TWIN HILLS SCHOOL DISTRICT #2025-594
BOARD OF TRUSTEES
REGARDING REQUEST TO RENEW THE CHARTER OF
TWIN HILLS CHARTER MIDDLE SCHOOL**

WHEREAS, by enacting the Charter Schools Act (Ed. Code §§ 47600, *et seq.*), the Legislature has declared its intent to provide opportunities to teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure for the purposes specified therein; and

WHEREAS, the Legislature has declared its intent that charter schools are and should become an integral part of the California educational system and the establishment of charter schools should be encouraged, and that charter schools are part of and under the jurisdiction of the Public School System and the exclusive control of the officers of the public schools; and

WHEREAS, Assembly Bill 1505 (AB 1505) was signed into law by Governor Gavin Newsom on October 3, 2019, adding a number of new provisions to the petition review and evaluation criteria, most of which took effect on July 1, 2020; and

WHEREAS, AB 1505 amended Education Code §47605(c) to state that an authorizer “shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve”; and

WHEREAS, although charter schools are exempt from many of the laws governing school districts, in return for that flexibility, they are accountable for complying with the terms of their charters and applicable law; and

WHEREAS, Education Code §47605(c) charges school district governing boards and county boards of education with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

WHEREAS, a successful charter petition must contain reasonably comprehensive descriptions of the criteria set forth in Education Code § 47605(c)(5)(A)-(O), as well as the affirmations and other requirements set forth in Education Code §47605; and

WHEREAS, if a governing board denies a petition to form a charter school, it must make written findings to support any of the following under Education Code § 47605(c): (1) the charter school presents an unsound educational program for the pupils to be enrolled in the charter school; (2) the petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) the petition does not contain the required number of signatures [not applicable to renewals]; (4) the petition does not contain an affirmation of each of the conditions described in Education Code §§47605(e); (5) the petition does not contain reasonably comprehensive descriptions of all of the criteria set forth in Education Code §§47605(c)(5)(A)-(O); and (6) the petition does not contain a declaration of whether or not the charter school shall be deemed the

exclusive public employer of the employees of the charter school for purposes of Government Code § 3540 (the Rodda Act, the State's collective bargaining law for school employees), in addition to the two new grounds added as set forth below; and

WHEREAS, AB 1505 added the following grounds for denial of a petition to establish a new charter school, effective July 1, 2020:

(7) "The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors: (A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings. (B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate," and

(8) "The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 42131 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 42131, has a negative interim certification pursuant to Section 42131, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial."

WHEREAS, the above two new grounds do not apply to a request to renew a charter, but do apply to the impact of a proposed material revision of a charter under Education Code section 47607(a)(4).

Procedural History

WHEREAS, Twin Hills Charter Middle School ("Twin Hills Middle" or "Charter School"), has been operating in the District since the **2007-2008** school year; and

WHEREAS, in or around February 2025, the Charter School submitted a request to renew its charter for term of July, 1, 2025 through June 30, 2032; and

WHEREAS, in compliance with Education Code §47605(b), the Board held a public hearing on March 13, 2025, to determine the level of support for the Renewal; and

WHEREAS, the Board, under Education Code §47605(b), is obligated to take action to grant or deny the Renewal within 90 days of its submission, unless the parties mutually agree to an extension of up to thirty (30) days; and

WHEREAS, the Charter School has agreed that the Board will take action to grant or deny the renewal at its April 24, 2025, meeting.

Evaluation of High-Performing Charter School

WHEREAS, AB 1505 created 3 categories of charter schools for renewal: “high performing,” “mid-performing,” and “low-performing”; and

WHEREAS, Twin Hills Middle is a “high-performing” school per CDE designation; and

WHEREAS, a charter school is a “high performing” if either “[t]he charter school has received the two highest performance levels schoolwide on all of the state indicators ... for which it receives performance levels,” or “[f]or all measurements of academic performance, the charter school has received: a) performance levels schoolwide that are the same or higher than the state average; and b) for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average” (Education Code §47605(c)(2)(A)) and;

WHEREAS, a high performing charter school “that satisfies the academic requirements under this section shall be only required to update the petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter” (Education Code §47605(c)(2)(F)); and

WHEREAS, the chartering authority shall not deny renewal to a high-performing charter school, unless “upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend,” and only after the issuance of a written notice of violation and request for corrective action plan (not applicable here.) (Education Code §47605(c)(2)(A));

WHEREAS, a charter renewed under this section shall be renewed for a term of between five (5) and seven (7) years (Education Code §47605(c)(2)(E)).

The Board’s Options: Approve the Renewal

WHEREAS, the Education Code does not require that the Board make findings if it elects to grant a renewal of a high-performing charter school; and

WHEREAS, if a governing board denies a petition to renew a charter school, it must make written findings to support any of the grounds listed under Education Code § 47605(c).

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by the Twin Hills School District Board of Trustees that:

<p><u>Option 1:</u> The Board hereby grants the request to renew the Charter of Twin Hills Middle Charter School for a renewal term of July 1, 2025 through June 30, 2032.</p>

* * *

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by the Twin Hills School District Board of Education that:

- ☐ The Board hereby grants the request to renew the Charter of Twin Hills Middle Charter School for a renewal term of July 1, 2025 through June 30, 2032.
[Recommended]

The foregoing **RESOLUTION** was passed and adopted at a meeting of the Board of Trustees of the **TWIN HILLS UNION SCHOOL DISTRICT** on the 24th day of April, 2025, on a motion by trustee _____, seconded by trustee _____ by the following vote:

AYES: _____	<u>Board Members</u>	<u>Vote</u>
	Terry Beck	_____
NOES: _____	Jeff Harding	_____
	Rebecca Houghton	_____
ABSENT/	John Moise	_____
ABSTAIN: _____	Michael Ost	_____

I hereby certify the foregoing to be a full, true, and correct resolution duly adopted by the Board of Trustees of the Twin Hills Union School District.

Dated this 24th day of April, 2025

Clerk/President, Board of Trustees

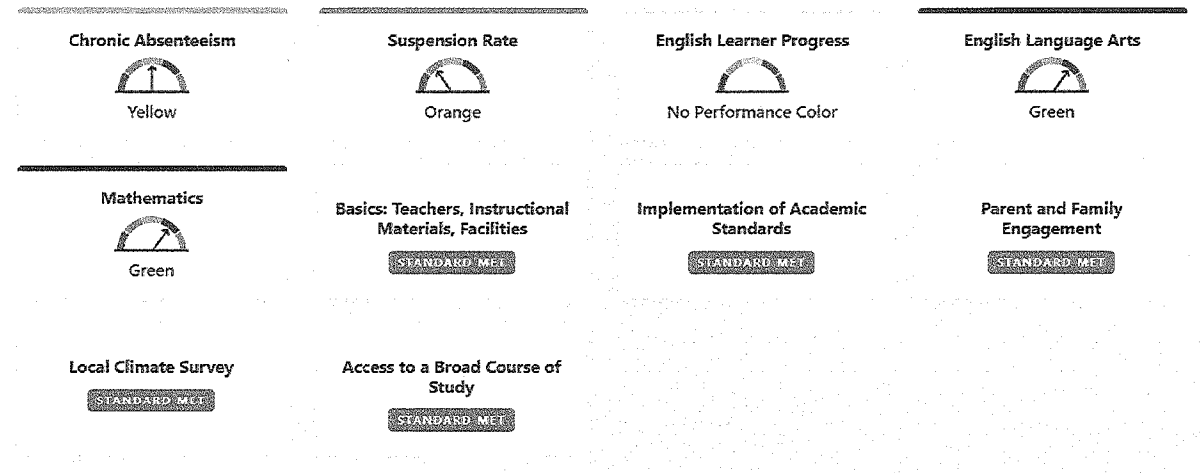
EXHIBIT A

California School Dashboard Report

The Charter School's 2024 performance on State assessment measures placed it in the "high-performing" tier for renewal purposes. The Charter School attained the following ratings on the California School Dashboard:

Chronic Absenteeism	Suspension Rate	English Language Arts	Mathematics
Yellow	Orange	Green	Green

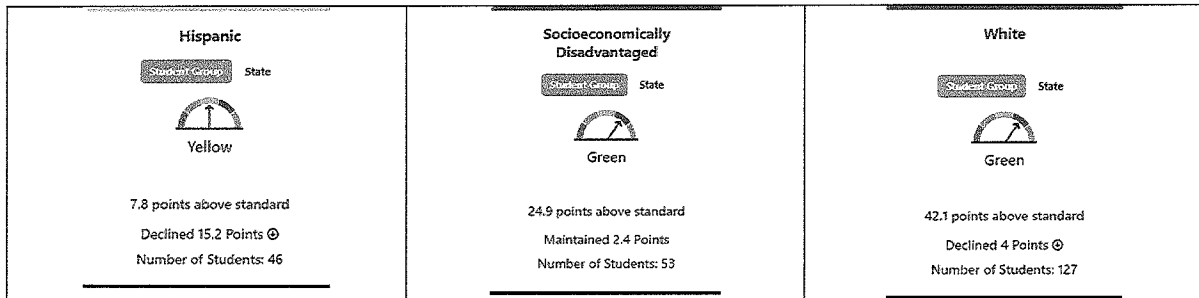
Basics: Teachers, Instructional Materials, Facilities	Implementation of Academic Standards	Parent and Family Engagement	Local Climate Survey	Access to a Broad Course of Study
Standard Met	Standard Met	Standard Met	Standard Met	Standard Met



English Language Arts

In 2024, Twin Hills Middle received a Green rating for English Language Arts. The performance of statistically significant pupil subgroups is as follows:

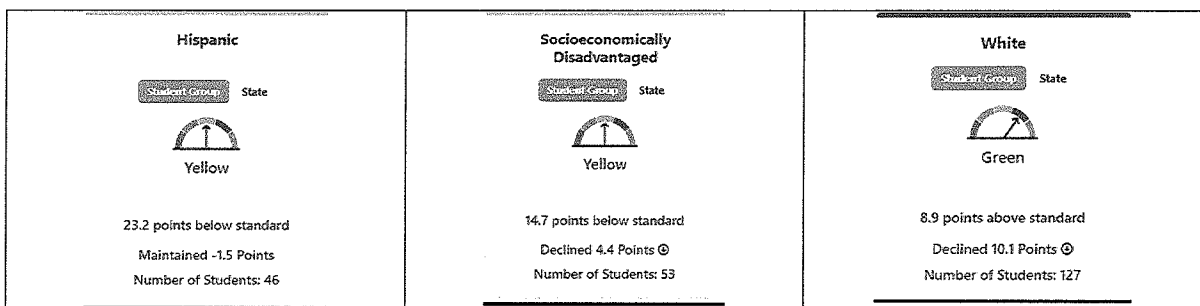
Group	Number of Students Tested	Change	Points Above Standard
Total	197	Decline 7.4	37
Hispanic	46	Decline 15.2	7.8
Socioeconomically Disadvantaged	53	Maintained 2.4	24.9
White Students	127	Decline 4	42.1



Mathematics

In 2024, Twin Hills Middle received a **Green** rating for Mathematics. The performance of statistically significant pupil subgroups is as follows:

Group	Number of Students Tested	Change	Points Above/Below Standard
Total	197	Decline 4.1	7.5
Hispanic	46	Maintain -1.5	23.2 below
Socioeconomically Disadvantaged	53	Decline 4.4	14.7 below
White Students	127	Decline 10.1	8.9 above



Student Demographic Profile

The following chart shows the Charter School's demographic profile by ethnicity, relative to that of the District and County:

Student Enrollment by Student Group (School Year 2023–24)

Student Group	Twin Hills Middle Percent of Total Enrollment¹	Twin Hills School District Percent of Total Enrollment²
American Indian or Alaska Native	0.5%	0.3 %
Asian	0.5%	0.7 %
Black or African American	0.5%	0.5 %
Filipino	0.5%	0.2 %
Hispanic or Latino	23.7%	19.6 %
Native Hawaiian or Pacific Islander	0.0%	0 %
Two or More Races	10.6%	7.8 %
White	63.8%	70.7 %

Student Enrollment by Subgroup (School Year 2023–24)

Subgroup	Charter School Enrollment	Twin Hills SD (non-Charter)	County (non-Charter)
English Learners	4.8%	5.2%	20.8%
Foster Youth	0.0%	0.3%	0.5%
Homeless Youth	0.0%	3.5%	1.5%
Migrant Education	0.0%	0.0%	1.9%
Students with Disabilities	14.0%	8.0%	16.9%
Socioeconomically Disadvantaged	26.6%	28.8%	52.4%
All Students		288	46,185

(Source: DataQuest)

¹ Source: Dataquest: (<https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?aggllevel=School&year=2023-24&cde=49709616052302&ro=y>)

² Source: Ed-Data (<https://www.ed-data.org/district/Sonoma/Twin-Hills-Union-Elementary>)



Twin Hills School

Twin Hills Charter Middle School

Charter Renewal 2025

Proposed Term: July 1, 2025 – June 30, 2032

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I. SCHOOL DESCRIPTION/FOUNDING GROUP

Twin Hills Charter Middle School (THCMS) serves students in grades six through eight in Sebastopol, West Sonoma County. The local economy includes agriculture, small manufacturing, retail, and technology-related industries. THCMS attracts families from outside the Twin Hills School District due to its reputation for offering a small, rigorous academic environment that is inclusive and supportive of diverse student needs.

Staffing currently includes certificated teachers, an administrator, classified staff, and a full-time counselor. All staff members focus on student progress, emphasizing academic rigor, high school preparation, and social-emotional wellness. THCMS offers a well-rounded elective program, including music, studio art, band, choir, Spanish, photography, yearbook, video editing, and culinary arts.

At Twin Hills Charter Middle School, we are committed to equity. We use data-driven decision-making to monitor the progress of all students, including English Learners (ELs) and students with special needs, ensuring equitable access to educational resources.

For the 2023-2024 academic year, Twin Hills Charter Middle School has demonstrated exceptional academic performance, as measured by statewide assessments. This is a testament to the high-quality education we provide. Parents actively participate in school activities such as the monthly Second Cup of Coffee with the principal and serving on the Parent Advisory Committee, playing a critical role in THCMS's success.

II. EDUCATIONAL PROGRAM

Mission Statement

Twin Hills Charter Middle School is committed to excellence. We provide students with a challenging academic environment in a supportive atmosphere. We aim to foster lifelong learning and prepare students to become responsible, positive societal contributors.

Vision Statement

Twin Hills Charter Middle School envisions a learning environment that:

- Ensures safety and order.
- Challenges and motivates students.
- It is staffed by highly qualified educators skilled in adolescent education.
- Respects individual differences and abilities.
- Encourages values of honesty, responsibility, perseverance, moral courage, and peaceful conflict resolution.
- Aligns with state standards.
- Promotes personal health, social-emotional wellness, and technological proficiency.

Charter Renewal Requirements

THCMS's charter will be renewed upon meeting at least one of the renewal criteria specified in California Education Code §47607, based on academic performance, financial management, and adherence to state and federal laws, including compliance with the Local Control and Accountability Plan (LCAP).

Target Student Population

THCMS serves students in grades 6-8, welcoming families from the broader community who seek a rigorous and supportive academic environment. THCMS is nonsectarian and will not discriminate based on race, ethnicity, gender, sexual orientation, or disability. THCMS supports a diverse population, including ELs and students with special needs, and provides equal access to high-quality education for all students.

Whom the School Attempts to Educate

Twin Hills Charter Middle School will serve children in grades sixth through eighth. THCMS will best serve families who seek an educational program based on values and principles described in our mission and vision statement and further delineated in the remainder of this charter.

Twin Hills Charter Middle School is nonsectarian in all aspects of its curriculum and its operations including admission policies and employment practices. THCMS shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, sexual orientation, home language, or disability.

The students who attend THCMS come from a wide spectrum of socio-economic backgrounds. The school serves a relatively diverse student body. The California dashboard in 2024 indicates the student population to be 63.8% Caucasian, 23.7% Hispanic, 0.5% Black, 10.6% Mixed Race, with the remaining 1.5% composed of Asian, Native American, and Filipino. Approximately 26.6% of the students require Free and Reduced Lunch Program.

How Learning Best Occurs

Learning occurs best when:

- Students construct meaning through active engagement in learning experiences.
- Parents are actively involved in their children's education.
- Learning is relevant and challenging, and it actively engages students in problem-solving and critical thinking.
- Teachers hold high expectations for students and act as mentors.
- Instruction is differentiated to meet individual learning needs.
- Curriculum standards are clearly defined, and both formative and summative assessments are used to guide instruction.

What it Means to be an Educated Person Today and Tomorrow

Twin Hills Charter Middle School is committed to supporting the development of students who will achieve academic and personal habits and attitudes desired of an educated person in the 21st Century, a life long learner who has developed competence, self motivation, confidence, and responsibility.

An educated person today is:

- Demonstrates mastery of core subjects such as reading, writing, mathematics, science, and history.
- Thinks critically and solves problems effectively.
- Is proficient in the use of technology.
- Understands and respects cultural diversity.
- Possesses the skills necessary for personal responsibility and global citizenship.

Academic Performance and Annual Measurable

Goals Annual Goals

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. [California Ed Code]

Twin Hills Charter Middle School has established annual goals for all pupils and for each subgroup as specified in the Education Code cited above. Annual goals are established for three years and are located in the Local Control Accountability Plan (LCAP). As part of the LCAP process these goals and metrics will be reviewed annually.

Annual Goals (24-25 School Year) and Measurable Outcomes

Goal #1: Our aim is to empower each student with the tools for continual advancement and future triumphs. To achieve this, we commit to consistently refining and adapting our district curriculum to ensure it remains robust, in sync with Common Core State Standards, and conducive to 21st century learning.

● Annual Measurable Outcomes:

- Increase the percentage of students meeting or exceeding CAASPP standards annually.
- Fully implement Common Core standards in ELA, Math, and Science.
- Reclassify 50% of students identified as English Learners annually.
- Ensure 100% of teachers are highly qualified.
- Provide all students with access to standards-aligned materials and resources.

Goal #2: Twin Hills CMS, in sustained collaboration with our community, is dedicated to creating safe, inclusive, and culturally responsive learning environments that foster social-emotional wellness. We are committed to cultivating deep parent engagement, recognizing the importance of students' mindsets, assets, and identities, and providing comprehensive wraparound services and support to meet the physical and emotional needs of students, families, and staff.

● Annual Measurable Outcomes:

- Maintain suspension and expulsion rates within state target levels (suspension rate <2%, expulsion rate 0%).
- Increase parental involvement, with at least 80% of parents attending one or more school events annually.
- Achieve high satisfaction scores (80% or above) on the Healthy Kids Survey.
- Maintain clean and safe facilities, as measured by Facility Inspection Tool (FIT) surveys.

Curriculum

The School offers all students, sixth through eighth grade, a standards-based education providing the necessary foundations for a successful learning experience. The School's educational plan consists of a broad range of goals and objectives to meet the educational needs of all its students. These goals and objectives reflect the standards currently adopted by the State of California, as well as the State's curricular frameworks and current educational practices. The School will continue to provide a rigorous academic program along with a strong music and art program.

The School will provide a curriculum that will allow students the opportunity to:

- ☐ Demonstrate skills that meet their grade level standards
- ☐ Use technology to enhance the learning process
- ☐ Practice decision-making and problem solving skills
- ☐ Develop the ability to appreciate cultural diversity in the world
- ☐ Participate in and understand a variety of cultural events, literature, and arts
- ☐ Demonstrate their understanding of interdisciplinary concepts
- ☐ Learn to read and write in two languages
- ☐ Develop attitudes and foster habits that promote personal responsibility

Plan for Students that are High and Low Achieving

The School is dedicated to supporting the learner's development by respecting individual differences, by helping them learn to live and work cooperatively, and by promoting self-esteem. School educators will teach students to assess their learning styles, to recognize their strengths and weaknesses, and to use this information to empower themselves to become life long learners. The School will continue to provide services for the special needs of all students, based on the changing demographics of the community. The School will take advantage of innovative ideas and programs, which may include: English Language Development, Academic Intervention, Speech

and Language, enrichment, and cross-age tutoring. Appropriate Special Education Programs will be offered to assist in maintaining Twin Hills Charter Middle School's commitment to educating all students.

Plan for English Learners

THCMS offers English Language Development and primary language support in all academic areas to all English Language Learners. All teachers are trained and certified in CLAD or SDAIE.

Plan for Special Education

The School shall comply with state law, the ADA, Section 504, and the current state and federal laws, with regard to serving its individuals with exceptional needs. The School pledges to work together with the Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with disabilities. The School will comply with all applicable provisions of law and implementing regulations related to the rights of disabled students and their parents, and will adhere to the policies, procedures and requirements of the SELPA Local Plan for Special Education. These requirements include:

- ☐ Provide assurances that all eligible individuals with disabilities shall have access to appropriate special education programs and services
- ☐ Provide assurances of its knowledge and understanding of applicable special education laws
- ☐ Provide assurances that each certificated employee is appropriately credentialed to serve in his/her assignment
- ☐ Follow all requirements of the SELPA Local Plan
- ☐ Utilize SELPA approved forms
- ☐ Provide transportation as indicated in the SELPA Local Plan
- ☐ Provide assurances that the School understands its sole legal and financial responsibility to provide appropriate services to eligible students and that the School shall not seek defense or indemnification from the SELPA or SELPA members unless liability is the result of acts or omissions of other agencies, their agents or employees, while performing services under an agreement. Twin Hills Charter Middle School is a member of Twin Hills Union School District, which remains the LEA for Special Education Services and funding.

As an LEA, the Twin Hills Union School District shall:

- ☐ Participate in governance of the SELPA in the same manner as all other LEAs in the SELPA.
- ☐ Continue to participate in, and receive the benefits of reimbursement from all SELPA fiscal pools and participate in any chargebacks in the same manner as other members.
- ☐ Receive state and federal funding for special education in accordance with the SELPA Special Education Funding Allocation Plan.

- ❑ Be responsible for all costs incurred in the provision of special education services to students enrolled in the District, including Twin Hills School.
- ❑ Document that all state and federal special education funds apportioned to the District are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities.

POTENTIAL IMPROVEMENTS

To ensure continued growth and better serve our students, Twin Hills Charter Middle School acknowledges the need to provide more detailed information on how specific interventions for English Learners (ELs) and students with special needs are implemented and funded. This would ensure full compliance with special education law, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

Special Education and 504 Accommodations

- Teacher Awareness and Training: As soon as each student's 504 Plan and Individualized Education Program (IEP) are finalized, all teachers are informed. The accommodations and modifications outlined in these documents are communicated to the teaching staff, ensuring that all students receive the necessary support.
- Placement and Monitoring: Students are placed in classrooms per their 504 Plans and IEPs. Regular monitoring is conducted to assess their academic progress and ensure that accommodations and supports are applied consistently and effectively. This includes ongoing collaboration between general education teachers, special education staff, and administrators.
- Interventions for English Learners (ELs): THCMS provides targeted interventions for EL students to support language acquisition and academic progress. These interventions may include English Language Development (ELD) classes, differentiated instruction, and regular monitoring of language proficiency and academic growth through assessments.

Funding and Compliance

- Special Education Funding: THCMS allocates funding for special education services in accordance with District and state guidelines. These funds support instructional aides, specialized materials, professional development, and other resources necessary to comply with state and federal laws and Section 504 requirements.
- Annual Reviews and Updates: To ensure continued compliance with state and federal laws, THCMS will review and update 504 Plans and IEPs annually, making adjustments as needed to serve the students best. This includes collaboration with parents, District specialists, and legal representatives when required.

By clearly documenting these processes, Twin Hills Charter Middle School can demonstrate its commitment to equity and legal compliance while ensuring that all students receive the support they need to succeed academically and socially.

III. MEASURABLE STUDENT OUTCOMES

Student outcomes are based on California Common Core Standards and will be assessed through CAASPP and other state-mandated testing systems. THCMS will also use progress reports, portfolios, and student projects to evaluate student learning. To ensure personalized and equitable support, special education students and English Learners will be assessed according to their Individualized Education Plans (IEPs) or English Language Development (ELD) plans.

"Pupil outcomes" means the extent to which all students of the School demonstrate that they have attained the skills, knowledge and attributes specified as goals in the School's educational program. Measurable pupil outcomes will be defined by Common Core State Standards for each grade level span as students develop the essential skills and understandings listed below:

Language

Students will be able to read, write, listen and speak using varied forms of expression. They will demonstrate comprehension skills and the ability to critically interpret these forms of expression. English Language learners will have the opportunity to acquire English and succeed in the regular classroom. All English only students will be given the opportunity to learn Spanish as a second language.

Mathematics

Students will demonstrate number sense, basic computation skills, logical reasoning, and problem solving skills. They will be able to apply concepts and processes, including those within arithmetic, algebra, geometry, and statistics.

Science

Students will understand and apply scientific principles and methodologies associated with the various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.

History

Students will demonstrate skills necessary to be competent, compassionate citizens of the 21st century by learning about the history and geography of the world. This will include understanding key aspects of a variety of cultures, both past and present.

Thinking Skills

Students will be able to problem solve, analyze and apply the knowledge they acquire in the core subjects.

Technology Skills

Students will be proficient in a variety of technology applications including, but not limited to, word processing, database and spreadsheet, presentation tools, utilizing the Internet and in digital citizenship.

Fine Arts

Students will be able to demonstrate creative expression and appreciation in various forms of the arts.

Life Long Learning Skills

Students will develop skills that will enable them to pursue their passions and interests throughout their adult life. These will include: study skills, research skills, self and peer evaluation techniques, and the skills necessary to complete a project, critical and creative thinking.

Social/Interpersonal Skills

Students will demonstrate citizenship and leadership skills through school community service projects. Students will master techniques necessary for collaboration and cooperative work by successfully completing group projects and/or activities.

Physical Education

Students will develop endurance, strength, flexibility, and movement skills, and setting personal physical goals. Students will learn the specific rules and techniques of team and individual sports including, but not limited to: basketball, volleyball, soccer, golf, and football.

Methods of Measuring Student Outcomes

Knowledge of core subjects will be assessed using the state testing system: CAASPP, and/or other methods mandated by the State of California. In addition, a variety of ongoing authentic assessment tools will be used to determine a student's overall academic progress. These assessments and reporting tools may include, but are not limited to, the following:

- ☐ Regular review of work in progress
- ☐ Informal and formal student, parent, and teacher conferences
- ☐ School progress reports
- ☐ Portfolio of work accomplished
- ☐ Completed projects
- ☐ Unit assessments

Progress for students with exceptional needs and English language learners will be defined appropriately according to their Individualized Education Plans and/or English proficiency levels.

An annual report will be made to the Board of Trustees whereby test scores and other pertinent information will be shared demonstrating that the students within the School are meeting or pursuing the performance standards held by the District and the State of California.

IV. GOVERNANCE STRUCTURE

THCMS is governed by the Twin Hills Union School District's Governing Board. Our Parent Advisory Committee, composed of school staff and parents, and our Leadership Team, composed of staff, will facilitate communication between THCMS and the District's governing board. The principal manages the day-to-day operations while actively seeking input from parents and staff through surveys and discussion groups.

V. HUMAN RESOURCES

THCMS will maintain high standards for all personnel who work with students, which will be reflected in hiring practices, evaluations, and professional development. All teachers will hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing in compliance with Education Code §47605(l) and the Every Student Succeeds Act.

Certificated Personnel

Certificated personnel will be the certificated bargaining unit members, covered by the Collective Bargaining Agreement between the Twin Hills Teachers Association and the Twin Hills Union School District. These employees will be subject to tenure, dismissal, and working conditions outlined in the Education Code and Government Code 3540. All current union representation and contracts will apply, including those for classified staff.

Certificated teachers will teach all classes and oversee student academic progress, including grading and enrollment decisions, following District policies. The District recognizes the Twin Hills Teachers Association (THTA) as the exclusive representative of the certificated staff. Successor agreements will be negotiated as per the Education Employment Relations Act.

Employee Rights

As District employees, employees choosing to work at THCMS will maintain all rights, including pay, benefits, and employment status. THCMS will continue to employ current certificated and classified staff, subject to enrollment and funding.

STRS, PERS, and Social Security

All employees will participate in STRS, PERS, or Social Security, with appropriate contributions from both employees and the District as per Twin Hills Union School District's Board of Trustees' policies.

The District shall be deemed the exclusive public school employer of the employees of the School for the purposes of the Education Employment Relations Act, and recognizes that no employee can be forced to work for a charter entity.

Existing employee bargaining units, agreements, contracts and policies relating to District personnel will continue to be in effect. Prior to hiring, all new employees will be informed of the Charter status of the School. If the Charter is revoked or otherwise rescinded, all employees will revert to their status as employees of the Twin Hills Union School District.

Health and Safety Standards

THCMS will comply with state laws and District policies, including fingerprinting employees, student and staff immunizations, disaster response, prevention of blood-borne pathogens, drug administration, and maintaining a drug-, alcohol-, and tobacco-free workplace.

The School will continue to adhere to the existing state laws as well as current board policy when implementing its comprehensive set of health and safety policies. These policies at a minimum will address the following topics:

- Fingerprinting and criminal record summary of employees pursuant to Education Code Section 44237
- Policies for students and staff relating to documenting immunizations
- Policies for examination of faculty and staff for tuberculosis
- Policies for screening the health of students
- Policies and procedures for response to natural disasters and emergencies
- Policies relating to preventing contact with blood-borne pathogens
- Policies relating to the administration of prescription drugs and other medicines
- Policies related to the maintenance of a drug, alcohol, and tobacco-free workplace

All information related to the above referenced policies will be included in the parent/student and employee handbooks and will be reviewed on an ongoing basis, as determined by District Governing Board policies. The School shall also develop a school safety plan in accordance with Education Code section 32282(a)(2)(A)-(J).

Dispute Resolution Process

The School agrees to resolve all disputes regarding this charter in accordance with the District adopted policies, State Board of Education guidelines and the Education Code. The intent of these policies is to:

- Resolve disputes within the School pursuant to the District's policies
- Minimize the oversight burden of the State Board of Education
- Ensure a fair and timely resolution to disputes

Parents, students, board members, volunteers, and staff at the School will be provided a copy of THCMS /District policies and the dispute resolution process, and will agree to work within them.

Any disputes between THCMS and District shall attempt to be resolved first by an informal meeting with the Principal and/or designee. Should the parties fail to resolve the dispute after the informal meeting and following the District dispute resolution process; the parties will arrive at a mutually agreeable dispute resolution process on a case-by-case basis which may include mediation and/or arbitration. THCMS recognizes that this procedure shall not pre-empt the procedures set forth in Education Code section 47607 for any disputes that potentially constitute grounds for revocation.

The School's cost of dispute resolution would be funded by the District. The District agrees to work to accomplish all tasks necessary to fully implement this charter, including the submission of any necessary and duly prepared waiver requests to the State Board of Education.

VI. ADMISSION, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

THCMS will admit students regardless of race, ethnicity, gender, disability, or sexual orientation. If applications exceed capacity, THCMS will conduct a random lottery for admissions, giving preference to students residing within the Twin Hills Union School District.

Students Guaranteed Admission:

- Students who live in the Twin Hills Union School District
- Children of District Employees
- Students currently enrolled in Apple Blossom (K-5) Elementary School

Priority Criteria for Lottery:

- Siblings of students currently enrolled

THCMS will comply with California Education Code 47605(e)(4)(A)-(E), and shall not:

- Discourage a pupil from enrolling or seeking to enroll in THCMS for any reason, including, but not limited to, academic performance, or for any protected characteristics.
- Request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to THCMS before enrollment.
- Encourage a pupil currently attending THCMS to disenroll from THCMS or transfer to another school for any reason, including, but not limited to, academic performance, or for any protected characteristics.

THCMS shall post the notice developed by the California Department of Education of the requirements of this section as required by California Education Code 47605(e)(4)(E).

Students who have been expelled from another school or have records showing recurring behavior/disciplinary problems, will require special consideration by administration before being considered eligible.

THCMS will comply with California Education Code §48900 regarding suspension and expulsion policies, ensuring due process for all students. Such policies shall include due process in accordance with Education Code Section 48915. All policies shall conform with state and federal laws. THCMS shall comply with the requirements of Education Code section 47605(c)(5)(J)(i)-(v) with respect to the expulsion, involuntary removal, or suspension of 10 days or more of any student.

Students must satisfy all state and locally required immunizations or approved medical exemption to be enrolled in THCMS.

The Board of the District shall maintain policies and procedures further detailing the admission process.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

THCMS will adhere to the fiscal policies set forth by the Twin Hills Union School District, ensuring compliance with all state and federal reporting requirements, and shall participate in the Board's annual audit of fiscal and programmatic operations. The District will provide essential payroll, insurance, custodial, and maintenance services. THCMS will participate in the District's annual audit and report budget expenditures aligned with the Local Control Funding Formula (LCFF) and LCAP to ensure transparency and accountability.

The District and School shall resolve any audit exceptions and/or deficiencies in accordance with District policies and procedures.

The School will also comply with District Board Policies and provide an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes specified in Section II from assessment instruments and techniques listed in Section III.
- Data on the level of parent involvement in the District's governance (and other aspects of THCMS, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working in the School and their qualifications.

Facilities

The School will continue to operate at 1685 Watertrough Road, Sebastopol, California. The School will utilize the classrooms, multipurpose facility, library, gym, offices, and storage facilities located at the above address.

Transportation

The School will continue to participate in the District transportation program.

Closure

In the event the charter is revoked, non-renewed, or rescinded, the School will resume its operations as a non-charter school of the Twin Hills Union School District in accordance with all applicable laws. The District will document any action to rescind the charter and notify the California Department of Education, the State Superintendent of Public Instruction, and the County Superintendent of Schools, and all other required parties. The District will notify parents of the loss of the charter and inform them as soon as possible as to any changes that may occur in daily operation, policies or procedures as a result of the loss. All assets of the School gained while a charter school shall remain the property of the District.

Oversight, Reporting, Revocation, and Renewal

According to Education Code Section 47607 the charter may be revoked if the District determines that the Charter School:

- ☐ Committed a material violation of any of the conditions, standards, or procedures set forth in the charter
- ☐ Failed to meet or pursue any of the pupil outcomes identified in the charter
- ☐ Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement
- ☐ Violated any provision of law

The School agrees to work to accomplish all tasks necessary to fully implement this charter, including the submission of any necessary and duly prepared waiver requests to the State Board of Education. Annual fiscal and programmatic audits and annual performance reports will be submitted to the District's governing board in a timely manner, as well as to the State Board of Education and the State Superintendent of Public Instruction, if required. General staff input to the preparation of the annual report will be integral to its completion.

The School will submit its renewal request of its charter petition in sufficient time to allow the District staff to cooperatively resolve any issues that may be identified.

VIII. SCHOOL MANAGEMENT

The School will not be contracting with an Education Management Organization.

IX. IMPACT ON THE CHARTER AUTHORIZER

The District, as the authorizing agency, will provide fiscal and personnel services for the Charter. The District will continue to provide payroll services and liability insurance along with other insurances needed to support the School. The District will also provide the custodial and maintenance services for the School. Scheduling of repairs and building projects will be coordinated by the District office staff and the Superintendent. THCMS budget and the purchasing of materials will be developed and implemented by the District business manager and District staff.

ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter of Twin Hills Charter Middle School to be located at 1685 Water Trough Road, Sebastopol 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 understand that if awarded a charter, the School:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. *[Ref California Education Code §47605(d)(1)]*
2. Will not be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code.) *[Ref California Education Code §47605(c)(6)]*
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. *[Ref California Education Code §47605(e)(1)]*
4. Will not charge tuition. *[Ref California Education Code §47605(e)(1)]*
5. Will admit all students who wish to attend the School, and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. *[Ref California Education Code §47605(e)(2)(B)]*
6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. *[Ref California Education Code §47605(e)(1)]*
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. *[Ref Criteria for Review, §11967.5.1(f)(5)]*
9. Will ensure that teachers in the School 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 will be given to non-core, non-college preparatory teachers. *[Ref California Education Code §47605(l)]*

10. Will at all times maintain all necessary and appropriate insurance coverage through the District.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Authorized Representative's Signature

Date:

Twin Hills Charter Middle School

Safety Plan for the Public

Introduction

Our middle school is committed to ensuring a safe and welcoming environment for all students, staff, and visitors. Our safety plan follows California state guidelines and is updated regularly to address the needs of our school community. We aim to foster an environment where students can focus on learning, free from safety concerns.

1. Emergency Procedures

In the event of an emergency, we have clear procedures to ensure the safety of all students and staff. We practice regular drills to prepare for situations such as:

- **Earthquakes:** Following the “Drop, Cover, and Hold On” protocol, students are taught to protect themselves and move to safe areas.
- **Fire:** Evacuation routes are posted in every classroom, and we conduct routine evacuation drills to ensure familiarity.
- **Secure the Campus and Lockdown:** In case of a threat on or near campus, our secure the campus and lockdown procedures aim to secure students and staff in safe areas within the school building.

2. Communication Protocols

We prioritize timely communication during emergencies:

- **School Messaging System:** Parents and guardians will receive real-time updates via our school’s messaging system. Ensure your contact information is up to date.
- **Designated Communication Channels:** We will use the school website, social media, and local news channels to keep families informed during extended emergencies.
- **Cell phones and mobile radios:** Cell phones and mobile radios will be used by trained staff to communicate where there would be no power on campus.

3. Student Behavior and Bullying Prevention

We work proactively to maintain a positive and inclusive school culture:

- **Code of Conduct:** We expect all students to treat each other with respect and kindness. Our handbook outlines behaviors that promote a safe and supportive school environment.
- **Bullying Prevention:** Our school employs programs and counseling to address and prevent bullying. Students are encouraged to report any instances of bullying to a trusted staff member or use the anonymous reporting app StopIt.
- **Counseling and Support:** We offer counseling services to help students cope with challenges and to provide conflict resolution support when needed.

4. Campus Access and Visitor Policy

Our campus access policies help control who enters and leaves the school grounds:

- **Check-In Procedures:** All visitors, including parents and guardians, must check in at the front office and wear a visitor badge while on campus.
- **Restricted Access Areas:** Certain areas of the school, such as staff-only sections, remain off-limits to visitors during school hours.

5. Health and Wellness

The health and well-being of our students are top priorities:

- **Medical Preparedness:** The school is equipped with first aid supplies and emergency medical equipment, including AEDs, in case of emergencies.
- **Mental Health Support:** Our counselors provide mental health support, and we have partnerships with local organizations to offer additional resources.
- **Infectious Disease Response:** We follow state health guidelines to prevent the spread of infectious diseases. Measures include regular sanitation and hygiene education.

6. Parental and Community Involvement

We believe that a strong partnership with families and the community enhances safety:

- **Volunteer Opportunities:** Parents and guardians are welcome to volunteer for approved events and activities.
- **Safety Committee:** Our Parent Advisory Committee includes staff and parents who meet regularly to review and improve the school environment and safety protocols.

7. Continuous Improvement and Annual Review

Our safety plan undergoes an annual review to incorporate feedback, updates to state guidelines, and evolving best practices. Parents are welcome to provide input and participate in safety meetings.

For More Information

If you would like to learn more about our school safety procedures or have questions, please contact the school office.

Local Control and Accountability Plan 2024-25

Including:

- * 2024-25 LCFF Budget Overview for Parents**
- * 2023-24 LCAP Annual Update**
- * Local Performance Indicator Self-Reflection**

Twin Hills Charter Middle School (District 53- Fund 03)

SEE Full LCAP on the District Website



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Twin Hills Charter Middle School

CDS Code: 49709616052302

School Year: 2024-25

LEA contact information:

Shawna Whitiestine

Principal

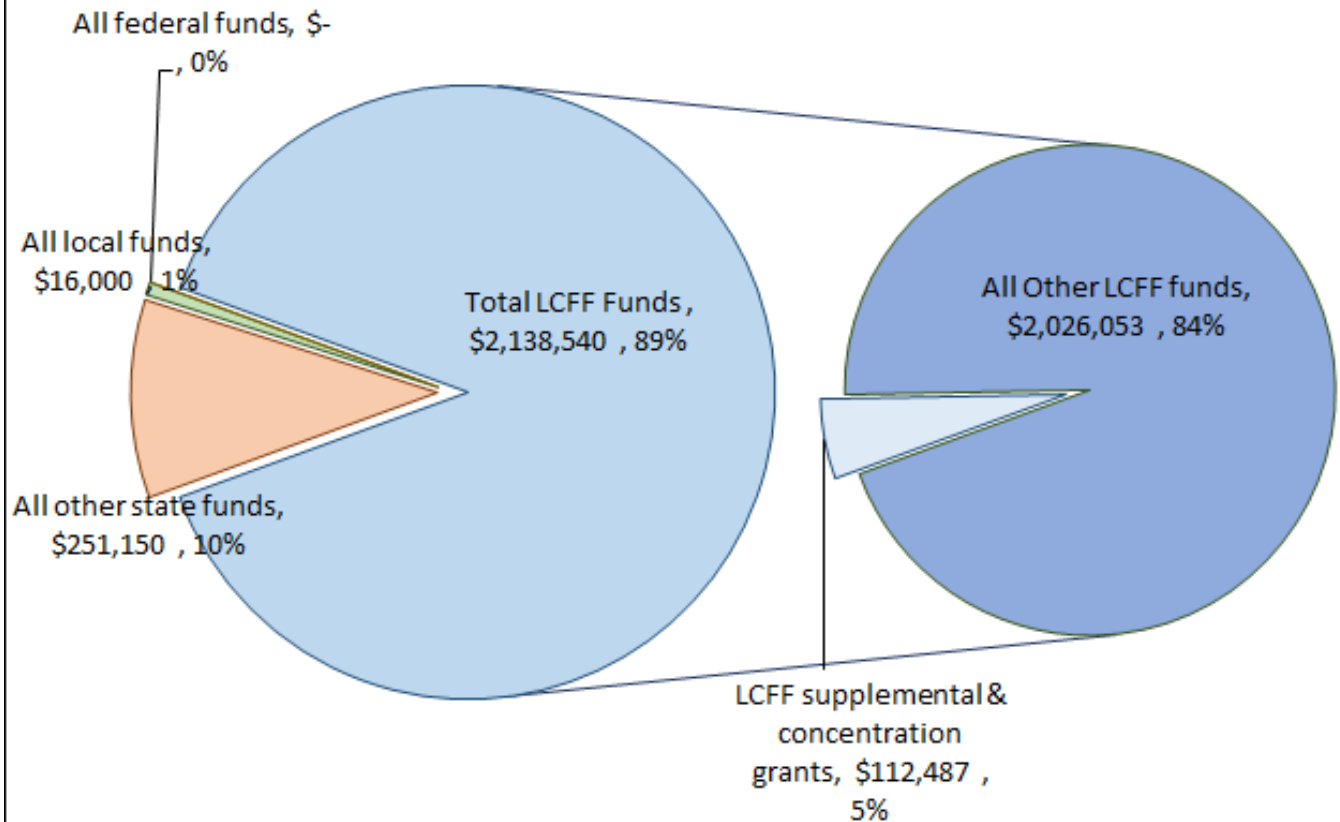
swhitestine@twinhillsusd.org

707-823-7446

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

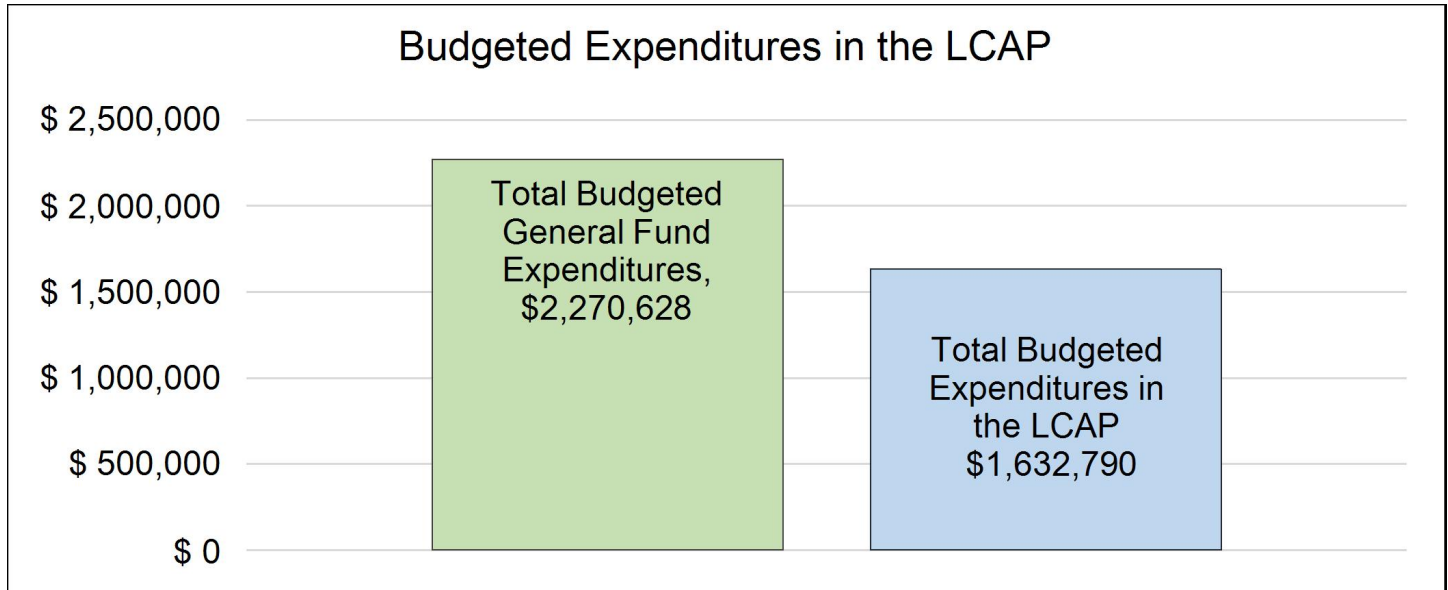


This chart shows the total general purpose revenue Twin Hills Charter Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Twin Hills Charter Middle School is \$2,405,690, of which \$2,138,540 is Local Control Funding Formula (LCFF), \$251,150 is other state funds, \$16,000 is local funds, and \$0 is federal funds. Of the \$2,138,540 in LCFF Funds, \$112,487 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Twin Hills Charter Middle School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Twin Hills Charter Middle School plans to spend \$2,270,628 for the 2024-25 school year. Of that amount, \$1,632,790 is tied to actions/services in the LCAP and \$637,838 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

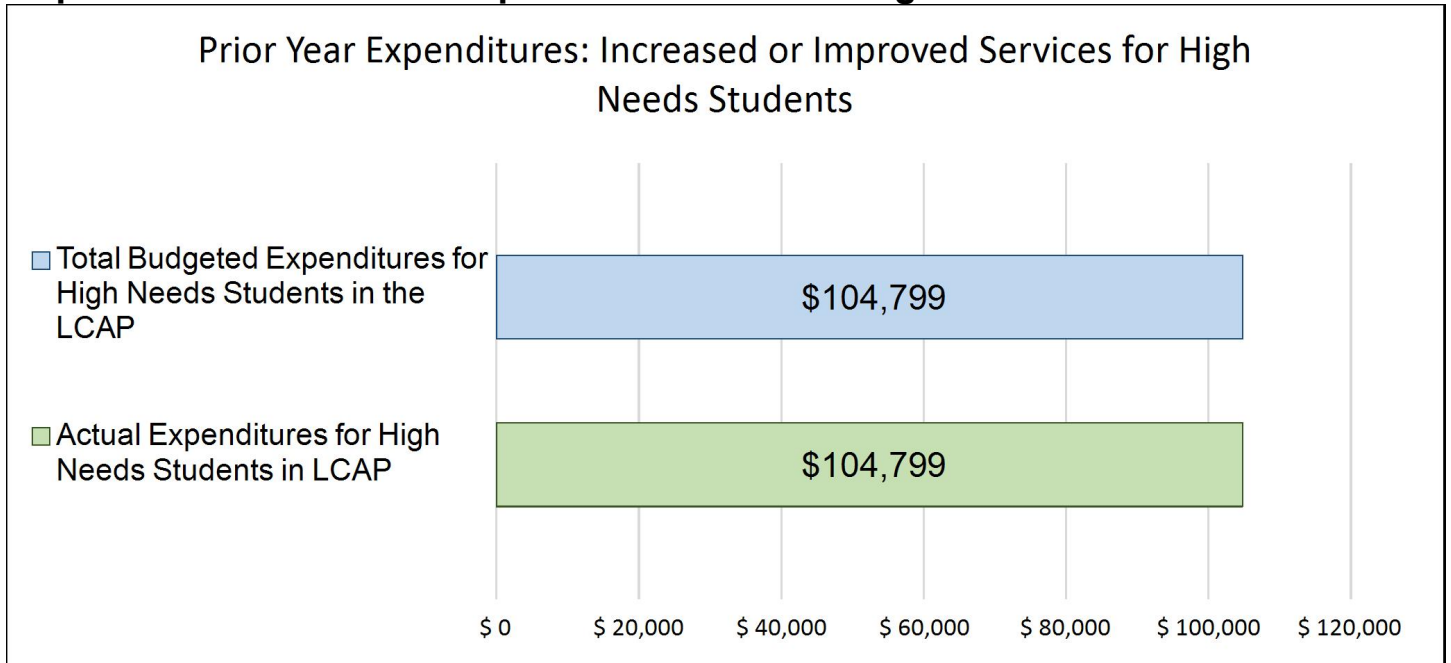
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Twin Hills Charter Middle School is projecting it will receive \$112,487 based on the enrollment of foster youth, English learner, and low-income students. Twin Hills Charter Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Twin Hills Charter Middle School plans to spend \$112,487 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Twin Hills Charter Middle School's LCAP budgeted \$104,799 for planned actions to increase or improve services for high needs students. Twin Hills Charter Middle School actually spent \$104,799 for actions to increase or improve services for high needs students in 2023-24.

**RESOLUTION OF THE TWIN HILLS SCHOOL DISTRICT #2025-595
BOARD OF TRUSTEES
REGARDING REQUEST TO RENEW THE CHARTER OF
SUNRIDGE CHARTER SCHOOL**

WHEREAS, by enacting the Charter Schools Act (Ed. Code §§ 47600, *et seq.*), the Legislature has declared its intent to provide opportunities to teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure for the purposes specified therein; and

WHEREAS, the Legislature has declared its intent that charter schools are and should become an integral part of the California educational system and the establishment of charter schools should be encouraged, and that charter schools are part of and under the jurisdiction of the Public School System and the exclusive control of the officers of the public schools; and

WHEREAS, Assembly Bill 1505 (AB 1505) was signed into law by Governor Gavin Newsom on October 3, 2019, adding a number of new provisions to the petition review and evaluation criteria, most of which took effect on July 1, 2020; and

WHEREAS, AB 1505 amended Education Code §47605(c) to state that an authorizer “shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve”; and

WHEREAS, although charter schools are exempt from many of the laws governing school districts, in return for that flexibility, they are accountable for complying with the terms of their charters and applicable law; and

WHEREAS, Education Code §47605(c) charges school district governing boards and county boards of education with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

WHEREAS, a successful charter petition must contain reasonably comprehensive descriptions of the criteria set forth in Education Code § 47605(c)(5)(A)-(O), as well as the affirmations and other requirements set forth in Education Code §47605; and

WHEREAS, if a governing board denies a petition to form a charter school, it must make written findings to support any of the following under Education Code § 47605(c): (1) the charter school presents an unsound educational program for the pupils to be enrolled in the charter school; (2) the petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) the petition does not contain the required number of signatures [not applicable to renewals]; (4) the petition does not contain an affirmation of each of the conditions described in Education Code §§47605(e); (5) the petition does not contain reasonably comprehensive descriptions of all of the criteria set forth in Education Code §§47605(c)(5)(A)-(O); and (6) the petition does not contain a declaration of whether or not the charter school shall be deemed the

exclusive public employer of the employees of the charter school for purposes of Government Code § 3540 (the Rodda Act, the State's collective bargaining law for school employees), in addition to the two new grounds added as set forth below; and

WHEREAS, AB 1505 added the following grounds for denial of a petition to establish a new charter school, effective July 1, 2020:

(7) "The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors: (A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings. (B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate," and

(8) "The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 42131 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 42131, has a negative interim certification pursuant to Section 42131, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial."

WHEREAS, the above two new grounds do not apply to a request to renew a charter, but do apply to the impact of a proposed material revision of a charter under Education Code section 47607(a)(4).

Procedural History

WHEREAS, Sunridge Charter School ("Sunridge" or "Charter School"), has been operating in the District since the 2002-2003 school year; and

WHEREAS, on or about December 12, 2024, the Charter School submitted a request to renew its charter for term of July, 1, 2025 through June 30, 2030; and

WHEREAS, in compliance with Education Code §47605(b), the Board held a public hearing on February 13, 2025, to determine the level of support for the Renewal; and

WHEREAS, the Board, under Education Code §47605(b), is obligated to take action to grant or deny the Renewal within 90 days of its submission, unless the parties mutually agree to an extension of up to thirty (30) days; and

WHEREAS, the Charter School has agreed that the Board will take action to grant or deny the renewal at its April 24, 2025, meeting.

Evaluation of Mid-Performing Charter School

WHEREAS, AB 1505 created 3 categories of charter schools for renewal: “high performing,” “mid-performing,” and “low-performing; and

WHEREAS, Sunridge is a “mid-performing” school per CDE designation; and

WHEREAS, under Education Code §47607.2(b), for “mid-performing charters,” the chartering authority, on renewal, “shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school in the state and local indicators”; and

WHEREAS, under Education Code §47607.2(b), for mid-performing charters, “[t]he chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal”; and

WHEREAS, under Education Code §47607.2(b), for mid-performing charters, the authorizer shall consider clear and convincing evidence that either:

- (1) The Charter School has achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or
- (2) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers [if applicable]; and

WHEREAS, under Education Code §47607.2(b), for mid-performing charters, the chartering authority may deny a renewal only upon making written findings, with sufficient facts to support the findings, that: (1) the charter school has failed to meet or make sufficient progress towards meeting standards that provide a benefit to the pupils of the school, (2) that closure of the charter school is in the best interest of pupils, and, (3) if applicable, its decision provided greater weight to performance of measurements of academic performance; and

WHEREAS, the Charter School scored 28.5 points above standard in English Language Arts on the 2024 California School Dashboard, while Socioeconomically Disadvantaged students scored 9.8 points above standard (Exhibit 1); and

WHEREAS, the Charter School maintained -2.4 points, and scored 8.2 points below standard in Mathematics on the 2024 California School Dashboard, while Socioeconomically Disadvantaged students scored 12.9 points below standard and increased by 8.7 points (Exhibit 1); and

WHEREAS, under Education Code §47607.2(b), for mid-performing charters, a charter granted under this subdivision shall be granted for a term of five (5) years.

The Board's Options: Approve or Deny the Renewal

WHEREAS, the Education Code does not require that the Board make findings if it elects to grant a renewal of a mid-performing charter school; and

WHEREAS, if a governing board denies a petition to renew a charter school, it must make written findings to support any of the grounds listed under Education Code § 47605(c).

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by the Twin Hills School District Board of Trustees that:

Option 1: The Board hereby grants the request to renew the Charter of Sunridge Charter School for a renewal term of July 1, 2025 through June 30, 2030; or

Option 2: *The Board hereby denies the request to renew the charter of Sunridge Charter School for a renewal term of July 1, 2025 through June 30, 2030 on the following grounds (all findings herein support all grounds listed for the Board's decision):*

1. *Petitioners are Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition (Education Code § 47605(c)(2)).*
2. *Under Education Code §47607.2(b), the Board finds that: (1) the charter school has failed to meet or make sufficient progress towards meeting standards that provide a benefit to the pupils of the school, (2) that closure of the charter school is in the best interest of pupils, and, (3) if applicable, its decision provided greater weight to performance of measurements of academic performance.*

The Board of Education's decision is based on all of the factual findings contained in this Resolution.

* * *

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by the Twin Hills School District Board of Education that [select one]:

- ☐ The Board hereby grants the request to renew the Charter of Sunridge Charter School for a renewal term of July 1, 2025 through June 30, 2030. [Recommended]
- ☐ The Board hereby denies the request to renew the charter of Sunridge Charter School for a renewal term of July 1, 2025 through June 30, 2030, and hereby adopts the above factual findings contained in the accompanying staff report in support of its decision.

The foregoing **RESOLUTION** was passed and adopted at a meeting of the Board of Trustees of the **TWIN HILLS UNION SCHOOL DISTRICT** on the 24th day of April, 2025, on a motion by trustee _____, seconded by trustee _____ by the following vote:

	<u>Board Members</u>	<u>Vote</u>
AYES: _____	Terry Beck	_____
NOES: _____	Jeff Harding	_____
	Rebecca Houghton	_____
ABSENT/	John Moise	_____
ABSTAIN: _____	Michael Ost	_____

I hereby certify the foregoing to be a full, true, and correct resolution duly adopted by the Board of Trustees of the Twin Hills Union School District.

Dated this 24th day of April, 2025

Clerk/President, Board of Trustees

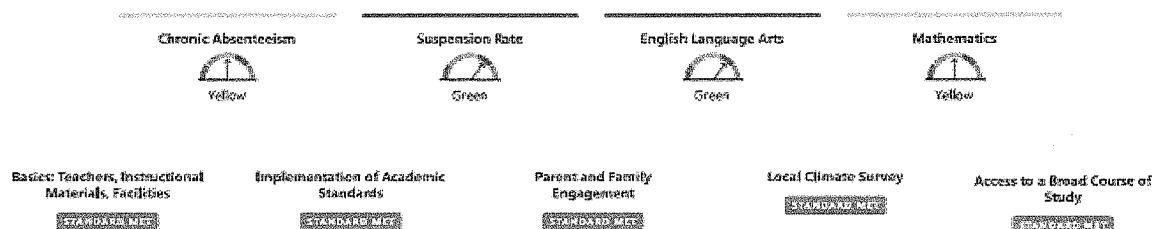
EXHIBIT A

California School Dashboard Report

The Charter School's 2024 performance on State assessment measures placed it in the "mid-performing" tier for renewal purposes. The Charter School attained the following ratings on the California School Dashboard:

Chronic Absenteeism	Suspension Rate	English Language Arts	Mathematics
Yellow	Green	Green	Yellow

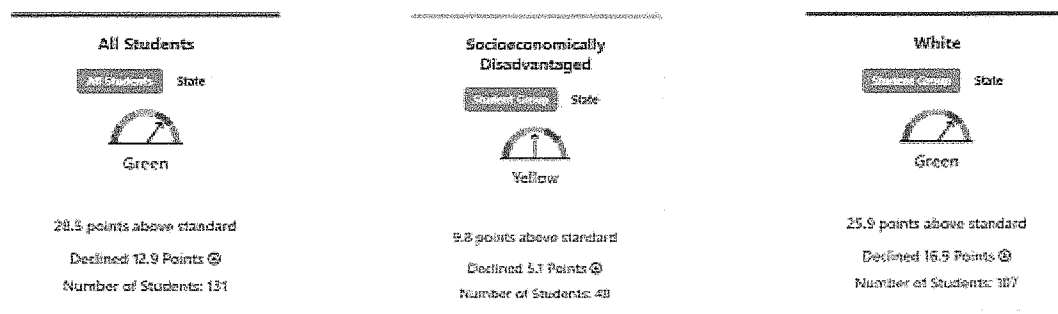
Basics: Teachers, Instructional Materials, Facilities	Implementation of Academic Standards	Parent and Family Engagement	Local Climate Survey	Access to a Broad Course of Study
Standard Met	Standard Met	Standard Met	Standard Met	Standard Met



English Language Arts

In 2024, Sunridge received a Green rating for English Language Arts. The performance of statistically significant pupil subgroups is as follows:

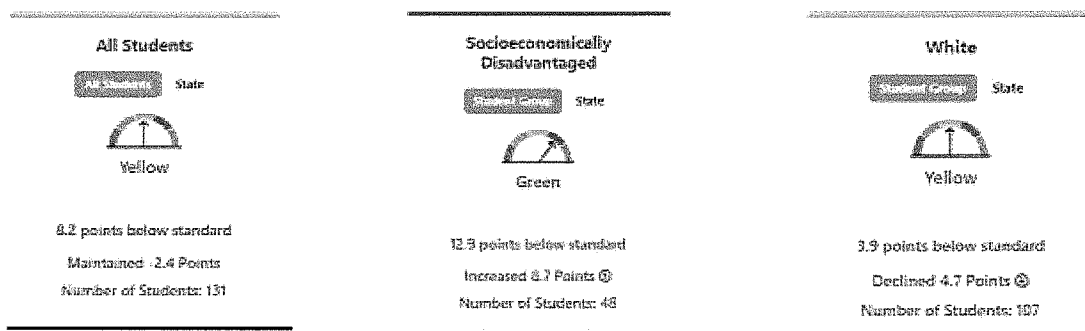
Group	Number of Students Tested	Change	Points Above Standard
Total	131	Declined 12.9 Points	28.5 Points Above
Socioeconomically Disadvantaged	48	Declined 5.1 Points	9.8 Points Above
White Students	107	Declined 16.9 Points	25.9 Points Above



Mathematics

In 2024, Sunridge received a Yellow rating for Mathematics. The performance of statistically significant pupil subgroups is as follows:

Group	Number of Students Tested	Change	Points Below Standard
Total	131	-2.4 Maintained	8.2 Points Below
Socioeconomically Disadvantaged	48	8.7 Increased	12.9 Points Below
White Students	107	4.7 Declined	3.9 Points Below



Student Demographic Profile

The following chart shows the Charter School's demographic profile by ethnicity, relative to that of the District and County:

Student Enrollment by Student Group (School Year 2023–24)

Student Group	Sunridge Percent of Total Enrollment ¹	Twin Hills School District Percent of Total Enrollment ²
American Indian or Alaska Native	0.00%	0.3 %
Asian	0.00%	0.7 %
Black or African American	0.40%	0.5 %
Filipino	0.40%	0.2 %
Hispanic or Latino	11.10%	19.6 %
Native Hawaiian or Pacific Islander	0.00%	0 %
Two or More Races	8.10%	7.8 %
White	79.90%	70.7 %

¹ Source: SARC: (<https://sarconline.org/public/summary/49709614930350/2023%E2%80%932024>)

² Source: Ed-Data (<https://www.ed-data.org/district/Sonoma/Twin-Hills-Union-Elementary>)

Subgroup	Charter School Enrollment	Twin Hills SD (non-Charter)	County (non-Charter)
English Learners	0.0%	5.2%	20.8%
Foster Youth	0.9%	0.3%	0.5%
Homeless Youth	0.4%	3.5%	1.5%
Migrant Education	0.0%	0.0%	1.9%
Students with Disabilities	5.6%	8.0%	16.9%
Socioeconomically Disadvantaged	35.0%	28.8%	52.4%
All Students	234	288	46,185

(Source: DataQuest)



Charter Renewal

2025

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I. Affirmations and Declarations

SunRidge School (also referred to herein as “SunRidge” or the “Charter School”) will continue to comply with all applicable federal, state, and local laws and regulations that apply to charter schools, including but not limited to the following:

- **The Charter School shall meet all statewide standards and conduct the student assessments required** pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- **Twin Hills Union School District shall be deemed the exclusive public school employer** of the employees of SunRidge School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- **The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations.** [Ref. Education Code Section 47605(e)(1)]
- **The Charter School shall not charge tuition.** [Ref. Education Code Section 47605(e)(1)]
- **The Charter School shall admit all students who wish to attend SunRidge School**, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- **The Charter School shall not discriminate on the basis of the characteristics listed in Section 220** (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- **The Charter School shall adhere to all provisions of federal law related to students with disabilities**, including but not limited to Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- **The Twin Hills Union School District 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)]

- **The Twin Hills Union School District shall ensure that teachers in the Charter School hold the appropriate certificates, permits, or other documents required for the teacher's certificated assignment.** The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- **The Twin Hills Union School District shall at all times maintain all necessary and appropriate insurance coverage.**
- **The Charter School shall offer the minimum number of instructional minutes and days required per grade level,** pursuant to Education Code Section 47612.5(a)(1)(A)-(D). *(see Appendix A)*
- **If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason,** the Charter School 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 report cards or a transcript of grades and health information. [Ref. Education Code Section 47605(e)(3)]
- **The Charter School may encourage parental involvement,** but shall notify parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- **SunRidge School shall maintain accurate and contemporaneous written records that document all pupil attendance** and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- **SunRidge School shall consult with its parents and teachers on a regular basis** regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- **SunRidge School shall comply with all applicable jurisdictional limitations to the locations of its facilities.** [Ref. Education Code Sections 47605 and 47605.1]
- **SunRidge School shall comply with all laws establishing the minimum and maximum age for public school enrollment.** [Ref. Education Code Sections 47610 and 47612(b)]
- **SunRidge School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"),** as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- **SunRidge School shall comply with the Public Records Act.**
- **SunRidge School shall comply with the Family Educational Rights and Privacy Act ("FERPA").**
- **SunRidge School shall comply with Government Code Section 1090, et seq.,** as set forth in Education Code Section 47604.1.
- **Twin Hills Union School District shall comply with the Political Reform Act.**
- **Twin Hills Union School District shall comply with the Ralph M. Brown Act.**
- **SunRidge School shall meet or exceed the legally required minimum number of school days.** [Ref. Title 5 California Code of Regulations Section 11960]

Introduction

SunRidge School offers a comprehensive Transitional Kindergarten through 8th-grade program, serving the Sebastopol community as a Public Waldorf charter school under the authorization of the Twin Hills Union School District (THUSD). With full enrollment and waiting lists across multiple grade levels, SunRidge is a highly sought-after option in the area, currently educating 255 students across combined TK/K classes and individual classes for each grade from 1st to 8th.

Operating with over two decades of experience, SunRidge provides an alternative educational program that aligns with the Core Principles of Public Waldorf Education, guided by the Alliance for Public Waldorf Education. This foundation fosters a strong commitment to holistic, inclusive education that supports the well-being of every child. Faculty retention rates remain strong, with 86% of full-time credentialed teachers returning each year, underscoring the dedication and strength of SunRidge's team.

SunRidge School, located in Sebastopol, California, was established in 2002 by a group of parents aiming to provide a Waldorf-based education accessible to all families, regardless of income. They collaborated with the Twin Hills Union School District to develop a charter school that integrates Waldorf educational methods into the public sector. The charter received unanimous approval from the School Board on May 1, 2002, and was officially recognized as California's 481st charter school on June 27, 2002.

The school opened its doors on September 1, 2002, with nearly 180 students enrolled across two kindergartens and grades one through seven. In 2012, SunRidge relocated to its current 10-acre campus, now serving approximately 255 students. The school offers a nurturing kindergarten environment, an artistic, skill development focus in grades 1-5, and a rigorous, experiential academic program for middle school students. SunRidge emphasizes community through seasonal festivals, parent evenings, special events, and various volunteer opportunities, fostering a sense of belonging among students, parents, and staff.

Charter Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria. Although the Charter School

is subject to the middle tier criteria, as determined by the California Department of Education, 1 and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) provides that:

(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the California Dashboard and the performance of the charter school on the local indicators included in the California Dashboard.

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).)

A. DASHBOARD PERFORMANCE

The following tables depict the Charter School’s schoolwide Dashboard performance for the 2021-2022, 2022-23, 2023-24 school years, for comparison purposes, the State’s performance.

1. SunRidge School Dashboard State Indicators, 2022-2024

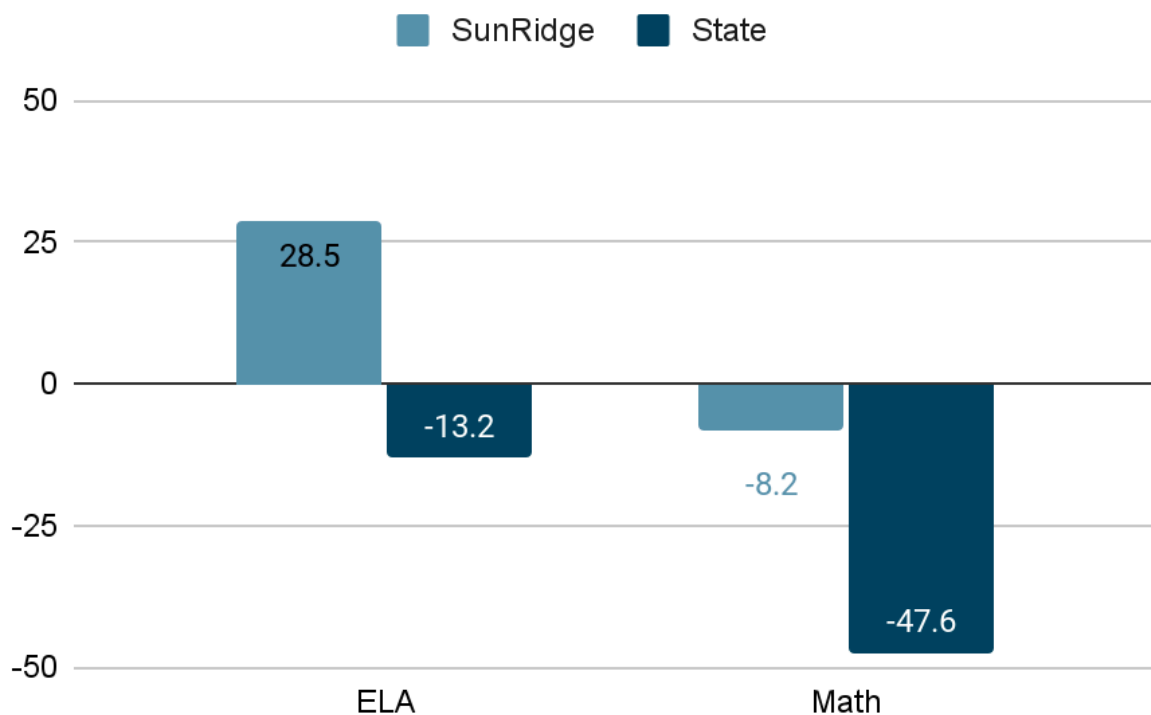
Indicator	SunRidge 2022	State 2022		SunRidge 2023	State 2023		SunRidge 2024	State 2024
ELA	Green	Red		Green	Orange		Green	Orange
Math	Yellow	Red		Green	Orange		Yellow	Orange
Chronic Absenteeism	Red	Red		Red	Yellow		Yellow	Yellow
Suspension Rate	Yellow	Yellow		Yellow	Orange		Green	Green

As indicated above, the Charter School’s Dashboard performance, as measured by performance color, met the State’s performance in every single metric reported in all indicators over the prior three years, except

for chronic absenteeism. In 2024, the Charter School’s performance was within the two levels on the Dashboard – green and yellow.

In response to the increase in chronic absenteeism, while the performance color continues to be in yellow it did decline by 3.9%. SunRidge increased parent communication regarding the definition of chronic absenteeism (10% or more of school days to date) and the importance of regular attendance to long term student success. We also recognize that, as a small school, a change in even a couple of students can drastically impact overall percentages. The Student Study Team (SST) increased outreach to both teachers and families to provide additional support. The Parents are notified via the NtP when their child begins to approach chronic absenteeism for days in school. SunRidge clearly articulated guidelines for when students should remain at home due to illness (e.g., fever) and when they should attend, in an effort to minimize extended and frequent absences from some families and students.

2024 Dashboard: Distance from the Standard Achieved on CAASPP ELA and Math



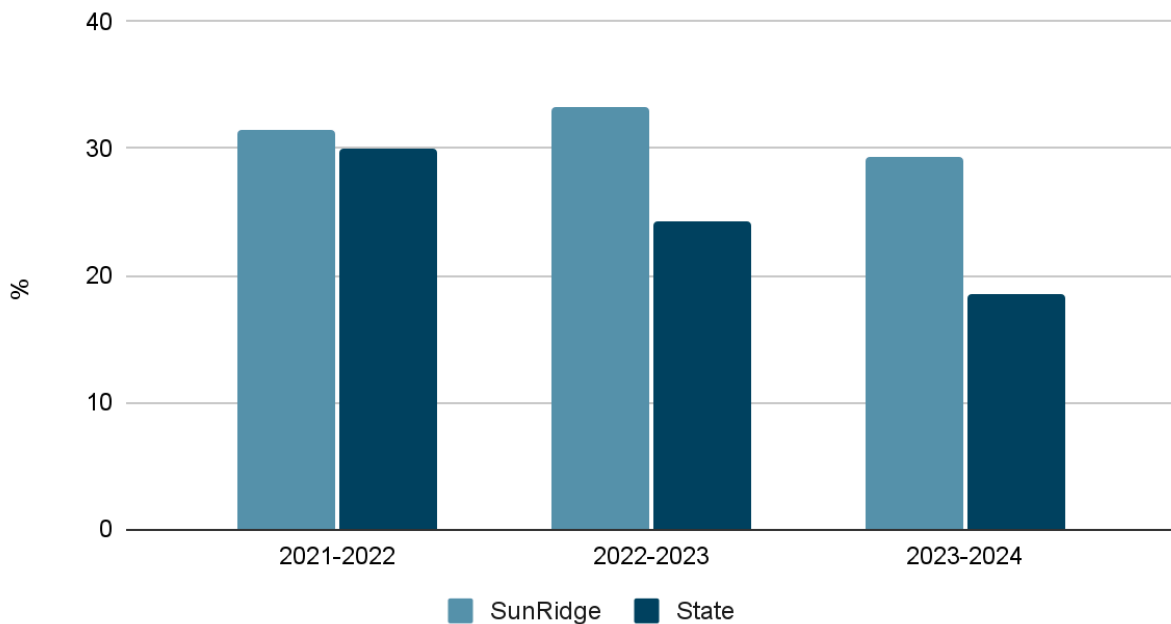
The Charter School also outperformed the State as measured by the underlying performance data from which the Dashboard colors are generated. Specifically, the Dashboard colors for the ELA and math performance indicators are generated based on students’ average distance from the standard (“DFS”) achieved on CAASPP – how close or far, on average, students were from meeting or exceeding a “standard met” score. In both CAASPP ELA and math, the Charter School’s students have consistently

outperformed the state's average DFS performance. Whereas the State's DFS average is negative, because on average, the State's students are not meeting the standards tested on CAASPP; the Charter School's ELA average DFS is positive, because its students are meeting the standards tested on CAASPP. In the Charter's CAASPP math scores, figures indicate improvement in the percentage of students

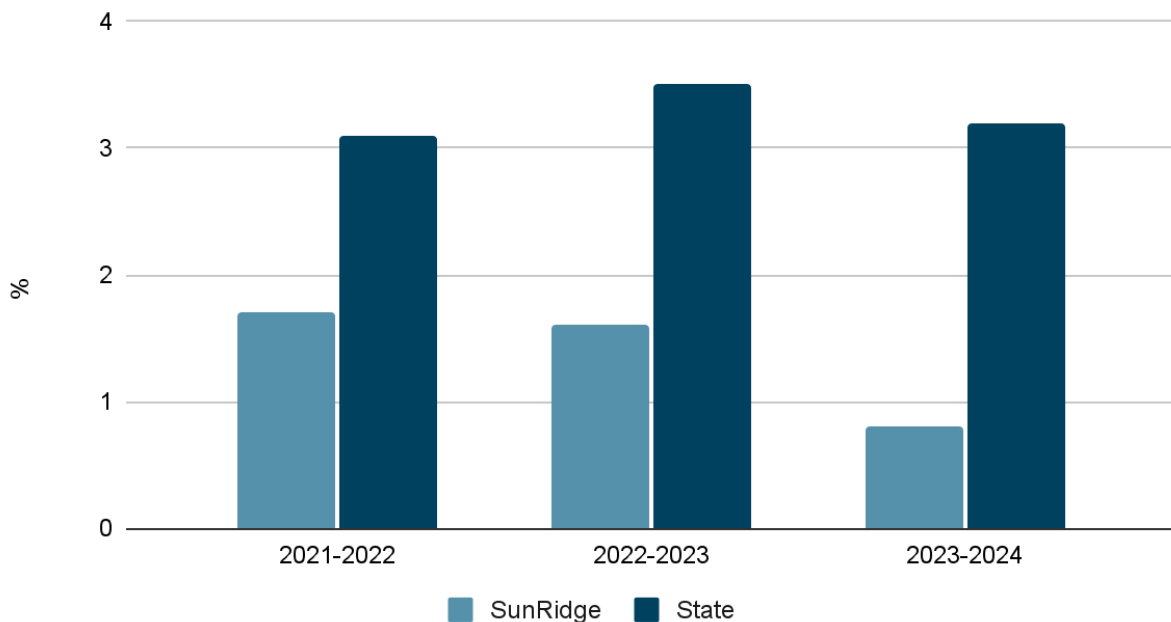
not meeting the mathematics standards, decreasing from 30.30% in 2021–2022 to 20.93% in 2022–2023 and 18.52% in 2023-2024. This indicates an improvement of 11.78%. Similarly, there was a minor increase in the percentage of students exceeding the standards, from 13.64% in 2021-22 to 20.00% in 2023-24. (*see Appendix B*)

While these changes are modest, they suggest a positive trend in mathematics proficiency among students at SunRidge Charter School. Since then, SunRidge adopted Open Up Resources, a math curriculum in the Middle School to help support this area of improvement. Similarly, the Charter is piloting the same curriculum for students in grades 3-5. The student support team has also increased support for students needing targeted instructional support.

Chronic Absenteeism



Suspension Rate



Similarly, the chronic absenteeism indicator on the Dashboard is driven by the percentage of students who are chronically absent, and the suspension rate indicator is driven by the percentage suspension rate for each school. In suspension metrics SunRidge outperforms the State.

2. SunRidge School School 2023 Dashboard Local Indicators

Local Indicator Result

Basics:

Teachers, Instructional

Materials, Facilities: Standard Met

Implementation of Academic Standards: Standard Met

Parent and Family Engagement: Standard Met

Local Climate Survey: Standard Met

Access to a Broad Course of Study: Standard Met

As indicated above, the Charter School also met all of the standards for the local indicators reported on the Dashboard.

B. MEASURABLE INCREASES IN ACADEMIC PERFORMANCE

Charter Schools in the middle track must also meet the following requirement:

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

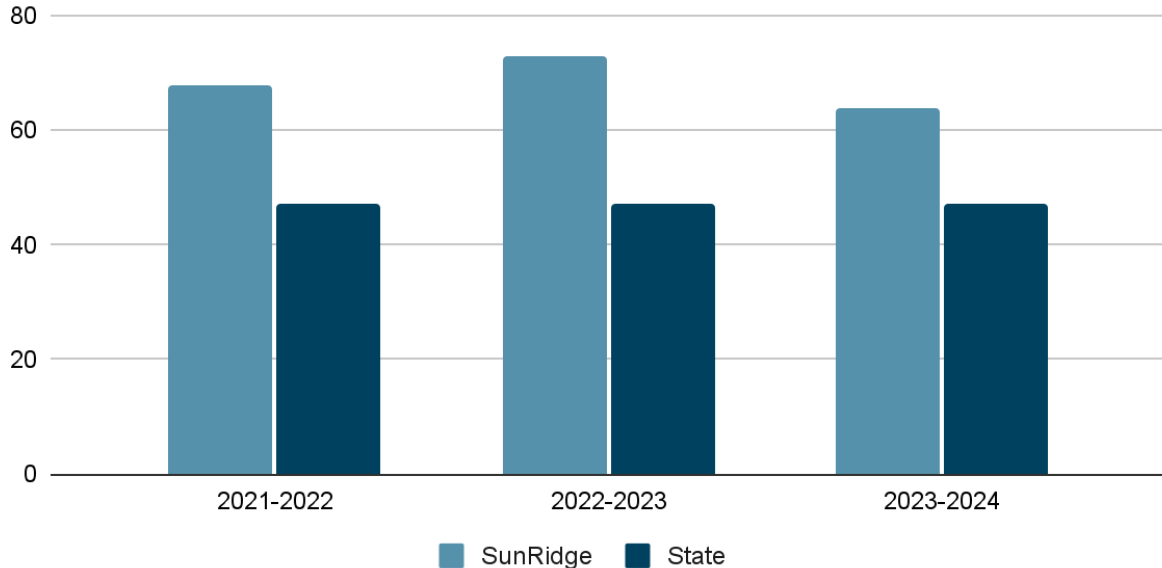
(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers. (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data. “Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) As required pursuant to Section 47607.1(c)(2), on November 6, 2020, the State Board of Education approved a list of assessments qualifying as “verified data” and included CAASPP data as a permissible source to demonstrate measurable increases in student achievement.

The charts below depict SR students’ performance on CAASPP ELA and CAASPP Math over the course of the last three years, schoolwide, as measured by the percentage of students meeting or exceeding the standards assessed on CAASPP. Insofar as this metric demonstrates that SR’ students are mastering the grade-level standards tested on CAASPP administered each spring, at a higher rate than the State, this demonstrates that SR “achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school,” within the meaning of Section 47607.2(b)(3)(B). These outcomes provide a strong case for the renewal of the Charter School based on its performance relative to the State’s average on that same metric.

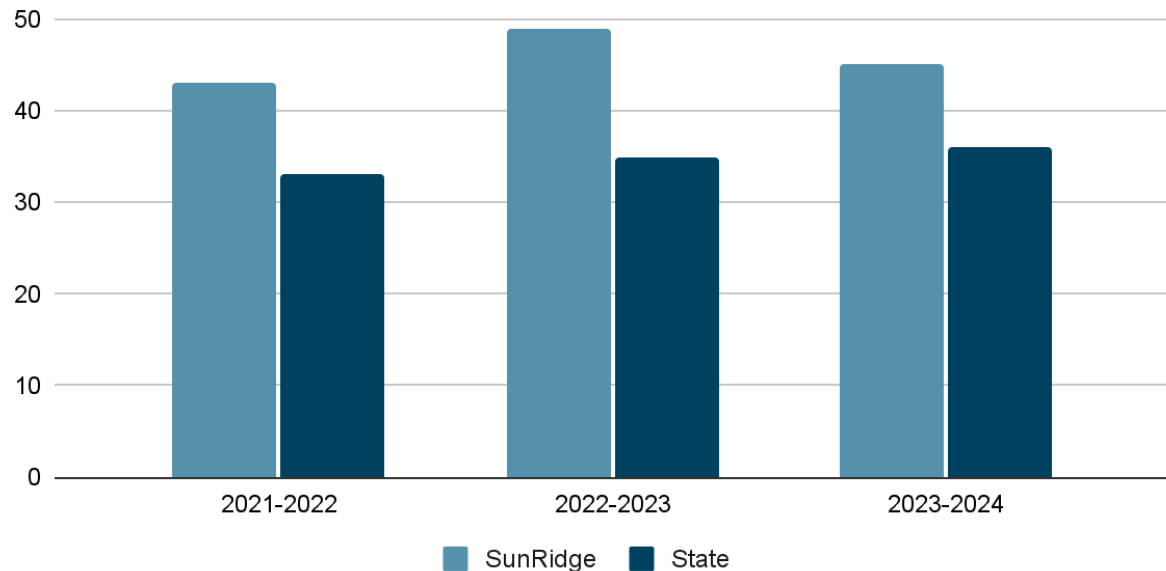
CAASPP ELA

Percent students met or exceeded standard



CAASPP Math

Percent students met or exceeded standard



II. Educational Program

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

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

SunRidge School is a community of parents and teachers using educational methods that nurture and inspire creativity, critical thinking, and motivated learning. As an institution committed to educating the whole child, the Charter School endeavors to foster the unfolding of each child’s full potential. Guided by the Core Principles of Public Waldorf Education, our teachers nurture the imagination in the early years in order to build a foundation for abstract thinking. The child’s intellect is appropriately challenged in the middle years and beyond. The education places equal emphasis on a solid academic foundation, artistic expression, social development, and attention to the inner life of the child. An integrated, project-based

approach to learning emphasizes a child's relationship to the natural world while promoting respect for the environment and humankind. Children experience wonder, reverence, and enthusiasm for learning, and as a result, they emerge with a commitment to social responsibility and the potential to impart direction and purpose to their lives.

SunRidge School offers instruction for Transitional Kindergarten through Grade 8. Teachers assigned to 1st through 8th grade classes at SunRidge remain with the same group of students for more than one, and generally three to five school years. This practice, called "looping," allows teachers to develop strong relationships with the children and their families, providing consistency and stability both academically and emotionally over the span of multiple school years. Based on a pedagogical model of the developing child, lessons at the Charter School emphasize developmental rhythms. Within this framework, the Charter School's teachers select and present subject matter using methods inspired by Waldorf education with other best educational practices tailored to the learning needs of each child.

The goal of the SunRidge School is to nurture the whole child with the objective of enabling students to become self-motivated, competent and life-long learners. We operate out of our articulated school core values of Whole Child, Responsibility, Beauty, Connection, and Learning.

Mission Statement

"Our Mission is to work in community to educate the whole child to become a responsible global citizen."

Core Values

SunRidge School is committed to:

1. Whole Child

SunRidge nurtures each child's academic, social, emotional, and artistic growth, fostering balanced individuals with curiosity, compassion, and resilience.

2. Responsibility

Students learn responsibility through personal accountability and environmental stewardship, developing respect for themselves, others, and the planet.

3. Beauty

Embracing the Waldorf tradition, SunRidge values beauty as a source of inspiration, integrating it into classrooms, arts, and nature to instill reverence and joy.

4. Connection

SunRidge builds community by fostering strong connections among students, families, and teachers, creating a supportive and inclusive environment.

5. Learning

Learning here is hands-on, curiosity-driven, and lifelong, helping students embrace challenges and develop a love for discovery that extends beyond school.

Vision

SunRidge School is dedicated to fostering the healthy development of the whole child. Through our integrated curriculum, inspired by the Core Principles of Public Waldorf Education, we guide students in developing their capacities for creative, independent thinking, academic excellence, and social responsibility. We envision a school community that reflects the values of cooperation, inclusivity, and environmental stewardship, preparing students to meet the challenges of the future with confidence and a sense of purpose.

The SunRidge School is an educational community committed to the healthy growth and development of the whole child. Through a curriculum that is guided by the Core Principles of Public Waldorf Education, our teachers nurture the imagination in the early years, building a foundation for abstract thinking, gradually and appropriately challenging the intellect throughout the grade levels taught. This philosophy places equal emphasis on a solid academic program, artistic expression, social development and attention to the inner life and natural rhythms of the child.

Our Charter School is committed to creating a healthy community which reflects and supports our common values. We believe that children develop social responsibility and feel a greater sense of significance in a small, supportive environment which promotes close long-term relationships with classmates and teachers. In an atmosphere of respectful and clear communication, cooperation, and parent participation, we believe children flourish and grow to be healthy, capable, contributing human beings.

We believe that teaching children to care for and respect the earth encourages global responsibility and promotes environmentally conscious living. The celebration of seasonal festivals is an integral part of this as children joyously experience the earth's natural cycles. By reducing or eliminating exposure to electronic media and encouraging a cooperative rather than a competitive milieu, a child's inherent creative and intellectual abilities will naturally unfold. At the heart of this approach is the recognition that teaching must be presented to children in a way which fills them with wonder, reverence and enthusiasm.

Whom the Charter School is Attempting to Educate

SunRidge School serves a diverse student body from Transitional Kindergarten (TK) through 8th grade, offering a public Waldorf education that integrates academics, the arts, and practical life skills. We strive to meet the needs of families seeking an alternative, developmental approach to education that emphasizes creativity, environmental stewardship, and social responsibility.

Parents choose SunRidge for many reasons, including:

- A holistic, Public Waldorf educational approach that nurtures intellectual, emotional, and physical development.

- A commitment to reducing early exposure to media and technology.

- A desire for a strong sense of community and parent involvement in their child's education.
- A focus on environmental education and sustainability.
- A curriculum that encourages critical thinking, creativity, and social responsibility.

What it Means to be an “Educated Person” in the 21st Century

An educated person in the 21st century is a critical thinker, a problem solver, and a compassionate global citizen. At SunRidge School, we believe that education is more than the acquisition of academic knowledge. An educated person embodies the values of responsibility, collaboration, and adaptability, while maintaining a lifelong commitment to learning. This philosophy reflects both the academic and personal attributes needed to thrive in today’s world.

The academic attributes of an educated person include:

- **Literacy and Communication:** The ability to read, write, and articulate ideas clearly and effectively.
- **Critical and Creative Thinking:** The ability to analyze, evaluate, and create innovative solutions to complex problems.
- **Scientific and Mathematical Understanding:** Competence in using scientific methods and mathematical reasoning to explore and solve real-world problems.
- **Global Awareness:** An understanding of history, geography, and cultures, fostering respect for diversity and interconnectedness.
- **Digital Literacy:** Proficiency in using technology thoughtfully and responsibly as a tool for learning and communication.

The personal attributes of an educated person include:

- **Emotional Intelligence:** The ability to manage emotions, demonstrate empathy, and navigate social relationships with sensitivity and respect.
- **Resilience and Adaptability:** The capacity to respond to challenges with flexibility and perseverance.
- **Environmental Stewardship:** A commitment to sustainability and caring for the Earth.
- **Social Responsibility:** A dedication to contributing positively to the community and taking actions that promote fairness and justice.
- **Lifelong Curiosity and Growth:** A passion for learning and continuous self-improvement.

How Learning Best Occurs

The SunRidge Charter School believes that learning best occurs when teaching methods and structures include:

- A model based on research that children have identifiable stages of development;

academic development in an environment that supports the unfolding of emotional and social aspects of the individual child;

- A curriculum designed to foster attitudes and habits that promote responsibility and confidence; teaching from the whole to the part, from synthesis to analysis;
- Academic components framed within an artistic, creative and imaginative context; An approach that strives to increase capacities for learning as opposed to one that focuses on an information based model;
- Parent commitment: involvement of parents in a variety of aspects of their child's education and school;
- A solid working relationship between families and teachers;
- Educational models in which the process and outcome are equally important;
- Staff and faculty that is sensitive to each child's personal rhythm and development;
- Limited media exposure;
- A partnership between home and school;
- A model which asserts a cooperative non-competitive approach.

Unique Aspects of the SunRidge Program

Teachers (1st -8th Grades) at SunRidge remain with the same group of students for more than one, generally 3-5, school years. This practice, called "looping," allows teachers to develop strong relationships with the children and their families providing consistency and stability both academically and emotionally over the span of multiple school years. Textbooks are not typically used in the elementary grades. Instead, teachers create presentations and the children make individual books (main lesson books) for each subject, recording and illustrating the substance of lessons. These beautiful main lesson books are an important record of learning and integrate art into every subject.

- A foreign language program is offered beginning in first grade, giving the children experience engaging with another culture.
- Next Generation Science Standards (NGSS) are incorporated throughout the curriculum in the younger grades (K through 4th) through observation and experience of our natural environment. Through nature studies, gardening and environmentally conscious practices, the children develop reverence and a sense of guardianship for the Earth and all of its inhabitants. In the upper grades (5th through 8th) NGSS standards are explicitly taught followed up with inquiry based, hands on experiments. The experiential component calls upon the children to observe carefully, ponder, discuss, and draw their own conclusions, either a law or formula. Through this process, the Charter School fosters rigorous independent thinking and sound judgment.
- Multicultural content is integrated throughout the curriculum by means of biography, storytelling, history, art, crafts, music, foreign language, and the practice of seasonal celebrations.
- The humanities curriculum acknowledges that the cultures of the past have influenced

humanity throughout time and continue to influence the values of today's world. Children will learn about cultures from an historical perspective following state content standards. Throughout the grades, beginning in transitional kindergarten, teachers tell the children stories from cultures throughout the world. Through exposure to these cultures through their legends, fables, literature and biographies, the children gain flexibility and an appreciation for the diversity of humankind. The performing arts curriculum is an integral part of these studies culminating in an annual class play performance in the 1st through 8th grades. By the close of eighth grade, the students have journeyed from India, Egypt, Persia, Greece, Africa, Rome to medieval history, the Renaissance, the Reformation, the Age of Exploration, recent US History up to the present day.

- Reading and writing are taught in the same way as they originated in the course of human history. First graders hear stories, draw pictures and discover letters in the gesture of pictures. Exposure to phonics is accompanied by the use of songs, poetry, and games that help to establish a joyful experience of language. Through the grades, reading texts are taken from the classical humanities curriculum.
- In Grades 1 through 8, each school day begins with the “Main Lesson,” a two-hour period in which the core curriculum (aligned to the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”), and remaining State Content Standards (collectively referred to herein as, “State Standards”) is presented.
 - The main lesson subjects are taught in three-to-four-week blocks. Many blocks are continued later in the term. This approach allows for freshness and enthusiasm, concentrated in-depth experience, and gives the children time to integrate learning. For the remainder of the day, the children are engaged in special subject classes and practice periods. All students learn handwork, knitting, crocheting, sewing, and woodworking. Children are introduced to the recorder in the first grade. Other instruments are gradually introduced, leading to choir and strings orchestra in the higher grades. The children learn songs, games, poems, beginning in transitional kindergarten.
- Through the grades, the foreign language program expands to include reading, writing and grammar. Other arts, such as beeswax, clay modeling, performing arts, puppetry and painting are included in the curriculum, as well.
- Practical work such as crafts and handwork are integral parts of the required curriculum from transitional-kindergarten through the eighth grade. Research confirms that brain function is founded on body function. Learning to knit and crochet in the early grades develops fine motor skills that enhance intellectual development. Coordination, patience, perseverance and imagination are also developed through practical work. Activities like woodworking, house building, and gardening are included in the elementary curriculum to give the children an understanding of and respect for how things work in the world.

Curriculum

SunRidge School’s curriculum is designed to nurture the whole child through a balanced integration of academics, the arts, and practical life skills. Our Public Waldorf approach aligns with the California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the California History-Social Science Framework, ensuring that our students receive a comprehensive education while engaging in creative, hands-on learning experiences.

Key components of our curriculum include:

1. **Main Lesson Blocks:** Each day begins with an in-depth “Main Lesson” that focuses on core academic subjects such as math, science, language arts, or history. These lessons are taught in blocks lasting three to four weeks, allowing students to fully immerse themselves in the subject matter.
2. **Arts Integration:** Art is woven into every aspect of the curriculum. Students use painting, drawing, sculpture, and other artistic forms to explore academic content, enhance creativity, and express their understanding of concepts.
3. **Handwork and Practical Skills:** From knitting and sewing to woodworking and gardening, practical life skills are an integral part of the curriculum. These activities foster patience, creativity, and fine motor skills while instilling a sense of accomplishment and self-reliance.
4. **Foreign Language Instruction:** Starting in first grade, students are introduced to foreign languages, which continues through the 8th grade. This early exposure promotes cultural awareness and helps students develop linguistic skills.
5. **Environmental Education and Outdoor Learning:** Nature is an essential part of the SunRidge experience. Students engage in outdoor activities such as gardening, nature walks, and environmental stewardship projects that foster a deep connection to the earth and a sense of responsibility for its care.
6. **Social Studies and History:** The social studies curriculum begins with stories and legends from diverse cultures, helping students develop empathy and an understanding of humanity’s shared history. As students progress, they explore world history, geography, and American history through biographies that encourage critical thinking and global awareness.
7. **Mathematics:** The math curriculum at SunRidge is a researched based curriculum, emphasizing inquiry-based learning and hands-on learning.
8. **Science:** Science education at SunRidge follows the NGSS framework, emphasizing inquiry-based learning and hands-on experiments. Students explore the natural world through observation, experimentation, and reflection, developing a deep understanding of scientific principles.

Arts Access

At SunRidge School, access to the arts is an integral part of the holistic education approach, reflecting the Waldorf philosophy’s emphasis on educating the whole child—body, mind, and spirit.

Arts Program:

- **Integrated Arts Curriculum:** Arts are seamlessly integrated into academic subjects at every grade level. Students engage in:

- **Visual Arts:** Painting, drawing, and sculpting are used to reinforce learning in subjects like math, history, and science.
- **Handwork and Practical Arts:** Handwork such as knitting, woodworking, and crafting are important parts of the curriculum, helping students develop fine motor skills, patience, and creativity.
- **Music:** Beginning in early grades, music instruction is part of the regular curriculum. This includes singing, learning musical instruments (such as the recorder), and participation in choral and instrumental performances.
- **Specialty Classes:** Beyond the core subjects, SunRidge offers specialized instruction in **movement, gardening, and music** as part of its commitment to a balanced curriculum.
 - **Gardening:** Students engage in **outdoor education** by participating in gardening activities, fostering a connection to nature and responsibility for the environment.
 - **Music and Drama:** Through seasonal festivals and performances, students get opportunities to express themselves creatively and collaborate with peers.

Curriculum

Attached as *Appendix C*, please find examples of what is taught at each grade level.

Annual Goals and Actions in the State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the State Priorities identified in Education Code Section 52060(d)(2)-(8).

Annual Goals, Actions, and Measurable Outcomes that Align with the State Priorities

Goal 1
<p>Goal: Strengthen middle school and enhance the middle school experience. Develop self-responsibility and self-direction in students to better prepare them for high school and enhance their experience of feeling safe, socially accepted, and included at school. This goal meets state priorities 1 (Basic), 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), and 6 (School Climate).</p> <p>Subgroup goals: This is a schoolwide goal, which is applicable to the same extent to all subgroups at SunRidge, including SunRidges only two numerically significant subgroups (White and Socioeconomically Disadvantaged).</p>

Action 1: Continue to work with Positive Images and Gender Spectrum presentations as well as teacher-led discussion.

Action 2: Continue Fall field trip to Westminster Woods ropes course including community building workshops.

Action 3: Expand use of lessons during planned blocks.

Action 4: Identify and develop new leaders. Continue work with students and class teachers.

Action 5: Initiate Electives program with classes such as soccer, paper crafts, games, drama, athletics, beading, and teacher assistant.

Action 6: At least one meeting with teacher in the Fall and an additional meeting upon request to review progress report and discuss student role in success.

Action 7: Provide middle school students with planners for tracking assignments and due dates. Periodic review of planners provided to students based on class requirements (at end of block or term).

Action 8: Project assignments throughout the grades with established milestones and targets.

Measurable Outcomes:

- Annual MS Student Survey - Our expectations for the Annual Middle School Student Survey are to reach 75% or above in each category related to self-responsibility, self-direction, and feelings of safety and inclusion at school.
- Annual MS Parent Survey- Our expectations for the Annual Parent Survey are to reach 75% or above in each category related to self-responsibility, self-direction, high school preparation and feelings of safety and inclusion at school.
- CAASPP Results - “All Students” in medium performance.

Goal 2

Goal: Expand resources to help parents support their child’s academic and social success. Better inform parents in order to foster a stronger partnership with school in support of student academic and social-emotional development. This goal meets state priorities 1 (Basic), 3 (Parental Involvement), 4 (Pupil Achievement), 5 (Pupil Engagement), 6 (School Climate), and 8 (Other Pupil Outcomes).

Subgroup goals: This is a schoolwide goal, which is applicable to the same extent to all subgroups at SunRidge, including SunRidge' only two numerically significant subgroups (White and Socioeconomically Disadvantaged).

Action 1: Support Parent Council work to identify and provide information about topics of interest to parent/guardian community. Schedule parent education presentation at least one-time per year for TBD topic.

Action 2: Complete and distribute a "through the grades" subject grid.

Action 3: Continue work with faculty and assess progress.

Measurable Outcomes

- Annual Parent Survey - Our expectations for the Annual Parent Survey are to reach 75% or above in each category related to self-responsibility, self-direction, high school preparation and feelings of safety and inclusion at school.

Goal 3

Goal: Apply/provide Multi-Tiered System of Support resources including Response-to-Intervention and Social-Emotional Support resources. This goal meets state priorities 1 (Basic), 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), and 7 (Course Access), and 8 (Other Pupil Outcomes).

Subgroup goals: - This is a schoolwide goal, which is applicable to the same extent to all subgroups at SunRidge, including SunRidge' only two numerically significant subgroups (White and Socioeconomically). However, SunRidge also has the following goals for non-numerically significant subgroups:

- Special Education: ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.

- Identified students who have experienced learning loss subgroup: supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.
- English Language Learners: Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

Action 1: Hire a school counselor.

Action 2: Hire RTI providers.

Action 3: Rollout of Universal Design for Learning (UDL) practices schoolwide.

Action 4: Designated and targeted Multi-Tiered Systems of support informatively assessing student needs so that targeted small groups and one-on-one instruction can be used most effectively.

Action 5: Schoolwide implementation of PBIS and SEL supports to maintain a positive school climate.

Action 6: Teacher professional development on PBIS and SEL.

Measurable Outcomes

- 100% training of faculty and staff in PBIS and SEL practices.
- 100% of teachers (TK-8) will facilitate monthly SEL activities with students.
- 100% of middle school students will be screened for social and emotional well-being.
- Facilitate two all-school parent ed evenings..

Goal 4

Goal: Enhance specialty programs and increase parent understanding of specialty curriculum. This goal meets state priorities 3 (Parental Involvement), 7 (Course Access), and 8 (Other Pupil Outcomes).

Subgroup goals: This is a schoolwide goal, which is applicable to the same extent to all subgroups at SR, including SR's only two numerically significant subgroups (White and Socioeconomically Disadvantaged).

Action 1: Print and disseminate narrative regarding scope and goals of program.

Action 2: Schedule two community garden workdays.

Action 3: Continue to deliver standardized curriculum and assessments. Continue parent education about the Spanish program.

Action 4: Maintain music library. Provide music program and instruments for all students

Action 5: Continue to maintain student helper program.

Measurable Outcomes:

- Annual Parent Survey – 60% of parents will rate their understanding of our specialty programs as “Good” or “Excellent” in our Annual Parent Survey.

Goal 5

Goal: All students and faculty have access to a device such as a Chromebook in the event instruction transitions to remote learning. All students and faculty will receive training in using technology (grades 3-8). This goal meets state priorities 1 (Basic), 2 (State Standards), and 7 (Course Access).

Subgroup goals: This is a schoolwide goal, which is applicable to the same extent to all subgroups at SR, including SR's only two numerically significant subgroups (White and Socioeconomically Disadvantaged).

Action 1: Purchasing devices such as Chromebooks for all students and faculty.

Action 2: Maintain devices such as Chromebooks for all students and faculty.

Action 3: Technology training for all teachers, students, and staff.

Measurable Outcomes:

- 100% of students and teachers have access to devices.
- 100% of students, teachers, and staff will receive training in technology.

Goal 6

Goal: Ensure continued student success on CAASPP exams; schoolwide, 50% of students will meet or exceed the standards for CAASPP ELA and 25% will meet or exceed the standards for CAASPP math. This goal meets state priorities 3 (Parental Involvement), 7 (Course Access), and 8 (Other Pupil Outcomes).

Subgroup goals:

- White Students: The percentage of students meeting or exceeding standards in ELA and math will grow by at least ten percent.

Action 1: All students in 3rd through 8th grade will participate in interim CAASP assessments.

Action 2: The administrative team will provide teachers with professional development regarding test taking strategies, which includes specific instruction on test taking strategies.

Action 3: The Charter School will continue with the platform for ELA and Benchmark assessments, called STAR Renaissance.

Action 4: The Charter School will conduct an Dig Deeper screening assessments, two times per year in grades 2nd through 8th for identified students.

Measurable Outcomes:

- 100% of schoolwide and subgroup goals will be met.
- 100% of students, including numerically significant subgroups (White and Socioeconomically Disadvantaged) and other student subgroups, will have completed at least one ELA Interim Assessment block in 2025/26 school year.
- 100% of staff members will participate in two training sessions focusing on UDL, test-taking strategies, and implementing student accommodations.
- 100% of students in grades 3-8, including numerically significant subgroups (White and

Socioeconomically Disadvantaged), will have completed three benchmark assessments by the end of the 24-25 school year.

Identifying and Serving Students Achieving Above and Below Grade Level

SunRidge has high expectations for all students. We are committed to working both with students who are not meeting expected outcomes to help them achieve at expected levels, and with students who are performing above grade level and need additional challenges. A Multi-Tiered System of Supports (MTSS) has been implemented and is supported by the Student Study Team (SST) composed of the Director, a GE teacher and parents. A focus is placed on Tier 1, Universal Supports and Assessments for all students at regular intervals. Students are assessed in each of the core academic performance and content areas (reading, writing, mathematics, history/social science and science) using multiple measures. These measures include teacher observations/narratives, portfolios of written work, main lesson work, various pieces of art, and practice paper; classroom-based tests, quizzes, and homework; and presentations of research papers, projects, or lab results. For over the last five school years, SR has implemented STAR Renaissance benchmark assessments that will be given to students in 1st through 8th grade three times a year. In addition, shortly after the Charter School receives the California Assessment of Student Performance and Progress (“CAASPP”) test scores, teachers work in teams and individually to analyze the results, identify gaps in student achievement, plan and adapt instruction, review CCSS alignment, and create individual learning plans for those students who are not yet proficient on any particular measure.

The first line of intervention, Tier 1, interventions involve analysis of the teachers’ systems, procedures and classroom instruction. Teachers are supported by the SST, mentor teachers and buddy teachers to ensure the highest level of healthy structure (to support executive functioning,) social-emotional activities and sequential instruction is delivered to maximize student accessibility. When a student is identified as needing additional support, Tier 2 interventions, including specific accommodations for the student within the classroom instructional setting, small group support and referrals to our after-school Academic Support Programs can be made. When additional interventions are deemed necessary, the teacher shall refer students to the Charter School’s Student Support Team (“SST”. The SST works with the class teacher, the parents and the student (when age appropriate) to identify additional supports.

The SST identifies three areas that students may need additional support: Learning Support & Care, Discipline & Guidance and Social Inclusion. The SST works in the three areas with additional support staff to create the plan of support for example the special education teacher, the Restorative Justice coordinator and the faculty lead for social inclusion difficulties. All students can benefit from support from the SST, including but not limited to those students achieving below grade in the areas of learning, conduct or social relations, or students achieving above grade level and require greater challenge. The SST utilizes a variety of approaches including identifying and supporting implementation of intervention strategies, meetings with parents, consultations with external sources (doctors, therapists, tutors, etc.), tracking of students’ progress, and increasing interventions if needed. If interventions are not successful

in adequately addressing concerns the SST may refer a student for a special education or Section 504 assessment.

Serving English Learners

Overview

SunRidge School will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The Charter School is deeply committed to the success of its English Learners. Teachers at the Charter School will work collaboratively to provide ELs access to the Charter School’s holistic curriculum as well as to academic English language development. Our vision rests on a body of research that supports a multi-sensory approach which enables the raising of expectations of achievement through a developmentally appropriate curriculum. Teachers will work effectively with ELs to ensure that they acquire the English language and academic skills identified in the Charter School’s curriculum and meet CCSS. Teachers will be supported to utilize specific instructional strategies to develop students’ initial communicative competence in English and the development of disciplinary academic registers in their second language. A combination of inclusion, primary language support, and sheltered instruction will be utilized, where appropriate, utilizing appropriately CLAD or BCLAD 3 credentialed teachers to facilitate student engagement and thus guarantee full participation in class.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels or other California Commission on Teaching Credentials recognized certification for serving English Learners.

(Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”) The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through grade 2 will continue to be administered as a paper-pencil test. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC, IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1. The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window. The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

Each student will have a specific written plan of support, which may include designated and integrated ELD instruction. Faculty working with the student's family will devise a plan that could include pullout instruction, modified assignments and tutorial sessions. The Charter School will follow all applicable laws related to the testing and service requirements for EL students.

SunRidge's EL students continue to increase due to extensive outreach efforts. SunRidge utilizes a number of strategies to support English Language Development (ELD) including the following:

- Developing relationships with EL students and their families is supported by the teacher looping.
- Incorporating programs that encourage EL families to share their culture and language with their children's class and the broader school community.
- Parent buddy system connects current families with new families to facilitate engagement within the class and school community.
- Strategies for instructional support include preview/review, visual cues and graphic organizers.
- Small group instruction with general education teachers and Response to Intervention (RtI) providers.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.

- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Special Education Students and Students with Disabilities

SunRidge School is committed to providing a comprehensive range of services to support the diverse needs of all students. The school ensures that every student, regardless of their background or abilities, has access to the academic, social, and emotional support they need to succeed. SunRidge collaborates with the Twin Hills Union School District (THUSD) to offer appropriate services, in compliance with state and federal laws.

Special Education Students and Students with Disabilities

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”). The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

The Charter School shall be its own local educational agency (“LEA”) and is a member of the Sonoma County Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a).

The Charter School agrees to adhere to the policies, procedures and requirements of the SELPA regarding services for its student with disabilities, and the terms of the memorandum of understanding between the Charter School and the District effective July 1, 2020 and any amendments thereto (the “District MOU”).

Services for Students under the “IDEA”

The Charter School shall follow the SELPA policies and procedures and SELPA forms in seeking out and identifying students who may qualify for special education programs and services. The Charter School utilizes the Student Support Team referral process to informally evaluate a student’s need for general education interventions prior to formal assessment unless legal requirements demand formal assessment under state law and the IDEA. For these referrals, the classroom teacher meets with the Charter School staff to share problems encountered in the classroom and to pool the knowledge and suggestions of the team in order to gather suggestions, strategies and a course of action to help the referred student. The student support team provides ongoing review to make sure that the actions recommended have been implemented and to review student success. Additionally, the entire faculty meets weekly and builds in regular intervals of pedagogical study in their meetings, which focuses on the learning challenges of specific students. This discussion seeks to pool the knowledge and expertise of the entire faculty in addressing student-specific challenges and needs, and to make the staff aware of the nature of a student’s challenges. Additionally, specialists meet separately on a weekly basis to review student profiles, challenges and successful strategies in meeting their needs.

All children shall have access to the Charter School and no student shall be denied admission to the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

The specific manner in which special education and related services is provided and funded is set forth in a Memorandum of Understanding ("SELPA MOU"), delineating the respective responsibilities of the Charter School and the SELPA. The SELPA MOU includes provisions related to staffing, notification and coordination of special education services, identification and referral (child find), assessments, IEP meetings, development and implementation, student placement, complaint procedures, and due process hearings. The Charter School is subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the 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 shall review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA shall 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 a 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 Charter 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 Plan. The site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan shall be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Academic Intervention and Support Services

1. Multi-Tiered System of Support (MTSS):

- SunRidge uses a **Multi-Tiered System of Support (MTSS)** to address both academic and behavioral needs, ensuring that students receive the appropriate level of intervention. MTSS is designed to provide targeted support based on individual student needs, with interventions becoming more intensive if progress is not made.
- **Tier 1** includes high-quality classroom instruction for all students.
- **Tier 2** offers small-group interventions for students who require additional support.
- **Tier 3** involves individualized interventions for students with significant academic or behavioral challenges.

2. Student Study Team (SST):

- For students who are struggling academically or behaviorally, SunRidge convenes a **Student Study Team (SST)** to create a plan of action. The SST includes the student’s teacher, an administrator, the parents, and other relevant staff. The team works collaboratively to identify the student’s needs and implement interventions to support their success.

Social-Emotional Support Services

1. Counseling and Mental Health Services:

- SunRidge recognizes the importance of social-emotional well-being in student success. The school offers counseling services for students who need additional emotional support, including individual counseling sessions and group sessions focusing on social skills, conflict resolution, and emotional regulation.
- The school counselor works closely with teachers, parents, and administrators to ensure that students receive the emotional support they need to thrive in the school environment.

2. **Social-Emotional Learning (SEL):**

- Social-emotional learning is embedded in the school's curriculum, and teachers receive ongoing professional development in SEL strategies. SEL programs focus on helping students develop self-awareness, manage their emotions, set positive goals, build healthy relationships, and make responsible decisions.

3. **Restorative Practices:**

- In addition to counseling, SunRidge uses **Restorative Practices** to support positive behavior and conflict resolution. Students participate in restorative circles where they can discuss conflicts, express their feelings, and work together to find resolutions. This approach helps build a strong sense of community and accountability.

Health and Wellness Services

1. **Health Screenings and Services:**

- SunRidge provides regular health screenings for students, including vision, hearing, and dental screenings, in compliance with state regulations.

2. **Nutritional Support:**

- SunRidge ensures that students have access to nutritious meals through its participation in the federal school lunch program. The school emphasizes healthy eating habits and provides guidance on nutrition to both students and families.

Student Discipline

SunRidge School's approach to student discipline is rooted in restorative practices and social-emotional learning (SEL). The primary goal is to encourage positive behavior, promote self-discipline, and create a safe and respectful learning environment. SunRidge focuses on teaching and modeling appropriate behavior and addressing the root causes of misbehavior. Discipline is seen as an opportunity for growth, with restorative practices used to repair harm and restore relationships. SunRidge complies with all applicable sections of the California Education Code (Ed. Code) related to student discipline.

Philosophy of Discipline

SunRidge School believes in supporting students' development through a compassionate, understanding approach to discipline. This philosophy is based on restorative practices, which focus on repairing harm rather than punishing, and social-emotional learning (SEL), which helps students develop the skills necessary for self-regulation and positive social interactions.

1. **Restorative Practices:**

- Restorative practices, as required under **California Education Code Section 48900.5**, are prioritized over punitive measures. Before resorting to suspension, SunRidge implements alternatives such as **Restorative Justice Circles**, peer mediation, and behavior reflection sessions to resolve conflicts and address inappropriate behavior.

2. **Social-Emotional Learning (SEL):**

- SunRidge integrates SEL into its curriculum, helping students develop skills such as self-awareness, empathy, responsible decision-making, and relationship-building. By

teaching emotional literacy, students learn to manage their emotions, resolve conflicts peacefully, and develop positive relationships with peers.

California Education Code Compliance

SunRidge School follows the California Education Code provisions on student discipline, ensuring all processes are legally compliant and fair to students.

1. Grounds for Suspension and Expulsion (Ed. Code § 48900):

- In alignment with **Ed. Code § 48900**, SunRidge recognizes that students may be suspended or expelled only for specific serious behaviors such as causing physical injury, possession of weapons or controlled substances, and committing acts of bullying or harassment.

2. Suspension Limitations (Ed. Code § 48900.5):

- SunRidge complies with **Ed. Code § 48900.5**, which mandates that alternatives to suspension, including conferences with the student and parents, counseling, and restorative justice practices, must be exhausted before suspending a student.

Discipline Procedures for Grades 1-8

The school's discipline procedures are divided into levels, with each level corresponding to the severity of the behavior. The focus is on providing consistent responses while recognizing the developmental needs of the students.

1. Level 1 and 2 Behaviors (Teacher-Managed):

- **Level 1 behaviors** include minor infractions such as talking out of turn or minor classroom disruptions. Teachers manage these behaviors by using redirection, reminders about classroom rules, or encouraging students to reflect on their actions.
- **Level 2 behaviors** involve more frequent disruptions or disrespect. Teachers may respond by providing students with logical consequences, having them complete behavior reflection forms, or using brief time-outs. Parental notification is encouraged to ensure home-school collaboration.

2. Level 3 and 4 Behaviors (Administration-Managed):

- **Level 3 behaviors** include more serious infractions such as chronic defiance, bullying, or physical aggression. At this level, behavior is referred to the administration, and a meeting with parents is arranged to create a behavior plan.
- **Level 4 behaviors** involve the most severe actions, including possession of weapons, drugs, or engaging in criminal activity. The administration must follow **Ed. Code § 48915**, which outlines the grounds for mandatory expulsion hearings and other serious disciplinary measures.

Student Success Team (SST)

For students who display persistent behavior issues despite teacher and administrative interventions, a **Student Success Team (SST)** is convened. This team includes the classroom teacher, an administrator,

the parents, and other specialists as needed. Together, the SST works to create a plan that provides targeted support and intervention strategies for the student.

Suspension and Expulsion Policies

While SunRidge emphasizes restorative practices, the school recognizes that some behaviors require more formal disciplinary action, including suspension or expulsion. The school's suspension and expulsion policies are consistent with state law and ensure that these measures are used only when necessary and when less severe interventions have not succeeded.

1. Suspension:

- Suspensions may be imposed in response to serious violations such as physical violence, theft, or severe disruption of the school environment. The maximum length of suspension is five consecutive school days, in accordance with **Ed. Code § 48911**. A student may not be suspended for more than 20 days in a school year.

2. Expulsion:

- Expulsion is reserved for the most serious infractions, such as possession of firearms, assault, or repeated dangerous behavior. SunRidge follows the procedures outlined in **Ed. Code § 48915**, ensuring that expulsion decisions are made through a fair and transparent process, including a hearing before the Twin Hills Union School District Board of Trustees. Students and parents have the right to appeal expulsion decisions.

Restorative Discipline Framework

The foundation of SunRidge's discipline approach is a restorative discipline framework that focuses on helping students understand the consequences of their actions and repairing harm done to the community. Students are encouraged to take responsibility, make amends, and learn from their mistakes.

1. Restorative Justice Circles:

- Restorative Justice Circles is used to address conflicts and misbehavior. In these circles, students engage in dialogue, express their feelings, and work toward restoring relationships. This process helps students develop empathy and fosters a sense of accountability.

2. Community Service:

- As part of restorative practices, students may be asked to engage in community service activities to make amends for their actions. These activities are designed to give back to the school community and help students reflect on the impact of their behavior.

III. Measurable Pupil Outcomes and Methods to Assess Pupil Progress Towards Meeting Outcomes

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained

the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. - Education Code Section 47605(c)(5)(B)

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

Goals, Actions, and Measurable Outcomes Aligned with the State Priorities

SunRidge School has established clearly defined schoolwide and student subgroup outcome goals in compliance with Education Code Sections 47605(c)(5)(B) and 52060(d).

SunRidge School will pursue schoolwide and subgroup outcome goals, as measured by multiple and varied interim assessments that are aligned to state and federal standards, including CCSS, and reflect proficiency measures required by the CAASPP, as well as grade-level applicable state priorities detailed in Education Code Section 52060(d) that apply for the grade levels served by the Charter School. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup is defined as:

- The subgroup consists of at least 30 pupils each of whom has a valid test score.
- For a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.

SunRidge School aligns its practices and sequence of Common Core State Standards delivery with the Alliance for Public Waldorf Education's guidelines.

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in Element 1. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help SunRidge School ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on the Charter School's website and is included in *Appendix E*. SunRidge School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education.

SunRidge School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update.

The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by SunRidge School at the Charter School's school site.

Student-Centered Assessments

SunRidge School shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in its LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

The teachers at SunRidge School pay close attention to curricular content as it relates directly to the students' emotional experiences of life, their imaginations, creativity, and artistic expression. At the same time, the students will be assessed in each of the core academic performance and content areas (reading, writing, mathematics, history/social science, and science) using multiple measures. These measures include teacher observations/narratives, portfolios of written work, main lesson work, various pieces of art, and practice paper; classroom-based tests, quizzes, and homework; and presentations of research papers, projects, or lab results (referred to in the chart below as "alternative assessment measures").

Student progress and development are carefully monitored and formally reported annually to the parents at parent-teacher conferences. Additionally, a parent or teacher may request a conference at any time. Mid-term and year-end reports on each child are prepared and given to parents.

While mid-year reporting highlights the child's progress to date, the year-end report includes an overview of the year stating what was taught during each learning block. The second part of the report will be a written narrative of the child describing academic performance, social and emotional development, and artistic expression. The child's strengths and achievements will be highlighted, and areas for further progress identified. The third part of the report will include a skill area rubric, aligned with the SunRidge School academic/State Standards.

Student assessment is uniquely facilitated at SunRidge School by the fact that teachers remain with the same group of students for more than one, generally 3-5 years. In this way, teachers develop a comprehensive understanding of each student's academic strengths and weaknesses and learning styles. Targeted teaching strategies and instructional adaptations are then easily designed to meet individual needs.

The assessment process begins at a faculty professional development at the beginning of every school year. It is also a pedagogical focus in weekly faculty meetings. Shortly after the Charter School receives the California Assessment of Student Performance and Progress test scores, teachers work in teams and individually to analyze the results, identify gaps in student achievement, plan and adapt instruction,

review CCSS alignment, and create individual learning plans for those students who are not yet proficient on any particular measure.

Use and Reporting of Data

The faculty and SunRidge School Board of Directors work collaboratively to review data for student and school improvement. Professional development days are scheduled throughout each school year to review data from multiple measures, including CAASPP test results, parent surveys, and school improvement plans. In these strategic planning sessions, the faculty and SunRidge School Board utilize all data to develop clear and measurable objectives for continued school and student improvement.

The Charter School utilizes its data to provide the District with presentations at board meetings. SunRidge School and Twin Hills Union School District (THUSD) jointly develop the content, evaluation criteria, timelines, and process for the annual presentations.

Oversight and Responding to Inquiries

THUSD may inspect or observe any part of the Charter School at any time. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by THUSD without the mutual consent of the SunRidge Charter Council.

In accordance with Education Code Section 47604.3, the Charter School shall respond promptly to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from its chartering authority, the **Sonoma County Office of Education**, or from the Superintendent of Public Instruction, and shall consult with the chartering authority, the county office of education, or the Superintendent of Public Instruction regarding any inquiries.

IV. GOVERNANCE STRUCTURE OF THE CHARTER SCHOOL

SunRidge School operates as a **dependent charter school** within the Twin Hills Union School District (THUSD), governed by the **THUSD Board of Trustees**. SunRidge School collaborates with the district while maintaining key operational autonomies as detailed in this charter and any applicable **Memoranda of Understanding** (MOU). The governance structure prioritizes transparency, participation, and accountability, ensuring meaningful involvement from faculty, parents, and the broader community.

THUSD Board of Trustees

The **Twin Hills Union School District (THUSD) Board of Trustees** retains ultimate authority over SunRidge School. The Board oversees charter compliance, reviews performance reports, and approves any amendments to the charter.

Board Responsibilities:

- **Fiscal Oversight:** Reviewing and approving the school's annual audit and financial reports. *(see Appendix D)*
- **Charter Compliance:** Monitoring the school's compliance with state and federal laws, ensuring adherence to the charter.
- **Director Supervision:** Collaborating with the Charter Council in the hiring and evaluation of the school Director.
- **Charter Amendments:** Approving any material revisions to the school's charter as recommended by the Charter Council.

SunRidge Charter Council

The **SunRidge Charter Council** serves as an advisory body for SunRidge School, acting as a delegate of the THUSD Board of Trustees. The Council is responsible for ensuring that the school adheres to its mission, vision, and legal obligations as outlined in this charter.

Composition and Appointment

The Charter Council is composed of at least five (5) members, including:

- Two (2) teachers elected by the faculty.
- Two (2) parents chosen with input from the Parent Council.
- One (1) community member, not currently a parent at the school, selected by the Charter Council.

Council members serve staggered terms of two (2) or three (3) years, with the possibility of reappointment. Terms typically begin in October.

Meetings

The Charter Council meets at least monthly during the school year. Agendas are prepared in collaboration with the school's Director and posted publicly, along with minutes, in accordance with the **Brown Act**.

Duties and Responsibilities

The Charter Council's responsibilities include, but are not limited to:

1. Evaluate and address educational program needs
2. Evaluate the school's performance in meeting its mission and goals
3. Ensure that the school maintains accountability to its charter
4. Recommend any changes to the SunRidge Charter to the THUSD Board of Trustees
5. Reviews policies and procedures
6. Recommend annual school calendar/schedule
7. In collaboration with the Superintendent, evaluate the SunRidge Director
8. With the Superintendent, select and recommend to the THUSD Board of Trustees the hiring of a new Director.
9. Ensure that all policies and significant program changes are communicated to the THUSD Board of Trustees at least annually.

Director of SunRidge School

The **Director** serves as the chief executive officer of SunRidge School, responsible for day-to-day operations and working in close collaboration with the Charter Council, faculty, and the Parent Council.

Director Responsibilities:

1. Inform and work collaboratively with the Charter Council on all key governance, finance, and operational matters of the school. It is the Director's role to proactively seek and integrate the Charter Council's input and recommendations into decisions made about the school
2. Work collaboratively with the Faculty in implementing the school's educational program to fulfill the school's charter and to meet State educational requirements. It is the Director's role to proactively seek and integrate the Faculty's input and recommendations on school policies, procedures, and other matters that relate to school operations, the educational program, and the school environment
3. Work collaboratively with the Parent Council and parent committees in implementing events and activities that support the health of the school community
4. Provide clear and effective communication with the parent body and individual parents regarding school operations, activities, needs, and concerns
5. Oversee fiscal management, purchasing, contracts, and day to day operations of the school
6. Oversee the management and development of facilities and grounds
7. Ensure emergency and disaster preparedness for the school
8. Prepare, monitor, and balance the school's budget
9. Manage the school's pledge program to ensure maximum participation and meeting of the school's financial needs for a stable Specialty program

10. Manage government testing and assessment procedures
11. Ensure that the school complies with all laws, regulations, and policies
12. Ensure that the school's educational program is in alignment with the school's charter
13. Lead the search and hiring process for all SunRidge staff, contractors, and consultants
14. Supervise, train, support, and evaluate all staff either directly or through delegation to other supervisory staff or subcontractors
15. Oversee the provision of parent education events and activities
16. Manage and supervise student enrollment and admission procedures
17. Oversee student behavior and discipline procedures
18. Report to the Twin Hills Board of Trustees on key governance, finance, educational program, and operational matters
19. Act as liaison between the school and the THUSD
20. Provide dynamic leadership and clear guidance to the school community
21. Oversee publicity and outreach to the larger community
22. Recommend additional staffing positions or consulting to enhance the operation of the school
23. Other responsibilities as specified in the employment contract and job description.

The Director is evaluated annually by the Charter Council in collaboration with the THUSD Superintendent.

Parent Council

The Parent Council plays a pivotal role in fostering a vibrant school community at SunRidge School. It supports the school through fundraising, volunteer coordination, and serving as a liaison between parents and school administration. Key responsibilities include:

1. **Volunteer Coordination:** The Council organizes and coordinates parent volunteers for various school events, festivals, and activities to support the school's needs.
2. **Event Sponsorship and Fundraising:** Sponsoring and coordinating social and cultural events that nurture a healthy social life within the school community, including middle school fundraisers and other school-wide celebrations, in alignment with Parent Council guidelines.
3. **Parent Representation and Liaison:** Ensuring each class has a parent representative who communicates class concerns, feedback, and suggestions to school administration and Parent Council meetings. Representatives also act as liaisons to help parents navigate school resources and connect with the appropriate contacts.
4. **Collaboration with Administration and Foundation:** The Council collaborates closely with school administration, the Charter Council, and the SunRidge Educational Foundation to align on school priorities and fundraised money allocation. This includes providing parent input on fund usage and addressing school needs by having a representative on the Coordinating Committee, composed of representatives from Parent Council, Charter Council, Foundation, Faculty, and Administration.
5. **Parent Engagement Hub:** Serving as the central coordination hub for fostering effective communication, understanding school organization, roles, and activities by being familiar with

the Parent Handbook and bi-monthly Bulletin, and guiding parent initiatives that support educational outcomes.

Faculty Participation

The **Faculty** at SunRidge School plays an active role in the governance of the school, particularly in matters related to the educational program. Faculty representatives serve on the Charter Council and are involved in the hiring process for new teachers.

The primary role of the Faculty is to implement a curriculum and pedagogy that meet the educational needs of their students and support the mission and vision of the school. The Faculty and the Director meet on a regular basis to discuss the life of the school and community. The Faculty works collaboratively with the Director and the Charter Council in providing input and advice on school policies, procedures, and other matters that relate to the educational program and environment for the children. The Faculty is represented on the Charter Council, act as advisors on school committees, have a representative on hiring committees, and have a representative present at Parent Council meetings. All SunRidge employees, including the Faculty, are supervised by the Director or his/her designee.

Stakeholder Engagement

SunRidge School began as a parent-led initiative and owes much of its success to effective parent participation and contributions. For example, the SunRidge Charter Council includes members dedicated to representing the parent community and fostering strong family involvement. SunRidge has a founding tenet and longstanding practice of promoting broad and meaningful stakeholder engagement.

As part of the Local Control and Accountability Plan (LCAP) process, at the beginning of each calendar year, SunRidge surveys all families, middle school students, and specialty teachers. In the spring, data gathered from these surveys, along with the most recent results from the CAASPP, are reviewed by the entire faculty, staff, and THUSD Board to collaboratively develop the LCAP for the upcoming school year.

Throughout the year, the school administration keeps stakeholders informed on the progress of LCAP goal implementation.

Additional opportunities to gather parent input include:

1. SunRidge Charter Council, which includes parent representation to advocate for family perspectives.
2. Monthly Coffee & Community events
3. SunRidge Parent Council meetings and informational sessions
4. Student feedback from informal conversations
5. Communication and feedback from active parent committees

V. Employee Qualifications

SunRidge School is committed to hiring highly qualified staff who embody the school's mission of fostering holistic child development through a Public Waldorf curriculum. All SunRidge employees, including teaching and non-teaching staff, are selected based on their qualifications, experience, and alignment with the educational philosophy of the school. SunRidge complies with California state credentialing requirements for public school employees, while providing professional development opportunities to ensure staff are well-versed in both Waldorf education and state standards.

Commitment to Diversity and Inclusion

SunRidge School is dedicated to fostering a diverse and inclusive environment where all members of the community feel valued and respected. Our commitment includes comprehensive staff training on equity, cultural competence, and inclusive practices that align with recent state mandates on Diversity, Equity, and Inclusion (DEI). These initiatives focus on building awareness and skills to better support the diverse backgrounds of our students and families, ensuring equitable access to educational resources and a welcoming school environment for everyone.

Certificated Teachers

1. California Credentialing Requirements (Ed. Code § 47605(l)):

- All core academic teachers at SunRidge are required to hold valid California teaching credentials appropriate to the grade level and subject they teach. This ensures compliance with **California Education Code § 47605(l)**, which mandates that charter school teachers meet the same credentialing requirements as teachers in non-charter public schools. SunRidge teachers are employees of the Twin Hills Union School District who ensure that all credentialing requirements are met. Twin Hills Union School District Employees are also members of the Twin Hills Teachers Association (*see Appendix F*)
- **Waldorf Education Certification:**
- In addition to state credentials, teachers are encouraged to pursue certification in Waldorf education through accredited programs. SunRidge values teachers who have a deep understanding of Waldorf pedagogy, as this aligns with the school's developmental approach to education.
- The school provides professional development opportunities for teachers to deepen their knowledge of Waldorf methods and instructional strategies that integrate academic, artistic, and social-emotional learning.

2. English Learner Authorization (CLAD or BCLAD):

- Teachers at SunRidge must hold appropriate authorizations to teach English Learners, as required by state law. This includes **Cross-cultural, Language, and Academic Development (CLAD)** certification or **Bilingual, Cross-cultural, Language, and Academic Development (BCLAD)** certification for those teaching students in bilingual programs.
- SunRidge supports professional development for teachers working with English Learners, ensuring they are equipped to meet the needs of students requiring English language development (ELD).

Specialty Instructors

1. **Specialty Instructors**

- SunRidge employs specialized teachers for subjects such as handwork, music, gardening, and other Waldorf arts. These teachers are selected for their expertise in their respective fields and their ability to integrate Waldorf principles into the curriculum.

Classified Staff

Classified staff members, including administrative personnel, instructional aides, and support staff, are hired based on their qualifications, experience, and their ability to contribute to the positive learning environment at SunRidge School. Classified staff play a critical role in supporting teachers, students, and the school community in compliance with the Twin Hills Union School District.

Professional Development

SunRidge School is committed to providing ongoing professional development for all staff members to ensure they continue to grow professionally and remain current with both Waldorf educational practices and California state standards.

1. **Annual Professional Development Plans:**

- Teachers and staff participate in professional development activities throughout the school year, focusing on integrating Waldorf pedagogy with state standards such as the **Common Core State Standards (CCSS)** and **Next Generation Science Standards (NGSS)**.
- Professional development plans are tailored to the individual needs of the staff member, with a focus on fostering their ability to meet the diverse needs of SunRidge students.

2. **Mentorship and Collaboration:**

- SunRidge values a collaborative teaching environment. New teachers are paired with experienced mentors who provide guidance in both Waldorf pedagogy and general teaching practices. Teachers participate in collaborative planning sessions to align their lessons with the school's educational goals.
- The school also promotes peer observation and feedback sessions as a way to foster continuous improvement and reflection among the teaching staff.

3. **Social-Emotional Learning (SEL) and Restorative Practices:**

- Staff members receive training in **Social-Emotional Learning (SEL)** and **Restorative Practices**, which are key components of the SunRidge educational philosophy. Teachers are trained to integrate SEL into their daily instruction and to use restorative practices when addressing behavioral challenges.

4. **Special Education and ELD Training:**

- Teachers and instructional aides receive training on working with students with disabilities and English Learners, ensuring compliance with state and federal laws. Professional development in these areas focuses on providing equitable access to the curriculum for all students, in alignment with **California Education Code** and **IDEA** (Individuals with Disabilities Education Act).

Staff Evaluation

SunRidge School employs a comprehensive evaluation process guided by the Twin Hills Union School district to ensure that certificated teachers are meeting the school's high standards for teaching and professional behavior.

1. **Teacher Evaluations:**

- Teachers are evaluated annually through classroom observations, student outcomes, and in alignment as outlined by the Employee Contract agreed upon by the Twin Hills Teachers Association. The evaluation process is designed to provide constructive feedback, encourage professional growth, and ensure high-quality instruction.

VI. HEALTH AND SAFETY PROCEDURES

At SunRidge School, the health and safety of both pupils and staff are paramount. The school has adopted and implemented comprehensive policies that comply with the health and safety requirements for public charter schools under California law, specifically in accordance with Education Code Section 47605(c)(5)(F). These procedures include:

1. Background Checks

All employees and contractors are required to undergo a criminal background check and provide a criminal record summary as mandated by Education Code Sections 44237 and 45125.1. Employment offers are contingent on the submission of fingerprints to the California Department of Justice. No person convicted of a violent or serious felony may be employed, unless permitted by law. The SunRidge Charter Director monitors these checks, and volunteers who work unsupervised by credentialed employees are also required to complete background checks.

2. Mandated Child Abuse Reporters

All SunRidge Charter employees are mandated reporters of child abuse and will adhere to the applicable laws and procedures. Annual mandated reporter training is provided to staff, in compliance with Education Code Section 44691.

3. Tuberculosis Risk Assessment and Examination

Employees and volunteers with regular contact with students are required to undergo tuberculosis (TB) risk assessments before starting work and to be tested every four years thereafter, as required by Education Code Section 49406.

4. Immunizations

SunRidge Charter follows all state regulations regarding immunizations for students as outlined in Health and Safety Code Sections 120325-120375. This includes requiring all rising 7th-grade students to receive a pertussis booster shot and 2nd varicella booster.

5. Medication in School

SunRidge Charter complies with Education Code Section 49423 regarding the administration of medication on campus, ensuring all policies for student health are followed, including the provision of epinephrine auto-injectors for emergency allergic reactions.

6. Vision, Hearing

The school ensures that vision, hearing are conducted in accordance with Education Code Section 49450 and other applicable regulations for public schools.

7. Diabetes Information

As mandated by Education Code Section 49452.7, SunRidge Charter provides information about type 2 diabetes to parents and guardians of 7th-grade students.

8. Suicide Prevention Policy

Twin Hills maintains a student suicide prevention policy, reviewed at least every five years, in accordance with Education Code Section 215, and updates it as necessary.

9. Human Trafficking Prevention

For students in grades 6-8, SunRidge Charter informs parents and guardians of human trafficking prevention resources, in alignment with state guidelines.

10. Free or Reduced-Price Meals

SunRidge Charter provides nutritionally adequate free or reduced-price meals for students, as required by Education Code Section 49552.

11. California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8, at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

12. School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J): child abuse reporting procedures routine and emergency disaster procedures policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion

recommendations procedures to notify teachers of dangerous students pursuant to Education Code Section 49079, a discrimination and harassment policy consistent with Education Code Section 200 provisions of any school wide dress code that prohibits students from wearing “gang-related apparel,” if applicable procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School a safe and orderly environment conducive to learning the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6 procedures for conducting tactical responses to criminal incidents

13. Emergency Preparedness

Emergency Preparedness Formal Safety and Emergency Preparedness back the SunRidge School’s commitment to its students’ health and safety. In close coordination with the Twin Hills Union School District, SR has developed, and continuously updates, its Emergency Preparedness Plan (attached as *Appendix G*) which covers:

- Emergency procedures
- Emergency supplies
- Student release policies
- Configuration and responsibilities of emergency teams
- Evacuation routes and utility shut-off locations
- Communication protocols

The Charter School’s Emergency Preparedness Plan has been drafted specifically to the needs of its facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

14. Bloodborne Pathogens

SunRidge Charter adheres to state and federal standards for handling bloodborne pathogens and infectious materials, with a written infectious control plan in place to protect staff and students.

15. Facility Safety

SunRidge Charter ensures that its facilities meet the safety standards outlined in the California Building Standards Code, including annual inspections of fire safety equipment and conducting fire drills in compliance with Education Code Section 32001.

16. Anti-Discrimination and Harassment Policies

SunRidge Charter is committed to providing a discrimination- and harassment-free environment. The school has comprehensive anti-discrimination policies, and all staff and students are trained on these policies at the beginning of the school year.

17. Bullying Prevention

The school has procedures to prevent bullying, including cyberbullying, and offers annual training modules developed by the California Department of Education to staff members who interact regularly with students.

18. Media Recommendation

SunRidge has a unique media recommendation, included in the Parent Handbook that the Charter School expects parents to uphold. Because we believe that the impact of electronic media can have detrimental effects on a child's healthy growth and development, we encourage families to incorporate our media free philosophy into their daily lives. To that end, we request that our families put forth a conscious effort to significantly reduce or eliminate the use of media (television, videos/DVDs, video games, computer games, and feature movies) for children. While limiting or eliminating media from a child's life might be challenging in today's world, families at SR often finds that more free time means more creative and outdoor play and more quality time together. Our dress code policy also disallows overt display of media images.

19. Safe and Inclusive School Environments

SunRidge Charter prioritizes the creation of safe, inclusive school environments that promote both mental health and positive interpersonal interactions. In alignment with California's Healthy Youth Act and other relevant state laws, SunRidge is committed to implementing policies and practices that support mental health and prevent bullying. These guidelines include anti-bullying practices, support systems for mental well-being, and ensuring compliance with all applicable state regulations.

20. Drug-Free and Smoke-Free Environment

The Charter School shall maintain a drug and alcohol and smoke free environment and shall annually conduct age appropriate prevention programs.

21. Athletic Programs

The Charter School shall comply with the requirements of Education Code Section 49475, with respect to any athletic program (as defined in Education Code Section 49475) offered by or on behalf of the Charter School.

22. LGBTQ Support

SunRidge Charter offers resources and training every two years to support LGBTQ students and improve school climate, as encouraged by the California Department of Education.

23. Transportation Safety Plan

If SunRidge Charter provides transportation services, the school will adopt a Transportation Safety Plan in accordance with Education Code guidelines to ensure the safety of students while traveling to and from

school activities. These policies and procedures are essential to maintaining a safe and healthy environment for the entire SunRidge Charter community.

VII. MEANS TO ACHIEVE BALANCE OF RACIAL AND ETHNIC PUPILS, SPECIAL EDUCATION PUPILS, AND ENGLISH LEARNER PUPILS REFLECTIVE OF THE DISTRICT

The means by which SunRidge School will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, will reflect the general population residing within the territorial jurisdiction of the Twin Hills Union School District to which the charter petition is submitted.

Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. (Education Code Section 47605(c)(5)(G))

SunRidge School's racial, ethnic, special education, and English learner makeup in the 2023-24 school year is as follows:

- **American Indian or Alaskan Native:** 0%
- **Pacific Islander:** 0%
- **Filipino:** 0%
- **Hispanic/Latino:** 11.1%
- **African American:** .4%
- **White (non-Hispanic):** 79.9%
- **Multiple or no responses:** 8.1%
- **Special Education:** 5.5%
- **English Learners:** 0%
- **Socioeconomically Disadvantaged:** 35%

While SunRidge currently has 0% English Learners enrolled, the school remains committed to increasing outreach efforts to English Learner students and their families, particularly within the Hispanic/Latino community. The school's outreach strategies have led to steady interest among Hispanic/Latino families, though actual enrollment has remained around 10% in recent years.

Outreach Strategies:

- Creation and distribution of **bilingual materials** (flyers and online content) to engage Hispanic/Latino families and potential English learners.
- A **Spanish-language version of the school's website** and enrollment forms to ensure accessibility for non-English speaking families.
- **Participation in local TK/K informational events** to engage underrepresented families.

- Hosting **informational evenings** led by Spanish-speaking faculty members to provide a welcoming environment for Hispanic/Latino families.

Future Goals: While current numbers do not yet fully reflect the outreach to English Learners and Hispanic/Latino families, SunRidge will continue to refine its strategies to support a more balanced enrollment that mirrors the diversity of the Twin Hills Union School District. The school will increase partnerships with local community organizations to reach these demographics and will enhance its bilingual communications.

The school remains committed to reflecting the socioeconomic, racial, and special education demographics of the district, and continually assesses its strategies to support diverse student populations in alignment with state requirements.

VIII. ADMISSIONS POLICIES AND PROCEDURES

SUNRIDGE SCHOOL

ADMISSION POLICIES AND PROCEDURES, CONSISTENT WITH EDUCATION CODE SECTION 47605 SUBDIVISION (E) AND EDUCATION CODE SECTION 47605(C)(5)(H)

Overview

SunRidge School is committed to providing an inclusive and accessible education to all students. Admission to the school is open to any child residing in the State of California, and enrollment is conducted through a transparent, equitable process that ensures compliance with all federal, state, and local laws. The admissions process emphasizes the school's Public Waldorf philosophy while ensuring fair access to its unique educational environment.

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

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

SunRidge School adheres to non-discriminatory practices in its admissions process, ensuring full compliance with CA Education Code §47605(d). The school does not discriminate based on ethnicity, national origin, gender, sexual orientation, disability, or family structure. Admission to the school is open to all California residents, emphasizing equal access to educational opportunities in a welcoming and inclusive environment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including but not limited to, academic performance or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii) (e.g., pupils with disabilities, English learners, economically disadvantaged pupils, foster youth, and others). Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the school to disenroll for any reason.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website outlining the requirements of Section 47605(e)(4), and make this notice available to parents. See form: <https://www.cde.ca.gov/sp/ch/documents/rescscomplaints0323.pdf>

Eligibility and Non-Discrimination

Open Enrollment:

SunRidge School is open to any student residing in California. Enrollment is offered without regard to race, ethnicity, gender, sexual orientation, family structure, disability, or national origin. Admission is based on available space within the specific grade level.

Age Requirements:

- TK: Students must be four years old by September 1 to enroll in Transitional Kindergarten, in accordance with California Education Code Section 48000(a).
- Kindergarten: Must turn 5 years of age between September 2nd and December 2nd of the year in which the applicant is seeking enrollment
- First Grade 6 years or older by September 2 prior
- Second Grade 7 years or older by June 1 prior
- Third Grade 8 years or older by June 1 prior
- Fourth Grade 9 years or older by June 1 prior
- Fifth Grade 10 years or older by June 1 prior
- Sixth Grade 11 years or older by June 1 prior
- Seventh Grade 12 years or older by June 1 prior
- Eighth Grade 13 years or older by June 1 prior

Note: These ages will shift as students advance through the grades prior to the implementation of the California Universal Prekindergarten law.

Non-Discrimination Policy:

SunRidge School does not discriminate on the basis of ethnicity, national origin, gender, gender identity, sexual orientation, disability, or family structure. The school's admission policies comply with Education Code Section 220.

Application Procedure

Enrollment Process:

The process is publicized through various channels, including the school's website, community outreach, and informational meetings to ensure transparency and accessibility.

Information Sessions:

Prospective families are encouraged to attend informational meetings held throughout the enrollment period. These sessions provide an overview of SunRidge's Public Waldorf educational approach, curriculum, and the community-oriented environment.

Application Submission:

Families submit an application during the open enrollment period. Late applications will be accepted and placed on a waitlist if necessary.

Public Random Drawing (Lottery) and Preferences

If the number of applicants exceeds the available spaces in a particular grade, SunRidge School will conduct a second public drawing (lottery) as required by California Education Code Section 47605(e)(2).

Lottery Preferences:

In the event of a lottery, the following preferences are applied, in the order listed:

1. Students presently enrolled in SunRidge (guaranteed enrollment for the following year)
2. Students who are the children of SunRidge employees working at least 0.5 FTE
3. Students who have siblings enrolled in SunRidge classroom based program (siblings include children living in the same household who share at least one parent, stepparent or guardian)
4. Children who are residents of Twin Hills Union School District or children of an employee of the Twin Hills Union School District
5. All other applicants

Lottery Procedures:

The lottery is conducted publicly, and families are notified promptly about their child's admission status. Any student not admitted will be placed on a waitlist for the remainder of the school year. The waitlist does not roll over from year to year, and families must reapply for each school year.

Acceptance of Enrollment**Notification of Acceptance:**

Families of students admitted through the lottery or open enrollment are notified by phone or in writing. To confirm enrollment, parents/guardians must submit a completed enrollment packet, which includes necessary documentation such as immunization records, proof of residency (if applicable), and emergency contact information.

Family-School Agreement:

Upon enrollment, families are asked to sign an agreement acknowledging their understanding of and commitment to supporting SunRidge's Public Waldorf educational philosophy. This includes providing a home environment that complements the school's rhythmic daily schedule, healthy habits, and media guidelines. While SunRidge values active parent involvement, it is not a requirement for admission.

Waiting List:

In cases where students are placed on a waitlist, families will be contacted in the order of placement should a space become available during the school year.

Enrollment of Students with Disabilities

SunRidge School welcomes students with disabilities and collaborates with the Twin Hills Union School District to ensure that appropriate services and accommodations are provided in accordance with the student's Individualized Education Program (IEP) or 504 Plan.

XI. AUTHORITY OF DIRECTOR

The Director shall have the authority to use their best judgment or seek Charter Council or Board input on matters related to admission that are not covered under this policy.

IX. FINANCIAL AUDIT

SunRidge School will ensure that annual, financial audits are conducted in compliance with applicable laws and generally accepted accounting principles, all under the oversight of the Twin Hills Union School District. A licensed Certified Public Accountant (CPA) with expertise in public school accounting practices and listed on the State Controller's approved list of educational auditors will perform the audit.

The audit will verify the accuracy of SunRidge School's financial statements, attendance and enrollment accounting practices, and evaluate the school's internal controls. The audit will be conducted according to generally accepted accounting principles applicable to charter schools, as well as charter school-specific audit guide regulations.

The audit process will be overseen by the Twin Hills Union School District, with copies of the audit provided to the District, the County Office of Education (COE), the California Department of Education (CDE), and the State Controller by December 15 of the year following the audit period.

SunRidge School will work closely with the District to resolve any audit exceptions or deficiencies to the District's satisfaction. Any audit appeals or requests for summary review will be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

The specifics of the audit process, regular financial reporting, and procedures for resolving audit exceptions will be outlined in the Memorandum of Understanding (MOU) between SunRidge School and the Twin Hills Union School District. The financial audit will be available to the public upon request, as it is a matter of public record.

SunRidge School is committed to managing its financial operations in a fiscally responsible, legally compliant, and ethical manner, and will respond promptly to all reasonable inquiries from the District, including those regarding financial records.

X. PUPIL SUSPENSION AND EXPULSION POLICY AND PROCEDURES

I. Introduction

This Student Suspension and Expulsion Policy and Procedures (the “Policy”) for SunRidge School has been established in order to promote learning and protect the safety and well-being of all students. In creating this policy, SunRidge School has reviewed Education Code Section 48900 et seq., which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions. This Policy establishes a list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with Education Code Section 48900 et seq. SunRidge School is committed to annually reviewing policies and procedures surrounding suspensions, expulsions, and involuntary removals, and modifying them as necessary.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. At the same time, SunRidge School intends to provide effective interventions for students who engage in problematic behavior to help them change and avoid exclusion from the school. This serves as the official policy and procedures for student suspension, expulsion, and involuntary removal at SunRidge School, and it may be amended from time to time without the need to seek a material revision of the charter, as long as amendments comply with legal requirements.

SunRidge School will always comply with the terms of the memorandum of understanding between SunRidge School and the Twin Hills Union School District, effective as of July 1, 2021, and amended thereafter, as it relates to student discipline and documentation.

Staff shall enforce disciplinary policies and procedures fairly and consistently among all students. The Policy will be printed and distributed annually as part of the Student Handbook, clearly describing discipline expectations. The Director shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy is available on request at the Director’s office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, the use of alternative educational environments, suspension, and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of, physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee’s use of reasonable force necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed upon during the period of suspension or expulsion.

A student identified as an individual with disabilities, or for whom SunRidge School has a basis of knowledge of a suspected disability pursuant to the IDEA, or who is qualified for services under Section 504, is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students, except when federal and state law mandates additional or different procedures. SunRidge School will follow all applicable federal and state laws,

including but not limited to the applicable provisions of the California Education Code, Section 504, the IDEA, and the ADA when imposing any form of discipline on a student identified as an individual with disabilities or for whom SunRidge School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections, in according due process to such students.

No student shall be involuntarily removed by SunRidge School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, SunRidge School shall utilize the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until SunRidge School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct that may be grounds for suspension or expulsion as enumerated below.

II. Suspension

A. Definition

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. Suspension does not mean any of the following:

- Reassignment to another educational program or class at SunRidge School where the student will receive continuing instruction for the length of the day prescribed by the Director for students of the same grade level.
- Referral to a certificated employee designated by the Director to advise students.
- Removal from the class without reassignment to another class for the remainder of the class period without sending the student to the Director or designee.

While suspended, the student may not loiter on or about any school grounds at any time, nor attend or participate in any school activity at any time, no matter where such activity is taking place. Violation may result in further disciplinary action. SunRidge School shall consider suspension from school only when other means of correction fail to bring about proper conduct or when the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

B. Authority

The Director or their designee may suspend a student from class, classes, or SunRidge School for a period not to exceed five days. The Director or their designee may extend a student's suspension pending a final decision by the Twin Hills Union School District Board on a recommendation for expulsion. Such an extended suspension should not exceed 10 days unless specific procedural safeguards are met, as identified below.

On a recommendation for expulsion, the Twin Hills Union School District Board may suspend a special education student being considered for expulsion in accordance with the laws relating to expulsion of special education students.

A student may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to an activity at SunRidge School or attendance at SunRidge School. A student may be suspended or expelled for acts enumerated in this Policy and related to an activity at SunRidge School or attendance at SunRidge School that occur at any time, including, but not limited to, any of the following:

- While on SunRidge School grounds
- While going to or coming from SunRidge School's campus
- During the lunch period, whether on or off SunRidge School's campus
- During, or while going to or coming from, an activity sponsored by SunRidge School

C. Grounds

The Director may use their discretion to provide alternatives to suspension or expulsion recommendations that are age-appropriate and designed to address and correct the student's specific misbehavior.

Alternatively, at the discretion of SunRidge School, students may be suspended or recommended for expulsion for any of the following acts when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon another, except in self-defense.
- Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of such an object, the student had obtained written permission to possess the item from an authorized certificated school employee, with the Director or designee's written concurrence.
- Unlawfully possessed, used, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code Sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants, and narcotic drugs), alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property (as used in this Policy, "school property" and "private property" include but are not limited to electronic files and databases).
- Possessed or used tobacco or any products containing tobacco or nicotine, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, and e-cigarettes, whether or not they contain tobacco. This section does not prohibit the use of a student's own prescription products by the student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- Knowingly received stolen school property or private property.
- Possessed an imitation firearm (i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm).
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury, personal degradation, or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying. Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - Placing a reasonable student(s) (defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) in fear of harm to their person or property.
 - Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - Causing a reasonable student to experience substantial interference with their academic performance.
 - Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.

An electronic act, for purposes of the paragraph above, means the creation or transmission, originated on or off the school site, by means of an electronic device (including but not limited to a telephone, wireless telephone, other wireless communication device, computer, or pager), of a communication including but not limited to:

- A message, text, sound, video, or image.
- A post on a social network Internet/web site including, but not limited to:
 - Posting to or creating a burn page (a burn page means an Internet website created for the purpose of having one or more of the effects listed above).
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed above (credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying and in a way that another student would reasonably believe or has believed that the student was or is the student who was impersonated).

- Creating a false profile for the purpose of having one or more of the effects listed above (false profile means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile).
- An act of cyber sexual bullying (cyber sexual bullying means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording includes the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act). Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A reasonable student means a student, including but not limited to an exceptional needs student, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs.
- Made terroristic threats against school officials and/or school property (a terroristic threat shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to electronic files and databases, or the personal property of the person threatened or their immediate family).
- Committed sexual harassment, as defined in Education Code Section 212.5 (for the purposes of this Policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive).
- Caused or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, inclusive.
- Carried, possessed, sold, or otherwise furnished an electronic signaling device.
- Violated academic ethics.
- Falsified or misinterpreted notes or phone calls of parents or guardians.
- Falsely activated a fire alarm.
- Habitually violated the dress code.
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression, or association with one or more of these actual or perceived characteristics.

- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this Policy, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be suspended or recommended for expulsion.

D. Procedures Required to Suspend

Step One

The Director shall investigate the incident and determine whether or not it merits suspension.

Searches: In order to investigate an incident, a student's attire, personal property, vehicle, or school property (including books, desks, school lockers, computers, and other electronic devices) may be searched by the Director or designee, who has reasonable suspicion that a student has violated or is violating the law or the rules of SunRidge School. Illegally possessed items shall be confiscated and turned over to the police.

Step Two

Suspension shall be preceded, if possible, by an informal conference between the Director or designee and the student, the student's parent/guardian, and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Director or designee. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or SunRidge School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be orally informed of the reason for the suspension, the evidence against the student, the other means of correction that were attempted before the suspension, and be given the opportunity to present their version and evidence in their defense. This conference shall be held within two (2) school days unless the student waives this right or is physically unable to attend for any reason, including but not limited to hospitalization or detention in a correctional facility.

At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to inform them of the suspension and the reasons for it. If a student is suspended without the informal conference, both the student and the parent/guardian will be notified of the student's right to return to school for the purpose of a conference.

Step Three

The Director determines the appropriate length of the suspension. When suspensions do not include a recommendation for expulsion, they shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances, when SunRidge School has

determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian unless they fail to attend the conference.

Step Four

The Director fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and the student. A copy of this form is also placed in the student's cumulative file at SunRidge School. The Notice of Suspension Form shall state the fact of suspension, its duration, and the specific offense(s) committed by the student. In addition, the notice will state the date and time when the student may return to school. The notice shall also state that if desired by the parent/guardian, a prompt meeting or hearing will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). Additionally, if SunRidge School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay. No penalties may be imposed on a student for failure of the parent or guardian to attend a conference with SunRidge School officials.

Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

Step Five

The Director determines whether the offense warrants a police report. The Director will report certain offenses to law enforcement authorities in accordance with Education Code Section 48902.

When the Director releases a minor student to a peace officer for the purpose of removing the minor from SunRidge School's premises, the Director shall take immediate steps to notify the parent/guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken unless the minor has been taken into custody as a victim of suspected child abuse.

Step Six

The Director may require the student and their parent/guardian to sign a contract that states the conditions that the student is expected to meet while at SunRidge School. Copies of the signed contract are kept by SunRidge School and given to the parent/guardian.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, legal guardian, or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment requested and turned in to the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

E. Appeal Process

A student or the student's parent/guardian may appeal those disciplinary actions, other than expulsion, imposed upon a student for their school-related offenses. Appeals must be made first in writing at the school level and should be directed to the Director within 2 days of SunRidge School sending the Notice of Suspension Form to the parent/guardian and the student. The Director will attempt to resolve the appeal with a written response within ten school days of receiving the written appeal. If further appeal is desired after the school level, the student or their parent/guardian should appeal in writing to the Twin Hills Union School District Board within 10 days of the school level written response and should direct it to the chairman of the board for final resolution within 15 school days. If any appeal is denied, the student and their parent/guardian may place a written rebuttal to the action in the student's file.

III. Expulsion

A. Definition

Expulsion means involuntary disenrollment from SunRidge School.

B. Authority

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Twin Hills Union School District Board following a hearing before it or by the Board upon a recommendation of a neutral and impartial administrative panel (the "Administrative Panel") to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Twin Hills Union School District Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board shall make the final determination.

XI. 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. - Education Code Section 47605(c)(5)(K)

Employees of SR will participate in the State Teachers' Retirement System ("STRS"), Public Employees' Retirement System ("PERS"), or Social Security as applicable to their position at the Charter School. The Employee Handbook regarding these positions is broken out as to specify coverage for each position.

THUSD will also make contributions for workers' compensation insurance, and any other payroll

obligations of a California employer. The THUSD District shall cooperate as necessary to forward any required payroll deductions and related data to the proper authority. The THUSD shall inform all applicants for positions within THUSD of the retirement system options for employees of the Charter School. The District shall create any reports required by STRS and PERS and the District or County Superintendent of Schools that reports to those systems pursuant to Education Code Section 23004 or Government Code Section 20221 shall submit the required reports. The THUSD shall be responsible for ensuring that appropriate arrangements are made for retirement coverage.

XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. - Education Code Section 47605(c)(5)(L)

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within their school 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 on admissions forms that 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.

SunRidge School-Dispute Resolution Process

The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter - Education Code Section 47605(c)(5)(N)

Disputes Between the District and the Charter School

In the event that SunRidge School (SR) or Twin Hills Union School District (the District) encounter disputes regarding the terms of this charter or any other issue involving the SR-District relationship, both parties agree to follow the process outlined below.

If a dispute arises between SR and the District, the staff, SunRidge Charter Council Member, and the District agree to first frame the issue in written format and refer it to the Superintendent of the District and the Director of SR. If the District believes the dispute relates to an issue that could lead to charter revocation, SR requests that this be explicitly noted in the written dispute statement, recognizing that it cannot legally bind the District to do so. Participation in these dispute resolution procedures shall not impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and related regulations.

The Director and Superintendent shall informally meet and confer in a timely manner to attempt to resolve the dispute, no later than five (5) business days from receipt of the statement. If this informal meeting does not resolve the dispute, each party shall designate two governing board members from their respective boards who will meet jointly with the Superintendent and SR Director to resolve the dispute within fifteen (15) business days of the dispute statement. If this joint meeting fails to resolve the issue,

the Superintendent and Director shall jointly identify a neutral third-party mediator to facilitate a mediation session. The mediation format shall be developed collaboratively by the Superintendent and Director. Mediation shall be held within thirty (30) business days of receiving the dispute statement, with costs for the mediator shared equally between the District and SR. Each party shall cover its own expenses related to any other part of this dispute resolution process. Timelines and procedures may be revised by mutual agreement between SR and the District.

If mediation does not resolve the dispute, either party may pursue any legal remedy available to it.

Internal Disputes

SR follows an internal communication model to resolve internal disputes, detailed in *Appendix H*. Should the District receive any complaints regarding SR, it shall promptly forward them to SR for resolution. THUSD maintains a Uniform Complaint Policy and Procedures as required by state law. Parents, students, volunteers, and staff shall be provided with a copy of SR's policies and internal dispute resolution process. The District shall promptly refer all disputes not involving a possible violation of the charter or law to SR.

XIII. CLOSURE PROTOCOL

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

Closure of the Charter School will be documented by official action of the Twin Hills Union School 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 Charter School will promptly

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

The Charter School 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 THUSD Board's decision to close the Charter School.

The Charter School 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 it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District 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. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the

Charter School and will be provided to the District 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 Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, in the event of dissolution, shall be distributed in accordance with the Articles of Incorporation Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and

the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School. As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the THUS 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.

As specified by its budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

XIV. EMPLOYEE RETURN RIGHTS

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. - Education Code Section 47605(c)(5)(M)

No public school employee shall be required to work at the Charter School. All employees of SR are employees of THUSD, and shall have right of return, employment, or gain of seniority at THUSD as specifically granted by THUSD at its discretion according to its own policies and procedures and collective bargaining agreements.

XVI. DISTRICT IMPACT STATEMENT

The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school. Ed. Code 47605(h)

Instructional Minutes
SunRidge Charter School
2024-2025 Instructional Minutes

Note 1: (2) 20 minute recess periods is considered instructional time.

Note 2 (1) 20 minute recess period is considered instructional time.

Grade	School Hours On Full day	Total Minutes on Full Day	Recess (Note 1)	School Hours on Minimum Day	Total Minutes on Minimum Day	Recess (Note 2)	Total # of Full Days	Instructional Minutes in a Full Day	Total # of Minimum Days	Instructional Minutes in a Minimum Day	Actual Instruct Minutes	Required Inst. Minutes	Difference	Instructional Days
TK/Kinder	8:30-12:45	255	0	n/a	n/a	n/a	175	255	n/a		44,625	36,000	8,625	175
First	8:30-2:55	385	40	8:30-12:55	265	20	133	315	42	235	52,010	50,400	1610	175
Second	8:30-2:55	385	40	8:30-12:55	265	20	133	315	42	235	52,010	50,400	1610	175
Third	8:30-2:55	385	40	8:30-12:55	265	20	133	315	42	235	52,010	50,400	1610	175
Fourth	8:30-3:05	395	40	8:30-1:05	275	20	133	325	42	245	53,515	54,000	485	175
Fifth	8:30-3:05	395	40	8:30-1:05	275	20	133	325	42	245	53,515	54,000	485	175
Sixth	8:30-3:05	395	40	8:30-1:05	275	20	133	325	42	245	53,515	54,000	485	175
Seventh	8:30-3:05	395	40	8:30-1:05	275	20	133	325	42	245	53,515	54,000	485	175
Eighth	8:30-3:05	395	40	8:30-1:05	275	20	133	325	42	245	53,515	54,000	485	175

Twin Hills Union School District

SunRidge Charter School

2024-2025 School Year Calendar

Su	M	T	W	Th	F	Sa
July						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August						
				1	2	3
4	5	6	7	8	[9]	10
11	[12]	[13]	[14]	<15>	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	[31]		

November						
					[1]	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27^	28	29	30

December						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Su	M	T	W	Th	F	Sa
January						
			1	2	3	4
5	[6]	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	[23]	24
25	26	27	28	29	30	31

June						
1	2	3	4	<5>	[6]	7
8	[9]	[10]	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Date	Event
July 4	Independence Day
August 9, 13 & 14	Teacher Workdays
August 12	Professional Development - District & Site
August 15	First Student Day
September 2	Labor Day
October 31	Prof. Development/ Conferences
November 1	Prof. Development/ Conferences
November 11	Veterans Day
November 25-29	Thanksgiving Break
December 23-31	Winter Break
January 1 - 3	Winter Break

Date	Event
January 6	Professional Development
January 20	Martin Luther King Jr. Day
February 10 - 14	Presidents Break
February 17	Presidents Day
March 17-21	Spring Break
April 18 & 21	Local Holiday (For Emergencies)
May 23	Prof. Development/ Conferences
May 26	Memorial Day
June 5	Last Student Day
June 6, 9 & 10	Teacher Workday
June 19	Juneteenth

Legend:

italic/bold = Early Release is every Thursday beginning August 15 and ending June 5. Grades 1-3 out @ 12:55pm, Grades 4-8 out @ 1:05pm.

Early Release is every Thursday, AND 8/16, 11/22, 12/20, 2/7 and 3/14

<Bold> = First/Last Student Days **[Bold]** = Teacher Workdays/Non-Student Days

Bold = School Holidays and Breaks

Charter Council Approved : 4/17/2024

Board Adopted: 5/16/2024

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Test Results at a Glance

School: Sunridge Charter

CDS Code: 49-70961-4930350 | County: Sonoma | District: Twin Hills Union Elementary

Report Options

Year:2021–22

Grade:▼All Grades

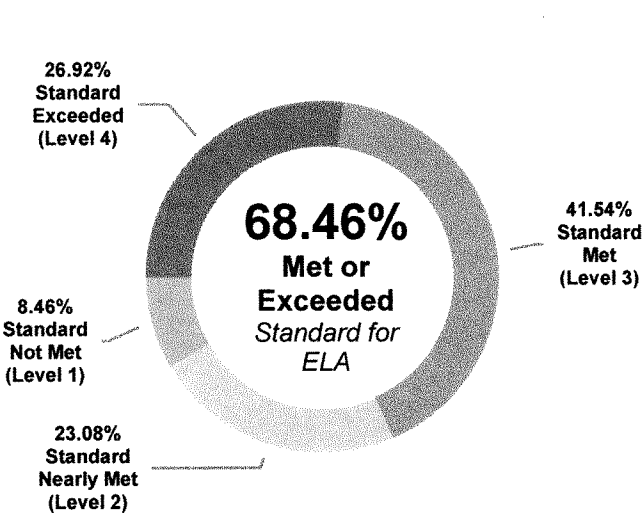
Student Group:▼All Students (Default)

School Type:▼All Schools

Selections Applied

ELA

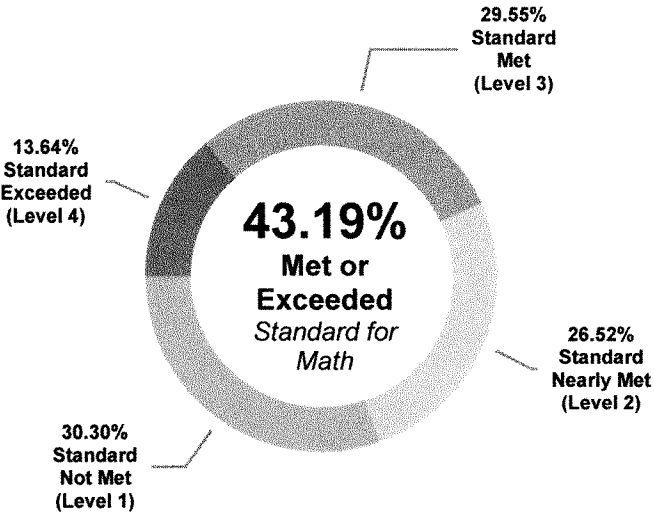
Percent of students within each achievement level



VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level



VIEW MATH DETAILED TEST RESULTS

ADD TO COMPARE →
Add this entity to comparison and find other entities to compare it to.

SCHOOL-DISTRICT-STATE COMPARISON →
Search for a school to compare its results to the district and state.

CHANGE OVER TIME →
View how a group/cohort of students has progressed.

PERFORMANCE TREND REPORTS →
View the performance of two different student groups within a single grade over time.

RESEARCH FILES →
Get files for complex analyses and customized reporting.

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Test Results at a Glance

School: Sunridge Charter

CDS Code: 49-70961-4930350 | County: Sonoma | District: Twin Hills Union Elementary

Report Options

Year:

2022–23

Grade:

▼

All Grades

Student Group:

▼

All Students (Default)

School Type:

▼

All Schools

Selections Applied

ELA

Percent of students within each achievement level

33.07%
Standard Exceeded
(Level 4)

7.87%
Standard Not Met
(Level 1)

18.90%
Standard Nearly Met
(Level 2)

40.16%
Standard Met
(Level 3)

73.23%

Met or Exceeded
Standard for
ELA

VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level

23.26%
Standard Exceeded
(Level 4)

20.93%
Standard Not Met
(Level 1)

30.23%
Standard Nearly Met
(Level 2)

25.58%
Standard Met
(Level 3)

48.84%

Met or Exceeded
Standard for
Math

VIEW MATH DETAILED TEST RESULTS

ADD TO COMPARE

→

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SCHOOL-DISTRICT-STATE COMPARISON

→

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CHANGE OVER TIME

→

View how a group/cohort of students has progressed.

PERFORMANCE TREND REPORTS

→

View the performance of two different student groups within a single grade over time.

RESEARCH FILES

→

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English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Test Results at a Glance

School: Sunridge Charter

CDS Code: 49-70961-4930350 | County: Sonoma | District: Twin Hills Union Elementary

Report Options

Year:

2023–24

Grade:

▼

All Grades

Student Group:

▼

All Students (Default)

School Type:

▼

All Schools

Selections Applied

ELA

Percent of students within each achievement level

25.19%
Standard Exceeded
(Level 4)

39.26%
Standard Met
(Level 3)

25.19%
Standard Nearly Met
(Level 2)

10.37%
Standard Not Met
(Level 1)

64.45%
Met or Exceeded
Standard for ELA

VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level

25.19%
Standard Met
(Level 3)

36.30%
Standard Nearly Met
(Level 2)

18.52%
Standard Not Met
(Level 1)

20.00%
Standard Exceeded
(Level 4)

45.19%
Met or Exceeded
Standard for Math

VIEW MATH DETAILED TEST RESULTS

ADD TO COMPARE

→

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SCHOOL-DISTRICT-STATE COMPARISON

→

Search for a school to compare its results to the district and state.

CHANGE OVER TIME

→

View how a group/cohort of students has progressed.

PERFORMANCE TREND REPORTS

→

View the performance of two different student groups within a single grade over time.

RESEARCH FILES

→

Get files for complex analyses and customized reporting.

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Test Results at a Glance

State of California

CDS Code: 00-00000-0000000

Report Options

Year:

2021–22

Grade:

▼

All Grades

Student Group:

▼

All Students (Default)

School Type:

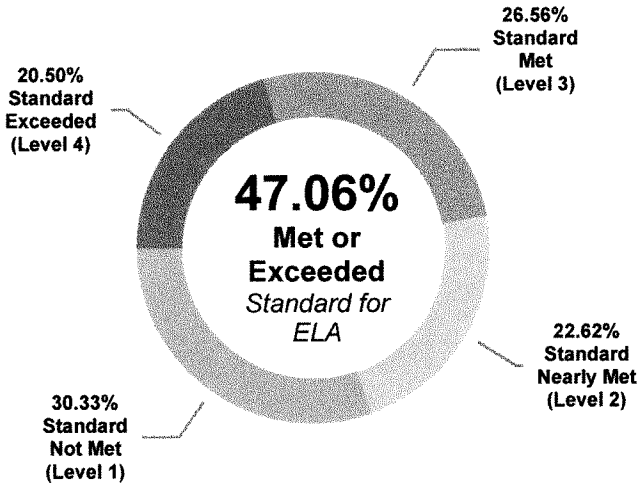
▼

All Schools

Selections Applied

ELA

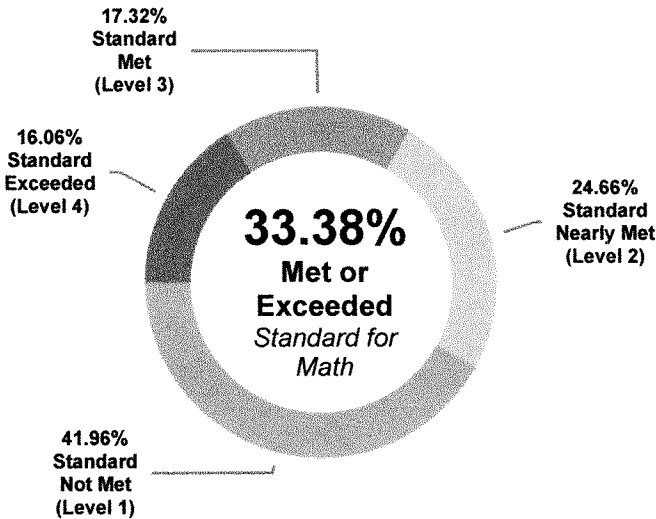
Percent of students within each achievement level



VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level



VIEW MATH DETAILED TEST RESULTS

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SCHOOL-DISTRICT-STATE COMPARISON →

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CHANGE OVER TIME →

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PERFORMANCE TREND REPORTS →

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English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Test Results at a Glance

State of California

CDS Code: 00-00000-0000000

Report Options

Year:
2022–23

Grade:
▼ All Grades

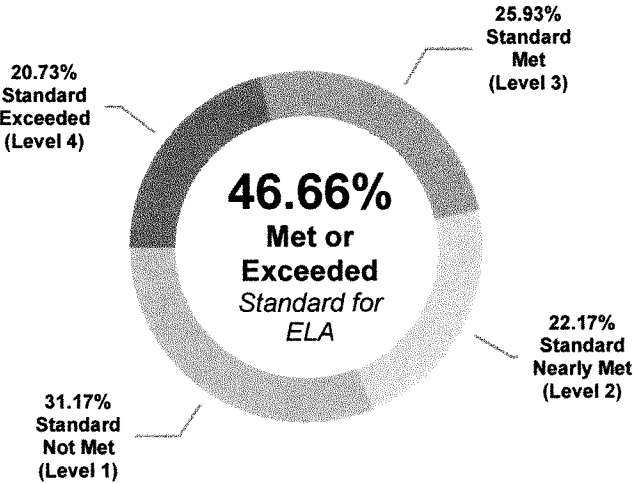
Student Group:
▼ All Students (Default)

School Type:
▼ All Schools

Selections Applied

ELA

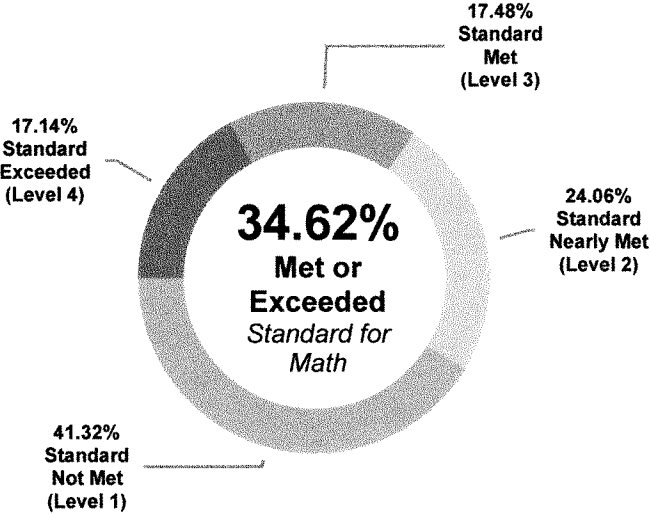
Percent of students within each achievement level



VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level



VIEW MATH DETAILED TEST RESULTS

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English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Test Results at a Glance

State of California

CDS Code: 00-00000-0000000

Report Options

Year:2023–24

Grade:▼All Grades

Student Group:▼All Students (Default)

School Type:▼All Schools

Selections Applied

ELA

Percent of students within each achievement level

21.02%
Standard Exceeded
(Level 4)

26.02%
Standard Met
(Level 3)

21.80%
Standard Nearly Met
(Level 2)

31.15%
Standard Not Met
(Level 1)

47.04%
Met or Exceeded
Standard for ELA

VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level

17.89%
Standard Exceeded
(Level 4)

17.65%
Standard Met
(Level 3)

23.91%
Standard Nearly Met
(Level 2)

40.55%
Standard Not Met
(Level 1)

35.54%
Met or Exceeded
Standard for Math

VIEW MATH DETAILED TEST RESULTS

ADD TO COMPARE

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SCHOOL-DISTRICT-STATE COMPARISON

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CHANGE OVER TIME

View how a group/cohort of students has progressed.

PERFORMANCE TREND REPORTS

View the performance of two different student groups within a single grade over time.

RESEARCH FILES

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Science

California Science Test (CAST)

Test Results at a Glance

School: Sunridge Charter

CDS Code: 49-70961-4930350 | County: Sonoma | District: Twin Hills Union Elementary

Report Options

Year: 2023–24

Grade: All Grades

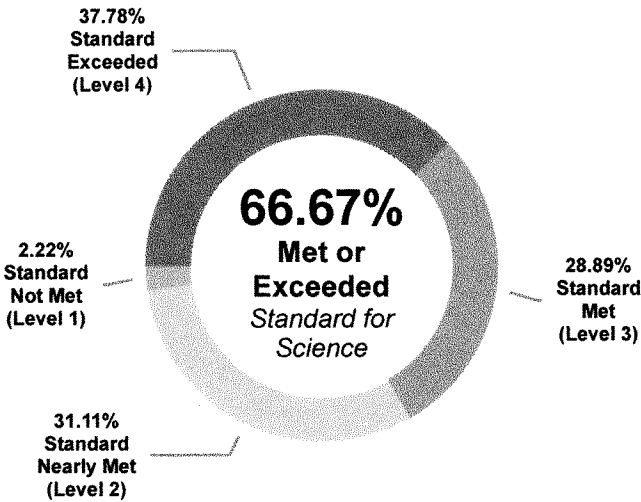
Student Group: All Students (Default)

School Type: All Schools

Selections Applied

Science

Percent of students within each achievement level



VIEW DETAILED TEST RESULTS

- ADD TO COMPARE →
Add this entity to comparison and find other entities to compare it to.
- SCHOOL-DISTRICT-STATE COMPARISON →
Search for a school to compare its results to the district and state.
- CHANGE OVER TIME →
View same grade comparisons across different years for Grade 5, Grade 8, and the High School Class of [Year].
- PERFORMANCE TREND REPORTS →
View the performance of two different student groups within a single grade over time.
- RESEARCH FILES →
Get files for complex analyses and customized reporting.

Science

California Science Test (CAST)

Test Results at a Glance

School: Sunridge Charter

CDS Code: 49-70961-4930350 | County: Sonoma | District: Twin Hills Union Elementary

Report Options

Year:

2022–23

Grade:

▼

All Grades

Student Group:

▼

All Students (Default)

School Type:

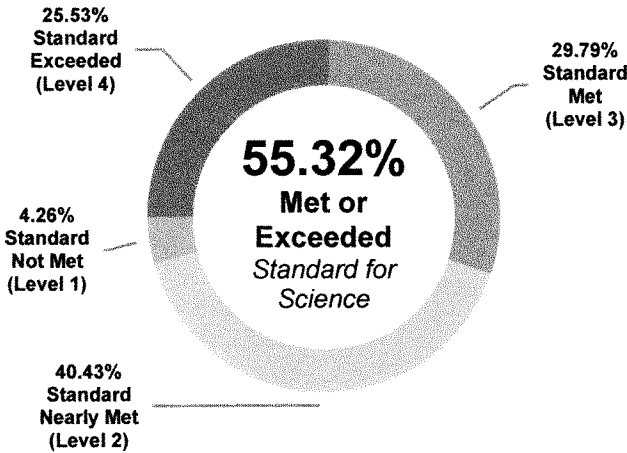
▼

All Schools

Selections Applied

Science

Percent of students within each achievement level



VIEW DETAILED TEST RESULTS

ADD TO COMPARE

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SCHOOL-DISTRICT-STATE COMPARISON

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CHANGE OVER TIME

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View the performance of two different student groups within a single grade over time.

RESEARCH FILES

Get files for complex analyses and customized reporting.

Science

California Science Test (CAST)

Test Results at a Glance

School: Sunridge Charter

CDS Code: 49-70961-4930350 | County: Sonoma | District: Twin Hills Union Elementary

Report Options

Year:

2021–22

Grade:

▼

All Grades

Student Group:

▼

All Students (Default)

School Type:

▼

All Schools

Selections Applied

Science

Percent of students within each achievement level

25.00%
Standard
Met
(Level 3)

8.33%
Standard
Exceeded
(Level 4)

4.17%
Standard
Not Met
(Level 1)

62.50%
Standard
Nearly Met
(Level 2)

33.33%
Met or
Exceeded
Standard for
Science

VIEW DETAILED TEST RESULTS

ADD TO COMPARE

Add this entity to comparison and find other entities to compare it to.

SCHOOL-DISTRICT-STATE COMPARISON

Search for a school to compare its results to the district and state.

CHANGE OVER TIME

View same grade comparisons across different years for Grade 5, Grade 8, and the High School Class of [Year].

PERFORMANCE TREND REPORTS

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RESEARCH FILES

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Science

California Science Test (CAST)

Test Results at a Glance

State of California

CDS Code: 00-00000-0000000

Report Options

Year: 2023–24

Grade: ▾ All Grades

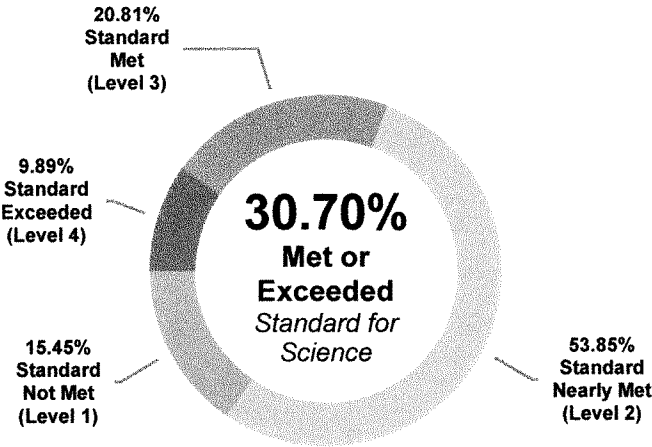
Student Group: ▾ All Students (Default)

School Type: ▾ All Schools

Selections Applied

Science

Percent of students within each achievement level



VIEW DETAILED TEST RESULTS

- ADD TO COMPARE →
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- SCHOOL-DISTRICT-STATE COMPARISON →
Search for a school to compare its results to the district and state.
- CHANGE OVER TIME →
View same grade comparisons across different years for Grade 5, Grade 8, and the High School Class of [Year].
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- RESEARCH FILES →
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Science

California Science Test (CAST)

Test Results at a Glance

School: Sunridge Charter

CDS Code: 49-70961-4930350 | County: Sonoma | District: Twin Hills Union Elementary

Report Options

Year:

2023–24

Grade:

All Grades

Student Group:

Economic Status

Socioeconomically disadvantaged

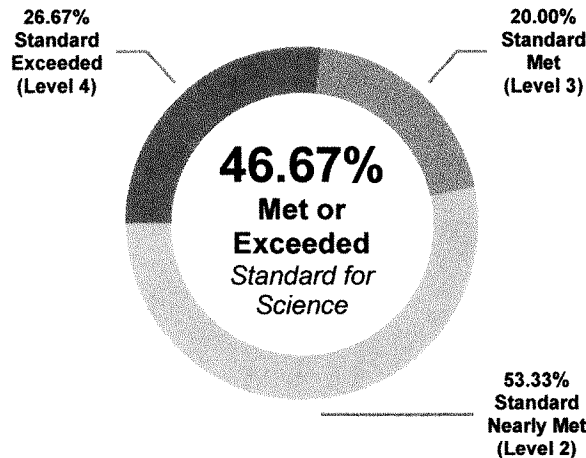
School Type:

All Schools

Selections Applied

Science

Percent of students within each achievement level



Standard Not Met (Level 1) is 0.00%

VIEW DETAILED TEST RESULTS

ADD TO COMPARE →

Add this entity to comparison and find other entities to compare it to.

SCHOOL-DISTRICT-STATE COMPARISON →

Search for a school to compare its results to the district and state.

CHANGE OVER TIME →

View same grade comparisons across different years for Grade 5, Grade 8, and the High School Class of [Year].

PERFORMANCE TREND REPORTS →

View the performance of two different student groups within a single grade over time.

RESEARCH FILES →

Get files for complex analyses and customized reporting.

SunRidge Charter School Curriculum by Grade

First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
LANGUAGE ARTS Alphabet & Letter Sounds Word Families Speaking & Listening Imagery Reading Words Drama	LANGUAGE ARTS Spelling, Grammar & Punctuation Writing Sentences Reading Drama	LANGUAGE ARTS Cursive Spelling, Grammar & Punctuation Sentence Structure Reading & Writing Drama	LANGUAGE ARTS Spelling, Grammar, & Punctuation Reading & Writing Research Papers Drama	LANGUAGE ARTS Spelling & Grammar, & Punctuation Reading & Writing Book Reports Research Papers Drama	LANGUAGE ARTS Spelling, Vocabulary, & Grammar Greek & Latin Roots Reading & Writing Cyber Civics™ Speech & Dramatic Arts	LANGUAGE ARTS Spelling, Vocabulary, & Grammar Greek & Latin Roots Reading & Writing Cyber Civics™ Speech & Dramatic Arts	LANGUAGE ARTS Spelling, Vocabulary, & Grammar Greek & Latin Roots Reading & Writing Cyber Civics™ Speech & Dramatic Arts
SOCIAL STUDIES Fairy Tales Cultural Stories Anti-Bias Framework	SOCIAL STUDIES Animal Fables Folk Tales & Legends Native American Stories Anti-Bias Framework	SOCIAL STUDIES Creation Stories Hebrew Myths Geography Shelters Cooking Anti-Bias Framework	SOCIAL STUDIES Norse Mythology California History Local History & Geography Anti-Bias Framework	SOCIAL STUDIES Ancient Cultures: China, India, Persia, Egypt, & Greece U. S. Geography U. S. History Anti-Bias Framework	SOCIAL STUDIES Roman History Medieval History European Geography Anti-Bias Framework	SOCIAL STUDIES Renaissance & Reformation History The Age of Exploration African & Latin American Geography Anti-Bias Framework	SOCIAL STUDIES U. S. History Asian & U. S. Geography Anti-Bias Framework
MATH Counting Quality of Numbers Addition, Subtraction, Multiplication, & Division Base Ten	MATH Math Facts Addition & Addition, Subtraction, Multiplication, & Division Story Problems Patterns	MATH The Four Operations Measurement of Length, Weight & Time Money Story Problems Estimation Rounding Calendar	MATH Multiplication Long Division Fractions Story Problems Perimeter & Area	MATH Fractions Decimals The Coordinate Plane The Metric System Introduction to Geometry	MATH Ratios & Proportions Fractions & Negative Numbers The Coordinate Plane Conversions Geometry Statistics Economic s	MATH Applied Ratios, Proportions, & Percents Algebra Equations, Expressions, & Inequalities, Geometry	MATH Algebra Geometry Exponents & Scientific Notation Data Analysis Platonic Solids
SCIENCE Nature Observations Seasonal Changes Seasonal Projects Planting & Harvesting	SCIENCE Nature Observations, Plant & Animal Care Garden Care	SCIENCE Life Cycles of Plants & Animals Building Structures Physical Geography Sun & Moon Cycles Fibers & Grains	SCIENCE Zoology Ecosystems & the Environment Landscapes	SCIENCE Botany Ecosystems & the Environment Physical Geography	SCIENCE Physics Geology & Mineralogy Astronomy Biodiversity Health Education	SCIENCE Physics Physiology y Inorganic Chemistry Health Education	SCIENCE Physics Physiology y Organic Chemistry Meteorology Health Education
FOREIGN LANGUAGE Spanish	FOREIGN LANGUAGE Spanish	FOREIGN LANGUAGE Spanish	FOREIGN LANGUAGE Spanish: Grammar, Reading, & Writing.	FOREIGN LANGUAGE Spanish: Grammar, Reading, & Writing.	FOREIGN LANGUAGE Spanish: Grammar, Reading, & Writing.	FOREIGN LANGUAGE Spanish: Grammar, Reading, & Writing.	FOREIGN LANGUAGE Spanish: Grammar, Reading, & Writing.
MUSIC Pentatonic Flute Singing	MUSIC Pentatonic Flute Singing	MUSIC Soprano Recorder Singing	MUSIC Violin Soprano Recorder Singing	MUSIC Violin Soprano & Alto Recorder Singing	MUSIC String Orchestra Recorder Ensemble Choral Singing	MUSIC String Orchestra Recorder Ensemble Choral Singing	MUSIC String Orchestra Recorder Ensemble Choral Singing
HANDWORK & ART Knitting & Sewing Beeswax Modeling Drawing & Painting Form Drawing	HANDWORK & ART Knitting & Purling Drawing & Painting Form Drawing	HANDWORK & ART Crochet Drawing & Painting Form Drawing	HANDWORK & ART Cross-Stitch Embroidery Drawing & Painting Form Drawing	HANDWORK & ART Knitting Drawing & Painting Form Drawing	HANDWORK & ART Electives Drawing & Painting	HANDWORK & ART Electives Drawing & Painting Perspective Drawing	HANDWORK & ART Electives Drawing & Painting Charcoal Drawing Portraiture
MOVEMENT Game s Reces s	MOVEMENT Game s Reces s	MOVEMENT Game s Reces s	MOVEMENT Game s Reces s	MOVEMENT Games Recess Pentathlon	MOVEMENT Games & Sports Recess Medieval Games	MOVEMENT Games & Sports Recess Explorers Tournament	MOVEMENT Games & Sports Recess Track & Field

SunRidge Charter School Kindergarten Program

Kindergarten serves as the foundation for learning in an environment of community, cooperation, and respect.

An example of our weekly rhythms is below.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00 Outside Play	Gardening, nature exploration, free play, and gross motor skill development (skipping, running, balancing, hopping, jump roping, climbing, and swinging.)				
9:00 - 9:30 Circle Time	Greeting, seasonal songs, traditional dances, poetry, and movement. Introduction to Spanish (one day each week)				
9:30 - 9:45 Table Time	Drawing	Breadmaking	Singing	Painting	Outside Play
9:45 - 10:30 Inside Play and Practical Work	Inside play, snack preparation, practical work (table setting, etc.), seasonal crafts, sewing, felting, and wood-working.				
10:30 - 10:40 Rest Time	Rest Time				
10:40 - 11:10 Snack Time	Rice	Oatmeal	Millet and Beans	Vegetable Soup	Pop Corn, Apples and Cheese
11:10 - 11:20 Story Time	Storytime, puppet shows, and dramatization				
11:20 - 12:20 Outside Play	Outside play and cleanup				
12:20 - 12:45 Closing and Goodbye	Closing songs, games, goodbye verse, and dismissal				

**Twin Hills Union School District - SunRidge Charter
2024-25 Multi-Year Projection @ Adopted Budget**

	Prior Year Budget Fiscal Year: 2023-24	Current Budget Fiscal Year: 2024-25	First Subsequent Fiscal Year: 2025-26	Second Subsequent Fiscal Year: 2026-27
COLA per SSC Dartboard (percentage)	8.22%	1.07%	2.93%	3.08%
Funded COLA+Increase to Base/Actual COLA/Estimated COLA	8.22%	1.07%	2.93%	3.08%
ADA: Current Year / LCFF Funding	217.99	235.00	235.00	235.00
Enrollment Estimate	234.00	258.00	258.00	258.00
Object Codes				
Revenue				
LCFF Sources: LCFF, Education Protection				
Account, In Lieu Property Tax 8010-8099	2,521,372	2,732,887	2,812,077	2,896,553
Federal Revenues: 8100-8299				
Federal Funding: COVID19 (Unearned-recorded as expended)	23,712	-	-	-
State Revenues: 8300-8599				
State Revenues: Lottery & Mandated Block Grant 8300-8599	61,492	67,075	67,582	67,725
State Funding: UPK, IPI (Unearned-recorded as expended)	-	-	-	-
State Funding: ELO-P, Educator Effectiveness, Art Music IM BG, Learning Recovery ER BG, Mental Health, Prop 28 AMIS	167,343	164,460	164,460	164,460
One time Declining Enrollment Protection				
State Revenues: STRS/PERS on Behalf of State	102,273	116,788	122,627	128,759
Local Revenues: Interest + Other 8600-8799	64,432	40,000	40,000	40,000
Local Revenues: Meal Program Reimbursement 8699	120,000	130,000	135,000	140,000
Local Revenues: Parent Pledges 8699	246,000	220,000	224,400	228,890
Local Revenues: After Care Program 8689	130,000	140,000	142,800	145,660
Local Revenues: Special Ed 8792	90,000	112,000	112,000	112,000
Total Revenue	3,526,624	3,723,210	3,820,946	3,924,047
Expenditures				
Certificated Salaries 1000-1999	1,201,668	1,190,368	1,214,175	1,238,459
Certificated Salaries One Time Grant Funds	23,399	3,000	3,000	-
Additional Adjustments for 25-26			-	-
Classified Salaries 2000-2999	643,322	649,788	684,887	698,582
Classified Salaries One Time Grant Funds	50,348	24,290		
Additional Adjustments for 25-26			-	-
Employee Benefits-Statutory: Social Security, Medicare, State Unemployment, Workers Comp 3301-3399;	88,495	86,972	88,711	90,486
3501-3699				
Employee Benefits One Time Grant Funds: Includes STRS/PERS	22,501	8,727	700	-
Additional Adjustments for 25-26			-	-
Employee Benefits-Statutory: STRS on Behalf of State 310x	102,273	116,788	122,627	128,759
Employee Benefits-Statutory: STRS 3101-3199	220,535	227,934	231,907	236,546
Employee Benefits-Statutory: PERS 3201-3299	152,810	160,954	167,777	173,612
3400-3499;				
Employee & Retiree Benefits -- Health & Welfare 3700-3799	232,161	253,573	258,644	263,817
Employee H&W Benefits One Time Grant Funds	2,641			
Employee H&W Benefits Proposed Adjustments			-	-
Books and Supplies 4000-4999	282,678	211,723	215,957	220,276
Books and Supplies One Time Grant Funds	16,462	-	-	-
Services, Other Operating Expenses 5000-5999	570,535	545,350	556,257	567,382
Services, Other Operating Expenses One time Grant Funds	90,430	75,500	54,419	17,500
Services, Other Op Exps: Pine Crest Rent	214,380	218,676	220,863	223,072
Necessary reductions OR proposed Rent reduction				
Capital Outlay 6000-6999	-	-	-	-
Other Outgo 7100-7199				
7300-7399	-			
Total Expenditures	3,914,638	3,773,643	3,819,926	3,858,490
Excess (Deficiency)	(388,014)	(50,433)	1,020	65,557
Transfers In BAS from D53 87,8910-8929	50,000	50,000	50,000	50,000
Transfers In CRSP from D53 87,8910-8929	10,027	-	-	-
Transfers Out (enter as negative) 7610-7629				
Other Sources 8930-8979				
Other Uses (enter as negative) 7630-7699				
Contribution to Restricted Program 8980-8999				
Total Transfers/Other Uses	60,027	50,000	50,000	50,000
Net Increase (Decrease)	(327,987)	(433)	51,020	115,557
Fund Balance				
Beginning Balance	1,200,095	872,108	871,675	922,695
Beginning Fund Balance Transfers (restricted program carryovers)				
Net Ending Balance	872,108	871,675	922,695	1,038,252
Components of Ending Balance:				
Revolving Cash (nonspendable) 9711	4,000	4,000	4,000	4,000
Stores (nonspendable) 9712				
Restricted (Res 2000-9999) 9740	569,099	622,042	728,383	875,343
Lottery Res 1100 Unrestricted 9740	-	-	-	-
Committed 9760				
Assigned: 9780				
Assigned - RESIG deductible, 8th grade field trip	18,000	18,000	18,000	18,000
Assigned - Per Board Policy 3100 (17%)	647,600	621,665	628,545	634,055
Assigned - Balance After Above: GASB54 - *See Notes Below	(366,591)	(394,032)	(456,233)	(493,146)
Unasgn/Unappr Amount (not for charters) 9790				
Net Ending Balance	872,108	871,675	922,695	1,038,252
Beginning 2011-12 Charter Schools were no longer allowed Unassigned/Unappropriated Ending Amounts and the ending balance must be assigned (see Assigned Balance After Above GASB54).				
Pledge issue which began in 20-21 continues. If actual pledge revenue is below the necessary amount needed to cover specialty expenses, the fund balance and Actual Reserve percentage below will decrease as unrestricted funds are used to pay those expenses. *The Assigned Balance After Above are negative amounts and will reduce the amount available for the Assigned BP3100 17% Reserve. Please see Fund 01 for an Assigned amount that equals the negative amount each year.				
Actual Reserve percentage based on Assigned Balance divided by Total Expenditures and Transfers Out:	7%	6%	5%	4%

Local Control and Accountability Plan 2024-25

Including:

- * 2024-25 LCFF Budget Overview for Parents**
- * 2023-24 LCAP Annual Update**
- * Local Performance Indicator Self-Reflection**

SunRidge School (District 21- Fund 09)

SEE full LCAP on the District Website



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SunRidge Charter School

CDS Code: 4970961-4930350

School Year: 2024-25

LEA contact information:

Karina Haedo

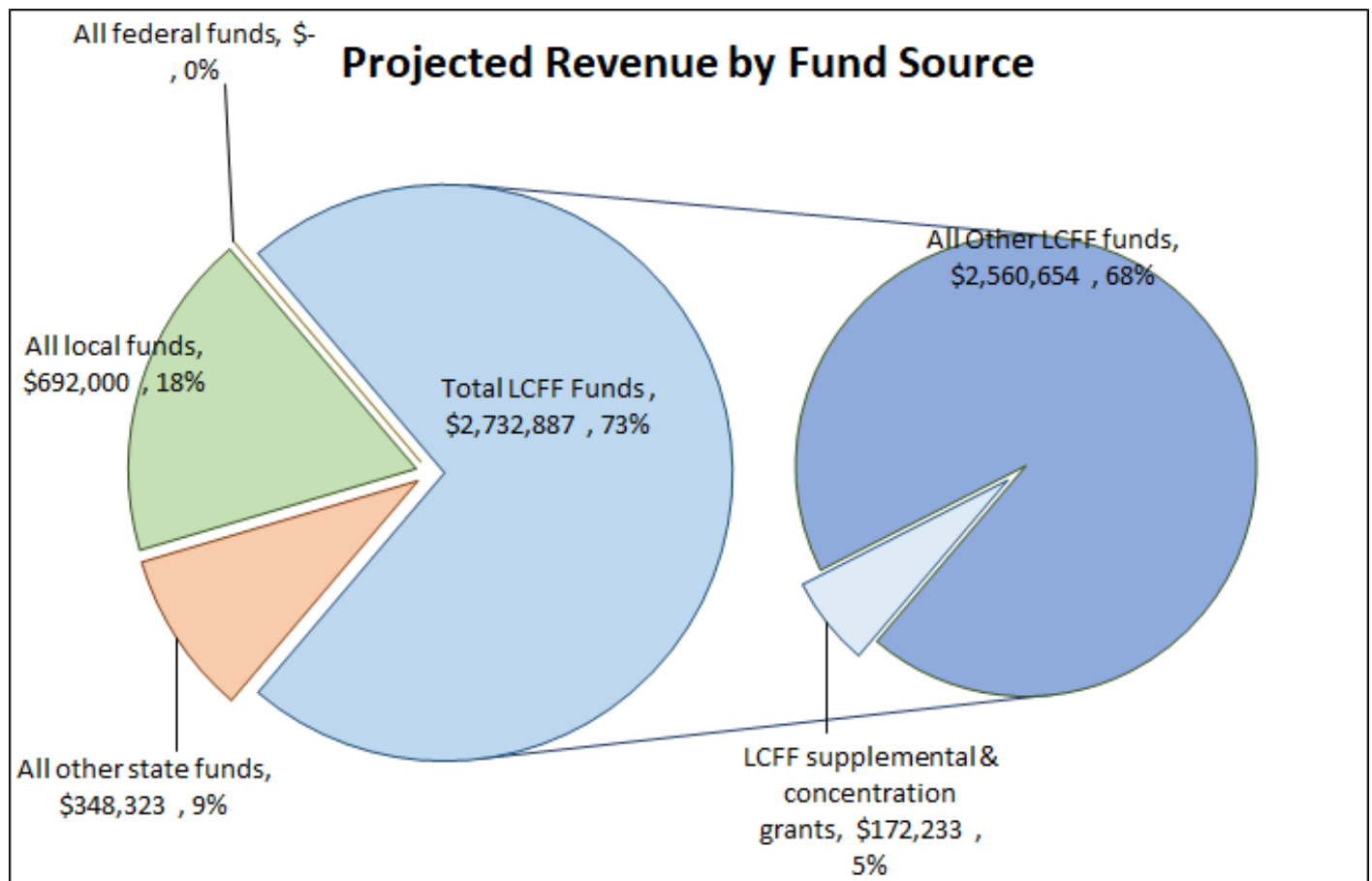
Principal

kertel@twinhillsusd.org

707-824-2844

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

Budget Overview for the 2024-25 School Year

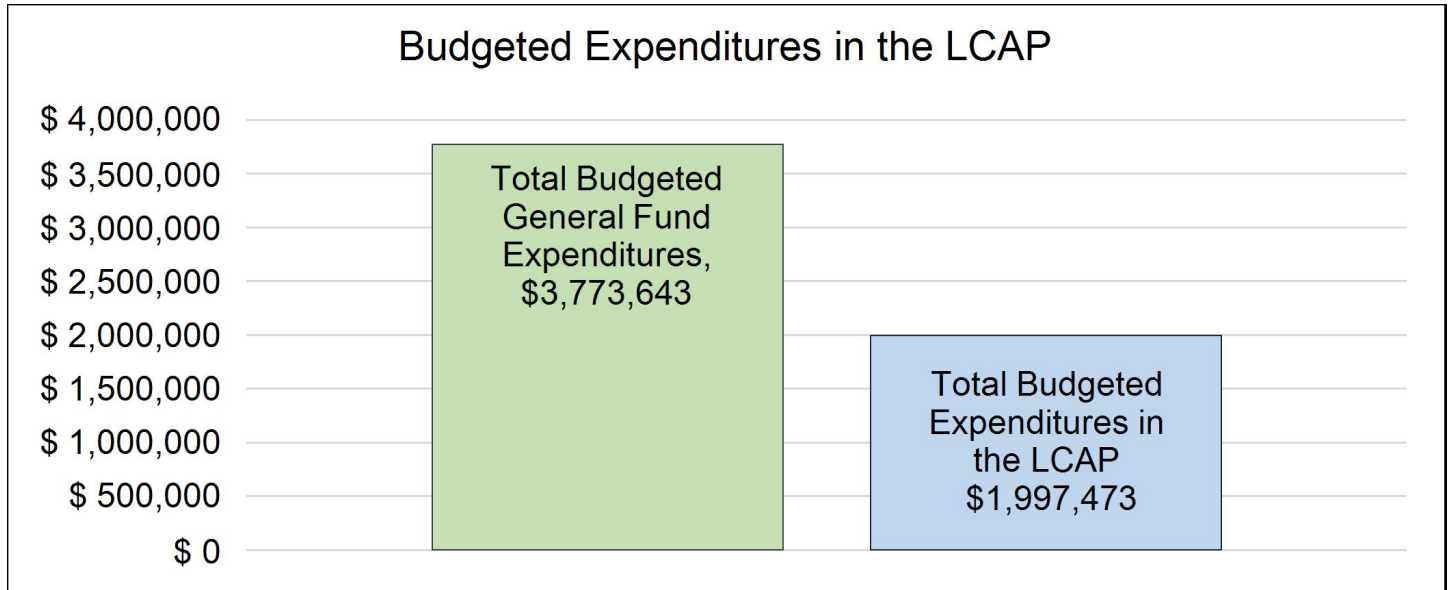


This chart shows the total general purpose revenue SunRidge Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for SunRidge Charter School is \$3,773,210, of which \$2,732,887 is Local Control Funding Formula (LCFF), \$348,323 is other state funds, \$692,000 is local funds, and \$0 is federal funds. Of the \$2,732,887 in LCFF Funds, \$172,233 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much SunRidge Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: SunRidge Charter School plans to spend \$3,773,643 for the 2024-25 school year. Of that amount, \$1,997,473 is tied to actions/services in the LCAP and \$1,776,170 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

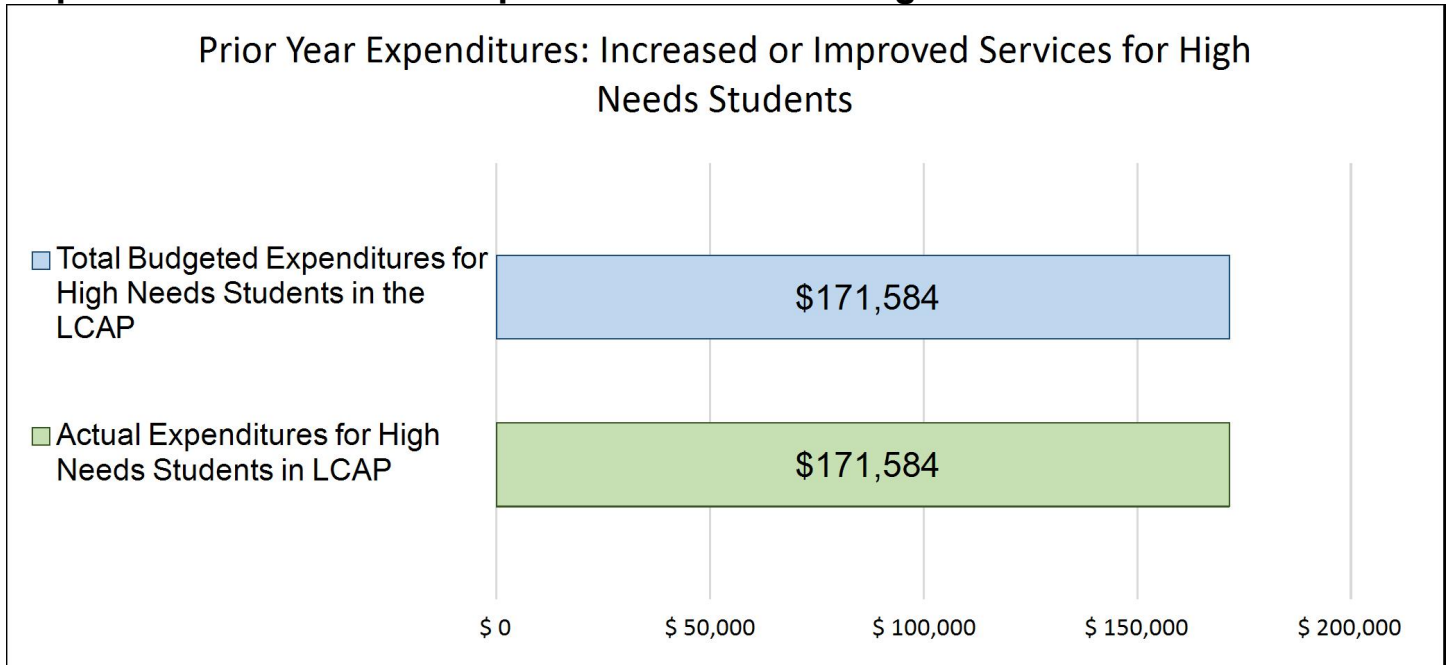
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, SunRidge Charter School is projecting it will receive \$172,233 based on the enrollment of foster youth, English learner, and low-income students. SunRidge Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. SunRidge Charter School plans to spend \$172,233 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, SunRidge Charter School's LCAP budgeted \$171,584 for planned actions to increase or improve services for high needs students. SunRidge Charter School actually spent \$171,584 for actions to increase or improve services for high needs students in 2023-24.

AGREEMENT BETWEEN
TWIN HILLS UNION
SCHOOL DISTRICT
AND
TWIN HILLS
TEACHERS ASSOCIATION

Expires June 30, 2025

**See full Contract on
the District Website**

Comprehensive School Safety Plan

Mitigation • Preparedness • Response • Recovery

SunRidge School

August 2024

Emergency Phone Numbers and Resources

Police/Fire/Medical	911
Sebastopol Police Department	(707) 829-4400
Sebastopol Fire Department	(707) 823-8061
Sonoma County Sheriff Office	(707) 565-2650
PG&E	1-800-743-5002
City of Sebastopol Water Department	(707) 823-5331
California Highway Patrol (CHP) Santa Rosa Office	(707) 588-1400
Security Consulting (NBSG) Bill Welch	(415) 235-2340
California Poison Control Center	1-800-222-1222
Redwood Empire Schools Insurance	(707) 836-0779
Sonoma County Office of Education Emergency Coordinator –	(707) 524-2600
Sonoma County Emergency Services	(707) 565-1152
SCOE Superintendent Amie Carter	(707) 524-2603
Kaiser Medical Center Santa Rosa	(707) 393-4000
ESP & Alarms	(707) 528-3401

This page must be updated annually and submitted to the Superintendent's Office by September 1.

SCHOOL SITE ROSTER OF ALL STAFF

(Admin, Teachers, Office Staff, FANS, Custodians, Resource, Library Tech, etc. with mobile phone numbers)

SunRidge Staff Directory 2024-25

Updated 8-26-24

(This list is confidential and for private use by SunRidge faculty and staff only.)

Name	Address	Home Phone #	Cell Phone #	Email address
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Not for public viewing -----

SunRidge Staff Directory 2024-25

Updated 8-26-24

(This list is confidential and for private use by SunRidge faculty and staff only.)

Name	Address	Home Phone #	Cell Phone #	Email address
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Not for public viewing -----

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FIRE DRILL SCHEDULE

SCHOOL NAME:

SCHOOL YEAR:

SUNRIDGE _____

2024/25

Fire Drill Schedule			
	Month	Date	Time
Elementary (8 Drills)			
1	August	29	10:25am
2	September	11	9:00am
3	October-Fire/Earthquake	17	1:40pm
4	November	15	9 am
5	December	16	12:10pm
6	January	22	2:15pm
7	February	18	10am
8	March	25	11:15am
9	April	11	1:40pm
10	May	19	9:30am
Shelter in Place/Lockdown Disaster Drill Schedule			
1	Secure The Campus-December	12	12:30-12:45pm
2	Secure campus Transition to lockdown-January	16	12:15-12:30pm
3	Secure campus at break-March	25	1:25pm-1:40pm
4			
Comprehensive Disaster Drill Schedule (complete prior to March 31)			
1	Intruder Training	10/3	2-3PM
2	Incident Command Center Training	12/12	2-3PM
3	Comprehensive Disaster Drill	3/5	2-3PM

This page must be updated annually and submitted to the Superintendent's Office by September 1.

DISASTER DRILL SCHEDULE

SCHOOL NAME:

SCHOOL YEAR:

_SUNRIDGE_____

Shelter in Place/Lockdown Disaster Drill Schedule			
	Type	Date	Time

This page must be updated annually and submitted to the Superintendent's Office by September 1.

(Site Map)

(B&W copy or PDF okay)

Please include the following on School Site Map designating:

- 1. Primary / Secondary (includes Evacuation Routes, Gas, Electric and Water Shut-Offs)-See Attached**

This page must be updated annually and submitted to the Superintendent's Office by September 1.

(Site Map)
(B&W copy or PDF okay)

Please include the following on School Site Map designating:

- 2. Primary / Secondary (Showing ICS, First Aid, Student Release and Student Supervision Locations. Also shows Search Grid Areas – highlighted in different colors)-See Attached**

This page must be updated annually and submitted to the Superintendent's Office by September 1.

Incident Commander/Public Information Officer

Karin

a Haedo

Operations Coordinator

Radio Channel 2

1. Theresa Thomasson

Scribe

1. Fidelina Heras-Schlegal

Planning Coordinator

Radio Channel 3

1. Laurie McKenzie

Scribe

1. Sasha Posser

Logistics Coordinator

Radio Channel 3

Rose Morris

Search/Site Assessment #1

1. Cheryl Chan/ Sorrel Allen

2. Dolly Oberti

3.

Search/Site Assessment #2

1. Dale Thurber

2. Kathryn Godfrey

3.

Search/Site Assessment #3

1. Mark Quirt

2. Esther Allison

3.

Rescue/Mobile Medical

1. Anyone from Search/Site listings

2.

First Aid #1

1. Jen Fialk

2. Heather Colby-Sereano

Utilities/Traffic/ Security

1. Sarah Kerlow

2.

Student Release

1. Taylor Matthews

2. Holly Ghirann

3. Tina Dawe

Student Supervision

Grades

1. Kirsten DeBoer

2. Kirsten DeBoer

3. Snowma Smith

4. Snowma Smith

5. Cristina Gosling

6. Cristina Gosling

7. Kate Russell

8. Kate Russell

TK/Kinder - Kara Davey

Other Staff

1. Lexie Pence

2. Jillian Horton

3. Kate Ramsey

4. Tanessa Daw

This page must be updated annually and submitted to the Superintendent's Office by September 1.

ANNUAL EMERGENCY PREPAREDNESS BEST PRACTICES

SCHOOL NAME:

SCHOOL YEAR:

2024/25

Date	Activity	Responsible Person	Date Completed
Summer	Review School Safety Plan	Karina Haedo	7/15/24
Summer	School facilities hazard assessment (buildings, grounds, evacuation routes, shut-off valves) walk through with public safety.	Ana Rodriguez	7/15/24
August	Identify school resources and survey special staff skills.	Karina Haedo	8/11/24
August	Survey staff dismissal priorities.	Karina Haedo	8/11/24
August	Update staff and emergency phone numbers and resources. Update emergency team assignments.	Theresa Thomasson/Tina Dawe	8/20/24
August	Assign school staff to Incident Command System (ICS) functions.	Karina Haedo/Theresa Thomasson	8/26/24
August	Parent orientation/information on School Safety Plan.	Karina Haedo	9/11
August	If new construction is completed at your site, get new updated maps and site plans from Maintenance and Operations Director.		N/A
Fall	Inventory/restock emergency supplies. Test communication equipment.	Karina Haedo/Lexie Pence	8/28/24
Fall	Staff orientation of School Safety Plan, emergency response actions, policies and performance expectations during various drills.	Karina Haedo	9/5/24
Fall	Assess training needs and schedule workshops.	Karina Haedo	8/21/24
Fall	Disaster service worker and ICS training for new staff.	Karina Haedo	
Date	Activity	Responsible Person	Date Completed

Fall	Recruit parent disaster/safety committee.	Karina Haedo/Lexie Pence	
Fall	Replenish emergency supply cache and classroom backpack.	Lexie Pence	8/28/24
Fall	CPR/first aid training if possible.	Theresa Thomasson	TBD
September	Update classroom backpacks (rosters, etc.).	Lexie Pence	8/28/24
September	Parent back to school assembly.		
March	Complete comprehensive disaster drill.		
May	Recruit new parent disaster committee members.		
May	Review drill assessment.		
Quarterly	Create and attend parent disaster/safety committee meetings.		
Other Drills (Yearly)	California Education Code, Section 32001 Fire alarm and drill at least once each month in elementary schools, at least 4 times every school year in middle schools and at least twice every school year in secondary schools.		
Other Drills (Yearly)	California Education Code, Section 35297 Drop, Cover, Hold On Drill at least once each school quarter in elementary schools, once a semester in secondary schools.		
Other Trainings (as needed)	Special ICS functions for staff (damage assessment, search and rescue, CERT) CPR – every other year Basic First Aid – every other year NIMS-IS- 100.SCa for new staff		

Prepared By: _____ Date: _____

This page must be updated annually and submitted to the Superintendent's Office by September 1.

School Resources

Resource	Yes/No	Location (bldg/room #/site location)	How Many?
Safety Container			
Safety Closet			
AED #1 (up to 6)	Yes	Admin Office Hallway	
AED #2			
AED #3			
AED #4			
AED #5			
AED #6			
Portable PA System	yes	Office	
Generator			
Golf Carts			
School Vans			

Summary of Job Responsibilities

Management: Incident Commander/PIO/Agency Liaison	Responsible for development of school's plan and overall management of emergency; establishes/manages Command Post; activates ICS; determine strategies to implement protocols and adapt as needed. Provides public information as required. Monitors and supervises Operations, Planning and Logistic Coordinators.
Operations Coordinator	Supervises Search and Site Assessment, Utilities/Traffic/Security, Rescue Mobile, and First Aid.
Search and Site Assessment	Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression. Assess buildings, etc for damage and/or injured persons.
Utilities/Traffic/Security	Coordinates security needs; establishes traffic and crowd control; secures perimeter, evaluates the sites utilities as needed.
Rescue/Mobile Medical	Responds to the location of injured or trapped, provides basic medical support and transports if appropriate to medical station on site.
First Aid	Provides basic medical care, triage and supplies to the injured. Provides accounting and long-term care for all students until reunited with parents/caretakers.
Planning Coordinator	Supervises Scribe(s), Student Release and Student Supervision
Scribe and Documentation	Helps maintain record and written communications for members of the incident command post. Evaluates incident information and maintains ICS status boards, collects and archives all incident documents, tracks equipment and personnel assigned to the incident.
Student Release	Provides for systematic and efficient reunification of students with parents/caretakers, maintains records of student release.
Student Supervision	Supervises students in a safe location, coordinates with Student Release for the safe transfer of students to their parents or guardians.
Logistics Coordinator	Coordinates access to and distribution of food, water and supplies; provides personnel as requested, including volunteers.

Job Description Summaries

Incident Commander

The Incident Commander directs on-scene operations and is responsible for overall management of the incident. It is their responsibility to prepare the strategic objectives that, in turn, will be the foundation upon which subsequent incident action planning will be based. Incident Objectives should be broad, measurable and follow an ordered sequence of events.

The Incident Commander at the school leads the Incident Management Team which may include the Operations, Planning and Logistics Coordinators, and Scribe(s) for the school.

Responsibilities: The Incident Commander (IC) is responsible for on-scene emergency/disaster operations and remains at or near the Incident Command Post (ICP) to observe and direct all operations.

- Assess the scene
- Ensure the safety of students, staff and others on campus
- Activate and manage the ICP
- Develop strategies for appropriate response
- Coordinate response efforts
- Monitor action plan and organizational effectiveness
- Guide, manage and assist Operations, Planning and Logistics Coordinators with their assigned duties

Start-Up Actions

- Assess type and scope of emergency
- Determine threat to human life and structures
- Activate the appropriate emergency action
- If evacuation is necessary, verify that the route and assembly area are safe:
 - o Direct the opening of the emergency cache
 - o Set up the ICP
 - o Obtain personal safety equipment
- Establish appropriate level of organization
- Activate organizational functions as needed
- Contact the District Office
- Develop an Incident Action Plan with objectives and a time frame

Operational Actions

- Determine the need for and request inter-agency assistance
 - Monitor and assess the total site situation
 - View site map periodically for response team progress
 - Check with section Coordinators for periodic updates
 - Revise Incident Action Plan, as needed
 - Update status to District EOC or District Office
 - Reassign personnel as needed
 - Begin student release, if appropriate, after student accounting is complete.
- Refer media inquiries to District Office or PIO.
- If transfer of command is necessary, e.g., when public safety officials arrive, provide a face-to-face briefing with the following minimum essential information:
- o situation status
 - o objectives and priorities

- o current organization and personnel assignments
- o resources en route and/or ordered
- o facilities established
- o communications plan
- o prognosis, concerns, related issues
- Release teachers as appropriate per district guidelines.
- Remain in charge of campus until redirected or released by the Superintendent of Schools.
- Be prepared for requests by the American Red Cross to use facility as a shelter.

Deactivation

- Receive briefing from public safety agency to obtain "All Clear".
- Contact the District Office to obtain authorization for deactivation.
- Authorize deactivation of response teams as they are no longer required.
- Check with section Coordinators to ensure that any open actions will be taken care of before demobilization
 - o Logistics: Ensure the return of all equipment and reusable supplies
 - o Planning: Close out all logs. Complete other relevant documents and provide to the Documentation Unit for archive
- Provide input to the After-Action Report
- Proclaim termination of the emergency.
- Proceed with recovery operations, if necessary

Operations Coordinator

Responsibilities: Operations manages the on-scene, immediate response to the disaster, which can include the following:

- Site Facility Check/Damage Assessment
- Security, Utilities and Traffic
- Search and Site Assessment
- First Aid and Crisis Intervention
- Rescue Mobile

Start-up Actions

- Check in with Incident Commander or Command Post for situation briefing.
- Put on personal safety equipment, e.g. hard hat and vest, walkie-talkie.
- Obtain necessary equipment and supplies from Logistics.

Operational Duties

- Assume the duties of all operations positions until staff is available and assigned.
- Brief assigned staff on the situation and supervise their activities, utilizing the position checklists.
- Check with IC to assure Emergency Plan is implemented.
- Initiate and coordinate with Search and Site Assessment, Rescue Mobile and First Aid operations, as needed.

- Notify Logistics If additional supplies or personnel are needed for the Operations Section, as additional staff arrive, brief them on the situation, and assign them as needed.
- As information is received from Operations staff, pass it on to the Incident Commander, providing a description of tasks and priorities.
- Monitor operational activities, ensuring that Operations staff follows standard procedures, utilizes appropriate safety gear, and documents their activities.

Closing Down

- At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs.
- Provide logs and other relevant documents to the Documentation Unit in Planning.

Search and Site Assessment Team(s)

Objectives: Search school buildings and grounds to identify the location of trapped or injured students and staff, and potential hazards on campus. Notify ICS of the trapped/injured, potential hazards and exact locations. Coordinate with Operations team for treatment of the injured.

Safety Rules: Buddy system: 3 people per team; team leader identified. Take no action that might endanger you. Use appropriate safety gear. Size up the situation first. Follow all operational and standard safety procedures. Team members should be certified in First Aid and trained in SAR techniques.

Start-Up Actions

- Put on personal safety gear.
- Obtain all necessary equipment from container (see below).
- Check at Command Post (ICP) for assignment.

Operational Duties

- Before entering a building, walk around and inspect the complete exterior of the building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- Team leader stays out of building with site map, Sharpie, and tape, as two team members enter building. The team leader will place a diagonal piece of tape on the doorframe after teammates clear building. Then add a 2nd piece of tape forming an "X" to indicate the room is clear. This practice will be continued at each room/building until or if a situation requiring medical assistance occurs.
- Search and Site Assessment will make every effort to manage medical issues without requesting assistance from Mobile Rescue (example; small laceration, broken arm).
- If a medical situation arises that is beyond the scope of the Site Assessment team, contact Rescue Mobile for additional support.
 - o The team leader will place a diagonal piece of tape on the doorframe, with a short description of the medical issue (example; "head injury").
 - o The team leader and one teammate will continue searching the area. The 3rd team member will stay with the patient until Rescue Mobile arrives.
 - o The 3rd team member will then catch up with the other team members and continue searching as a team of three.

- Report by radio to Incident Command after a cluster has been cleared (example; rooms 1-6) or broadcast immediately if a medical situation warrants Rescue Mobile involvement.
- Follow directions from Operations/Incident Command Post.
- Report gas leaks, fires, or structural damage to Operations Coordinator immediately upon discovery. Handle small situations when possible (example; light fire suppression).
- Record exact location of damage and triage on map and report information to Operations Coordinator.
- Keep radio communication brief and simple. Use common language, no codes.

Closing Down

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

Rescue Mobile Team(s)

Operational Duties

- Be prepared to respond to search and site assessment locations with a stretcher or wheelchair to assist patients with major injuries.
- When exiting a room with the patient, put 2nd piece of tape diagonally over the first, forming an "X" on doorframe indicating the room is clear.
- Advise Operations of extent of injuries and report you are enroute to First Aid with patient.
- If a patient has a possible severe spinal injury, stay with the patient until paramedics arrive.
- When requested by Operations, respond to specific building(s) and act as site assessment member.

Closing Down

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

First Aid

Objectives Establish the First Aid treatment area, triage, emergency medical response and counseling. Ensure that appropriate actions are taken in the event of deaths. Coordinate with the Operations Coordinator when the situation requires health or medical services that staff cannot provide.

Personnel: First aid trained staff and volunteers

Start-Up Actions

- Set up First Aid Station if directed by Operations Coordinator.
- Obtain and put on personal safety equipment including vests and non-latex or nitrile gloves.
- Check with Medical Team Leader for assignment.

Operational Duties

- Admit injured students/staff to First Aid Station, listing name on master log.

- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to Incident Commander.
- When transport is available, do a final assessment. Keep records for reference.
- A copy of the Student's Emergency Card must accompany students removed from campus to receive advanced medical attention. Give a copy of the card to the paramedic.

First Aid Stations:

Triage - Locate triage (injury sorting area) at the entry of the First Aid Station. This area is for the injured to be quickly evaluated for severity of injury and directed to the appropriate treatment area.

- **Immediate Care** - For people with life and limb threatening injuries that require immediate attention, such as difficulty breathing, severe bleeding, major burns and shock. Locate immediate care in an area out of sight of most students and staff but accessible to emergency vehicles.
- **Delayed Care** - For injured individuals who do not require attention within the first hour. Such people may have lacerations, broken bones or need medication. Locate near the immediate care area but shield from the sight of the injured in immediate care area.

Crisis Counseling - Mild to moderate anxiety is best handled by teachers in class groups. Severe anxiety warrants special attention in a secluded area away from other First Aid areas, since the sight of injured people may worsen the hysteria. This area should be away from the student population, because hysteria can rapidly get out of control.

Closing Down

- Return equipment and unused supplies to Logistics.
- Clean up the first aid area. Dispose of hazardous waste safely.
- Complete all paperwork and turn it into the Documentation Unit (scribe).

Utilities, Traffic and Security

Responsibilities:

- Manage traffic control!
- Turn off water, gas, electricity as requested.
- Assist in securing the campus during the emergency.

Start Up Actions

- Check in with Incident Command for situation briefing.
- Obtain and put on personal protective equipment (PPE).
- Obtain necessary equipment and supplies from Logistics.

Operational Duties

- Coordinate security needs, establish traffic and crowd control.
- Secure perimeters.

- Evaluate site utilities as needed.

Closing Down

- Return equipment to Logistics.

Other Staff, Volunteers and Other Adults on Campus

Objectives

Respond to Incident Command Post if you are not assigned to a specific role.

Incident Command will assign you to an operation's or planning role.

Operational Duties

- Refer to summary of job responsibilities and assume your assigned role. Respond to the designated area to do your job.
- Respond to Logistics to get needed supplies.

Closing Down

- Return equipment and reusable supplies to Logistics.

Planning Coordinator

Responsibilities: Planning oversees student supervision and student release. Also provide ongoing analysis of situation and resource status.

Start Up Actions

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on a position identifier, such as vest, if available.

Operational Duties

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist Incident Commander in writing Incident Action Plans.
- Maintain accurate records of missing /injured students and staff.
- Maintain accurate records of students released to parents/guardians.
- Student Release requires heavy staffing, so begin preparations early for well-separated and well-marked Parent Request and Student Release gates.
- Work with Planning scribe to record and maintain all accurate records.

Closing Down

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Archive all incident records.
- Verify that closing tasks of all Planning positions have been accomplished.
- Return equipment and reusable supplies to Logistics.

Student Supervision

Objectives: Ensure the care and safety of all students on campus except those who are in the First Aid Station.

Personnel: Classroom teachers, substitute teachers, and staff as assigned.

Start Up Actions

- Identify team leader(s).
- Put on a safety vest or position identifier.
- Check in with the Planning Coordinator for situation briefing.
- If school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count students or observe the classrooms as they exit, to make sure that all classes evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

Operational Duties

- Take role of all students and staff to determine who is missing and report to the Planning Coordinator immediately.
- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed or refer to First Aid Station
- Support the Student Release process by releasing students with appropriate paperwork.
- When necessary, provide water and food for students and staff.
- Update records of the number of students and staff in the assembly area that have been released.
- Direct all requests for information to the Command Post.

Closing Down

- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs.
- Provide logs and other relevant documents to the Documentation Unit.

Student Release

Objective: Assist teachers and staff in the release of students from the campus to parents and designated adults.

Start-Up Actions:

- Identify team leader(s).
- Put on a safety vest or position identifier.
- Check with the Planning Coordinator for assignment to Request Table or Release Table.
- Obtain necessary equipment and forms from Logistics or emergency container.
- Secure area against unauthorized access. Mark gates with signs.
- Set up a Request Table at the main student access area. Use grade level grouping signs to organize parent requests.

- Have Student Release Forms available for parents outside at Request Table. Assign volunteers to assist.
- Set up Release Table at some distance from Request Table.

Operational Duties

Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.

Procedures

- Requesting adult fills out Student Release Form, gives it to staff member, and shows photo identification.
- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is authorized on the card.
- Staff instructs the requester to proceed to the Release Table and files the Emergency Card in the out box.
- The runner takes the Student Release Form to Student Assembly Area and walks the requested student to Student Release table.
- Staff matches student to requester, asks parent/requester to sign student Release Form, and requests both to leave the campus area to reduce congestion.

Note: If a parent is hostile or refuses to wait in line, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests. Document all incidents.

If student is with class in the Assembly Area:

- The runner shows Student Release Form to the teacher.
- Teacher marks box, "Sent with Runner."
- Runner walks student to Release Table
- Runner hands paperwork to release personnel.
- Release staff match student to requester, verify proof of identification.

If student is not with the class:

- Teacher makes appropriate notation on Student Log.
- "Absent" if student was not in school that day.
- "First Aid" if student is at First Aid Station.
- "Missing" if student was in school but now cannot be located.
- Runner takes Student Log to Planning/ICP.
- Planning verifies student location if known and directs runner accordingly.
- Parent should be notified of missing student status and escorted to Crisis Counselor.
- If a student is in First Aid, a parent should be escorted to the Medical Treatment Area.
- If a student was marked absent, a parent will be notified by a staff member.

Closing Down

- At the direction of the Operations Coordinator, return equipment and unused supplies to Logistics.
- Complete all paperwork and turn it into the Documentation Unit (Scribe).

Logistics

Responsibilities: Logistics is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-up Actions

- Check in with Incident Commander for situation briefing.
- Open the supplies containers or other storage facility.
- Put on a position identifier, such as vest.
- Begin distribution of supplies and equipment as needed.
- Ensure that the Incident Command Post and other facilities are set up as needed in safe locations.

Operational Duties

- Coordinate supplies, equipment, and personnel needs with the Operations Coordinator.
- Maintain security of cargo container, supplies and equipment.

Closing Down

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

Scribe(s)

Objectives: Collection, evaluation, documentation, and use of information about the development of the incident and the status of resources.

Start-Up Actions

- Check in with Incident Commander, Operations and Planning Coordinators for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on a safety vest or position identifier.

Operational Duties

Records

- Maintain information pertaining to incidents on whiteboards at the Command Center noting all actions and reports.
- Prior to dismantling whiteboards, take photos for recreating incident and for information gathering.
- Maintain time log of the incident, noting all actions and reports, hazards and missing or injured students and staff.

Important: A permanent log may be typed or rewritten later for clarity and better understanding. Keep all original notes and records—they are legal documents.

Closing Down

- Collect and file all paperwork and documentation from deactivating sections.
- Return equipment and reusable supplies to Logistics.

Shelter in Place Protocol

SHELTER IN PLACE is a measure implemented when there is a need to isolate students and staff from the outdoor environment. The procedures include closing and locking doors and windows, and blinds/shades. If safe to do so, you may send supervised small groups of students to the bathroom.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, police action in the area or dangerous animals.

ANNOUNCEMENT:

Make an announcement in person directly or over the public address system:

Example: **"Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the **ALL-CLEAR** instruction to indicate that the normal school routine can resume.
- Walk around the interior of the campus to ensure all exterior doors are locked.

TEACHER and STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: close and lock doors and windows.
- Take attendance and call report in to Office Manager. Wait for further instructions.

STUDENT ACTIONS:

Proceed to your classroom if it is safe to do so. If not, follow the teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

Lockdown Protocol

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis on campus and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is **no one in, no one out**. All exterior doors are locked, and students and staff must always remain in the classrooms or designated

locations. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Extreme violence outside the classroom

ANNOUNCEMENT:

1. Make an announcement in person directly, over walkies or over the public address system and/or sound the special lockdown alarm tone:

Example: "Attention please. (Pause) **LOCKDOWN.** (Pause) **LOCKDOWN.** (Pause) **LOCKDOWN.** (Pause) **Additional information may follow.**"

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make the announcement. Teachers and staff are to immediately lock doors and remain in the classroom or secured area until further instructions are provided. Put your cell phone on silent or vibrate mode!
- 1.) Call 911, 2) call North Bay Security (415) 235-2340, and 3) call the District Office/Superintendent Provide location, status of campus, all available details of situation.
- When a school official or authorized official unlocks the door from the outside, it is safe to leave the room.
- If appropriate, send home with students a brief written description of the emergency, how it was handled and what steps are being taken in its aftermath, or do an "all call" notification via text, phone call or mass email.

STAFF ACTIONS:

- If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom. **DO NOT ANSWER YOUR ROOM PHONE!**
- Immediately lock doors and instruct students to sit or lie down on the floor.
- Turn off lights, close any shades and/or blinds if it appears safe to do so.
- Put cell phones on silent or vibrate mode. Do not answer a ringing phone.
- Remain quiet and calm in the classroom or secure area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- Put your cellphone on silent or vibrate mode. Do not answer a ringing phone.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

On-Site Fire Protocol

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and

employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction.

Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to confirm that the “fire is out”.

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Sound the fire alarm to implement **EVACUATION** of the building.
- Immediately **EVACUATE** the school using the primary or alternate fire routes.
- Call 911.
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify District Office 1(415)897-4211 of situation.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify bus dispatch for **OFF-SITE EVACUATION** by **DIRECTED TRANSPORTATION**.
- Do not allow staff and students to return to the building until the Fire Department declares it safe.

STAFF ACTIONS:

- **EVACUATE** students from the building using primary or alternate fire routes Take emergency backpack. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance. Report missing students to the principal/designee and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911. The Fire Marshall will direct operations once on site.
- Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with the school routine.

Off-Site Evacuation

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION**.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example: **“Attention please. We need to institute an Off-Site Evacuation. Teachers are to take their students to the designated offsite assembly area (enter location). Students are to remain with their teacher.”**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- When clearance is received from appropriate agencies, give the **ALL-CLEAR** instruction and authorize students and staff to return to the classrooms.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee. Remain in place until further instructions are given.

Earthquake Protocol

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If people are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders and the Superintendent's office 1(415)897-4211.
- Send search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one re-enters.
- Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- Do NOT re-enter the building until it is determined to be safe by an appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students, and parents.

STAFF ACTIONS:

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves, and heavy suspended light fixtures. Get under a table or other sturdy furniture with back to windows.
- After shaking stops, **EVACUATE** building. The focus should be on doing the best for the most people. Do not hold up the class from evacuating while administering first aid to someone. If the injured person can be evacuated, then bring them out and render first aid once clear. If the person can't be included in the evacuation, then note the number and location of the injured and report to Operations once your group is safely evacuated. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

Staff that are outside, after the shaking stops, should immediately direct students to the evacuation/rally point. Assist injured victims that can be moved to an evacuation site. Report to Search & Rescue the number and location of victims that can't be moved.

- Check attendance at the assembly area. Report any missing/injured students to principal/site administrator.
- Check for injuries and render First Aid.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

- Stay alert for aftershocks!

- Do NOT re-enter the building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Get under a table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid. Direct students to evacuation points.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines.
- Do NOT re-enter the building until it is determined to be safe.
- Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with the District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify the fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students, and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- Notify the District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

Medical Emergency Protocol

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. **This is not a First Aid manual.** When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
 - o School name, address including nearest cross street(s)
 - o and the fastest way for ambulances to reach the building.
 - o Exact location within the building
 - o Nature of the emergency and how it occurred.
 - o Approximate age of injured person
 - o Caller's name and phone number
 - o Do not hang up until advised to do so by the dispatcher.
- Assign staff members to meet rescue service and show medical responder where the injured person is.
- Assemble emergency care and contact information of victims.
- Monitor the medical status of the victim, even if he or she is transported to the hospital.
- Assign a staff member to remain with an individual, even if he or she is transported to the hospital.
- Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- Advise staff of the situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

- Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- Notify Principal/Site Administrator.
- Stay calm. Keep the individual warm with a coat or blanket.
- Ask the school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- Do not give the individual anything to eat or drink.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

Bomb Threat

If the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt the caller.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Alert someone else by prearranged signal to call 911.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.



PERSON RECEIVING THREAT BY MAIL:

- Note the way the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Notify law enforcement as soon as possible.
- Notify principal or site administrator.
- Caution students against picking up or touching any strange objects or packages.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Call North Bay Security 1(415)235-2340.

- Notify the District Superintendent 1(415) 897-4211 of the situation.
- Instruct staff to turn off cellular phones or two-way radios. Do not use devices during a threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate students and staff to designated areas.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance.
- Notify the principal/site administrator of any missing students.

- Do not return to the building until emergency response officials determine it is safe.
If a suspicious item is observed, make no attempt to examine the object and immediately notify site administrator or law enforcement.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

**Suspension and Expulsion Rates
Perceptions of School Safety by
Students, Parents/Guardians, and Staff**

Include:

Suspension and Expulsion rates at your school
YouthTruth or California Healthy Kids survey data

If using YouthTruth data:

“Family Survey” = parents
School Safety Section

“Overall School Experience” = students
School Safety Section

“Staff Survey” = Staff
Relationship Section

FY 2025-26 Budget Development Calendar	
DATE	ACTIVITY
January 2025	25-26 Governor's Budget Proposal
	24-25 Second Interim period ends January 31. Budget updates done by that date are in the Approved column and are presented to the Board for approval
	23-24 Audit Report for period ended 06/30/2024 presented to the Board for approval
	25-26 Budget planning with Budget Ad Hoc Committee to discuss Governor's budget proposal
February 2025	24-25 Final Second Interim budget updates done for Projected column
	25-26 Budget planning with Budget Ad Hoc Committee to discuss subsequent year expense reductions
	25-26 Budget planning with Administrative team, discuss subsequent year expense reductions, projected enrollment, staffing
March 2025	24-25 Second Interim Report presented to the Board for approval with February budget updates. Due to SCOE by 3/15
	25-26 Budget planning with Administrative team, discuss subsequent year expense reductions and staffing
April 2025	25-26 Budget planning with Administrative team, discuss subsequent year expense reductions, projected enrollment, staffing
May 2025	25-26 Governor's May Revise
	25-26 Budget LCFF revenue calculations based on COLA provided in May Revise. All other revenue estimates completed. LCFF Calculator includes estimated enrollment and ADA per site administrator numbers and history
	25-26 Budget expenses finalized including salaries, employee benefits, instructional materials, supplies and services.
	25-26 Budget Preview with Board late May/early June
June 2025	25-26 Budget and LCAP Public Hearing
	25-26 Budget and LCAP presented to the Board for approval
July 2025	25-26 State of California adopts their budget and trailer bills
August 2025	25-26 45 day budget report based on State of CA adopted budget presented to the Board for approval
September 2025	24-25 Unaudited Actuals presented to the Board for approval with final budget updates
October 2025	25-26 First Interim period ends October 31. Budget updates done by that date are in the Approved column and are presented to the Board for approval
November 2025	25-26 Final First Interim budget updates done for Projected column
December 2025	25-26 First Interim report presented to the Board for approval with November budget updates. Due to SCOE by 12/15

RE: Ms. Oberti's Proposed 4th Grade End of the Year Field Trip and Camping Experience

This hands-on experience aligns with the 4th grade standards on CA history. We are culminating our study of CA history, reviewing the first peoples of CA into the CA Gold Rush.

DATES: May 7 - 9, 2025

ITINERARY: Leave the school at 9 a.m. and drive to Indian Grinding Stone State Historic. Have lunch and then prepare for our tour.

- Indian Grinding Stone State Historic Park: <https://chawse.org/park/>
 - Environmental Camp staying in bark houses for two nights, May 7 and 8, 2025
 - Guided Museum and History Tour @ 1 p.m.
- Roaring Camp Mining Company - May 8 - 10 a.m. - 4 p.m.
 - Gold Mining Experience

Enjoy an ALL-DAY ADVENTURE into the Mokelumne River Canyon, We take you into the beautiful remote Mokelumne Canyon, once mined by the 49ers and still being mined today. See our Placer Gold Mine Operation, our Wildlife and Mining Artifacts Museums, the ruins of the past, pan for gold, collect rocks, fish, hike in nature and enjoy lunch in our Trading Post or bring a picnic lunch.

Return to Indian Grinding Stone campsite for the night.

The next morning, pack up and drive to:

- Black Chasm Cavern - May 9 @ 10 a.m. and 10:20 a.m. Tour of the Cave and then a Gem Mining Experience
15701 Pioneer Volcano Rd, Volcano, CA
<https://cavetouring.com/about-black-chasm>

While Black Chasm Cavern was likely known about by the local Miwok people who existed in this area long before the gold rush, the first documented exploration occurred in 1854 when a group of explorers braved the unknown to discover the phenomenal beauty that exists below the surface including a bright blue lake and millions of sparkling crystals that seemed to twist from the cavern walls in every direction, we now know these unusual formations as 'helictites. Today guests can explore the cavern via these platforms and view the dazzling array of crystals throughout the cave guided by an experienced and knowledgeable cavern naturalist.

After the tour and gem mining experience, we will pack up into our cars and return to the school. Anticipated return time to SunRidge School is 4 pm.

TWIN HILLS UNION SCHOOL DISTRICT FIELD TRIP CHECKLIST

To be completed and returned to the Principal/Director at least two (2) weeks prior to the proposed field trip

TEACHER TO COMPLETE AND RETURN:

- TEACHER'S NAME Dolly Obert CLASSES INVOLVED 4/4 6r.
DATE OF FIELD TRIP 5/7/25 ALTERNATE DATE 5/9/25 # OF STUDENTS 28
DESCRIPTION/DESTINATION Indian Grinding Stone State Park
Campground + Museum, Rearing Camp Mining Co. Black Chasm Cavern
CORRELATION WITH SUBJECT MATTER BEING STUDIED (Attach a copy of your lesson plan detailing activities to be presented before and after the field trip):
CA history - From the indigenous peoples
through the 49ers + gold rush.
DEPARTURE TIME: 8:30-9:00 am RETURN TIME: 4 pm.
- INFORMATIONAL LETTER/PERMISSION NOTE: Develop an informational letter using District form E 6153 (2) as a guideline. Obtain approval from the school principal and attach completed District provided permission form E 6153 (3) and send home.

-COLLECT ALL PERMISSION NOTES (Keep on file until June).

-I HAVE ENCOURAGED PARENTS OF CHILDREN WHO ARE ALLERGIC TO BEE STINGS OR INSECT BITES OR ON MEDICATION TO ATTEND THE FIELD TRIP YES/NO

-I KNOW WHERE THE FIELD TRIP FIRST AID KIT AND MY STUDENT HEALTH PROBLEMS SUMMARY ARE LOCATED AND WILL TAKE EACH ALONG ON THE FIELD TRIP YES/NO
- TRANSPORTATION WILL BE BY: (check mode below)
☐ DISTRICT SCHOOL BUS (THIS DATE HAS BEEN CLEARED WITH BUS SUPERVISOR YES/NO)
☐ OTHER SCHOOL BUS
☒ PRIVATE VEHICLE
☐ CHARTER BUS (I HAVE COMPLETED THE CHARTER BUS CHECKLIST E 6153 (5) YES/NO)
☐ WALKING
Vehicle clearance +
- NAME(S) OF CHAPERONE(S) Working on w/ Theresa (fingerprinting needed)
- COST OF TRANSPORTATION: _____ COST TO STUDENTS: ~ \$100/student
- DATE SUBMITTED TO PRINCIPAL/DIRECTOR: 3/6/25
- CALENDAR: AFTER ADMINISTRATIVE APPROVAL, I WILL WRITE THE DATE, TIME, AND DESTINATION ON THE OFFICE SCHOOL CALENDAR.
- INFORM ALL AFFECTED SPECIALTY TEACHERS (Gardening, Games, Choir, Music, RSP, Handwork, Woodwork and Exploratory Classes) of date and time.
- INFORM ALL AFFECTED DISTRICT PERSONNEL (SP.ED, Adaptive P.E., Speech, O.T.) of date and time.

PRINCIPAL/DIRECTOR TO COMPLETE:

PRINCIPAL/DIRECTOR'S RECOMMENDATION: APPROVE/DENY

SIGNATURE: _____

DATE: 3/10/25

TWIN HILLS UNION SCHOOL DISTRICT
FILED TRIP PERMISSION FORM

SUNRIDGE SCHOOL
 7285 Hayden Ave
 Sebastopol, CA 95472

Date _____

My child, _____, has permission to go with
 the 4th Grade class under the supervision of the sponsoring

teacher to visit Indian Grinding Stone May 7-9, 2025.

State Historic Park, Roaring Camp Mining Co, and
 Departure Time: 9am Black Chasm Cavern

Place: SunRidge

Returning Time: 4pm

Transportation by: Private Vehicles

Cost to students: _____

I can/cannot (circle one) help as a chaperone.*

In case of emergency, I can be reached by telephone at # _____.

If I am unavailable or time is of the essence, I authorize my son/daughter be taken to
 the nearest medical facility to receive emergency treatment.

My child's doctor is _____, phone# _____.

*My child is/is not (circle one) on special medication.

*My child does/does not (circle one) require and EPI pen.

*My child is/is not (circle one) allergic to bee stings or insect bites. (if yes to any of the
 above, you are encouraged to attend; if you cannot attend, please include written
 instructions on this form).

NOTE: 1) Twin Hills Union School District does not provide student health insurance.
 However, I may contact the school office for information regarding a low cost
 student insurance plan offered through a private company.
 2) Twin Hills Union School District expects responsible behavior from each
 student to, from, and during field trip activity.

 Signature of Parent or Guardian

TWIN HILLS UNION SCHOOL DISTRICT
FIELD TRIP INFORMATION LETTER

Dear Parents,

On May 7-9, 2025 our class, along with
 (day & date)

_____ will visit Indian Grinding Stone
 (other classes) (destination) Historical State
Volcano, CA by Private Vehicle Park
 (city) (transportation)

Our class will depart from 5/7/25 Sun Ridge at 9:00 am + return
 (time)
5/9/25 at 4 pm

This visit is in conjunction with our class study of CA History

 (describe curricular area being studied)

Special items for the field trip:

- Your child (will/will not) need a sack lunch from home including something to drink (no glass please).
- Warm clothing, coat, extra socks, hat.

The permission form attached must be completed, signed, and returned to school prior to the field trip. Students without written permission will not be allowed to attend the activity. Supervision and class work will be provided at school.

Field Trip Chaperone Agreements

Chaperone Job Description:

- Support the teacher's itinerary
- Keep children attentive to the learning program
- Keep children safe at all times

4 Essential Agreements:

1. *Safety First*
2. *Respect Others*
3. *Respect Belongings*
4. *Maintain Confidentiality*

All must agree to follow these and drivers/chaperones must agree to insist upon these from the students at all times. If a behavior feels uncomfortable to you, or if you feel frustrated ask yourself if these 4 agreements are being honored. If a student does not heed a reminder to follow one of the four agreements please **immediately speak to teacher**. –or if any of these agreements are broken with a degree of seriousness/danger **immediately speak with teacher**.

Drivers

Prior to departure date

- Be prepared to drive assigned children in addition to your own (driver's child will be assigned to their car, otherwise please do not request particular children to, or not to, be placed in your car – likewise parents in class do not make requests as to car assignments.
- Group assignments are under the discretion of the teacher
- Car assignments will be provided by teacher on morning of departure)
- File all necessary paperwork with school office to allow you to drive children for a school activity.

Arrive prepared to depart

- Gas tank full
- Space in car for passengers and necessary gear
- Supplies in case of emergencies including supplies for car sickness (bags, paper towels, wet wipes etc.)
- Directions/emergency phone contacts

Agreements while driving

- **Drive the speed limit!**
- Safety First!! While car is moving, students stay seated with belts on at all times. Appropriate indoor conduct at all times (no shouting, throwing, teasing etc.)
- NO MEDIA of any kind (radio, videos, computers, ipods, phone games, tape/dvd players etc. etc.) with the exception of teacher approved audio books.
- No treats for car occupants (if you want to bring treats for entire class speak with teacher ahead of time. Students have food allergies)
- NO STOPS other than stops made by entire group (unless in case of emergency)
- No switching between cars
- All students, including your own child, must be delivered to teacher and accounted for at end location unless previous arrangements (made prior to field trip day) have been made with the teacher. (A group text is an efficient way to account for students and chaperone cars)
- Remain responsible for students in car until delivered to teacher or other chaperone
- Refrain from swearing

Agreements as a chaperone (for both day and overnight trips)

When signing up as a field trip chaperone I am agreeing to:

- Uphold all agreements, most importantly 4 essential agreements, at all times, going to teacher immediately when child/student does not comply
- Refrain from taking pictures, videos and sending them to others. Teachers are tasked with communicating with the class community.
- Attending out of a desire to chaperone children/students in the class, not spend time with own child or socially with other parents. (Another way to say this is that you like to spend time/help/get to know other people's children.)
- Do not engage in affectionate behaviors with another adult on the trip. Remain attentive to the students.
- In order to remain responsible for the students under your supervision, do not bring siblings on the trip
- Not bring any special food for own child or for children you are assigned to; you are welcome to arrange ahead of time with the teacher to bring a treat for the entire class.
- Do not call other parents about incidents. All parent communication should be communicated to the teacher directly
- Leave parenting of own child to "tent parents" for duration of the field trip
- Foster and help students foster a learning environment during teaching moments. Field Trips are the classroom without the walls...
Docents are volunteers freely giving their time and knowledge, they deserve the utmost respect and attention.
- Actively participate in the activities, both work and fun. Look for how to direct students and for what needs to be done at any given moment.
- Not do anything for students that they can do for themselves – you are supervisors/coworkers at times, but please do not do tasks the students can/should do for themselves
- Limit cell phone use. If you need to check in with your family or business, let another adult know then excuse yourself from the group to make your call.
- Remain drug and alcohol free even after students are asleep (do not bring any substances.) Please initial here that you understand and agree: _____
- If you require any medications for sleep, please discuss with teacher, as chaperones need to be capable of immediate alertness in case of an emergency.
- Be a role model for the students.
- Chaperones may not be alone with just one student

Thank you for considering chaperoning a field trip! Please take the time to confirm that this role speaks to your strengths and desires as to how you will contribute to the class as a whole.

Parent Name _____ Signature _____

- ✓ Read ___ yes ___ no
- ✓ Understand and commit to agreements ___ yes ___ no
- ✓ Signed ___ yes ___ no
- ✓ Returned to school ___ yes ___ no

TWIN HILLS UNION SCHOOL DISTRICT
FIELD TRIP CHECKLIST

To be completed and returned to the Principal/Director at least two (2) weeks prior to the proposed field trip

TEACHER TO COMPLETE AND RETURN:

1. TEACHER'S NAME Mark Quirt CLASSES INVOLVED 8th
DATE OF FIELD TRIP 5-20-22 ALTERNATE DATE 5-21-23 # OF STUDENTS 13
DESCRIPTION/DESTINATION Camping at KOA Watsonville Near Santa Cruz
CORRELATION WITH SUBJECT MATTER BEING STUDIED (Attach a copy of your lesson plan detailing activities to be presented before and after the field trip):
Camping trip to finish out 8th grade!
Food pantry community service
DEPARTURE TIME: 7:30 RETURN TIME: 3:00

2. INFORMATIONAL LETTER/PERMISSION NOTE: Develop an informational letter using District form E 6153 (2) as a guideline. Obtain approval from the school principal and attach completed District provided permission form E 6153 (3) and send home.

-COLLECT ALL PERMISSION NOTES (Keep on file until June).

-I HAVE ENCOURAGED PARENTS OF CHILDREN WHO ARE ALLERGIC TO BEE STINGS OR INSECT BITES OR ON MEDICATION TO ATTEND THE FIELD TRIP YES/NO

-I KNOW WHERE THE FIELD TRIP FIRST AID KIT AND MY STUDENT HEALTH PROBLEMS SUMMARY ARE LOCATED AND WILL TAKE EACH ALONG ON THE FIELD TRIP YES/NO

3. TRANSPORTATION WILL BE BY: (check mode below)
☐ DISTRICT SCHOOL BUS (THIS DATE HAS BEEN CLEARED WITH BUS SUPERVISOR YES/NO)
☐ OTHER SCHOOL BUS
☒ PRIVATE VEHICLE
☐ CHARTER BUS (I HAVE COMPLETED THE CHARTER BUS CHECKLIST E 6153 (5) YES/NO)
☐ WALKING

4. NAME(S) OF CHAPERONE(S) Jen Patterson, Andrea Loria, Rose Risuch

5. COST OF TRANSPORTATION: 0 COST TO STUDENTS: \$90-

6. DATE SUBMITTED TO PRINCIPAL/DIRECTOR: _____

7. CALENDAR: AFTER ADMINISTRATIVE APPROVAL, I WILL WRITE THE DATE, TIME, AND DESTINATION ON THE OFFICE SCHOOL CALENDAR.

8. INFORM ALL AFFECTED SPECIALTY TEACHERS (Gardening, Games, Choir, Music, RSP, Handwork, Woodwork and Exploratory Classes) of date and time.

9. INFORM ALL AFFECTED DISTRICT PERSONNEL (SP.ED, Adaptive P.E., Speech, O.T.) of date and time.

PRINCIPAL/DIRECTOR TO COMPLETE:

PRINCIPAL/DIRECTOR'S RECOMMENDATION: APPROVE/DENY

SIGNATURE: _____ DATE: _____

TWIN HILLS UNION SCHOOL DISTRICT
FILED TRIP PERMISSION FORMSUNRIDGE SCHOOL
7285 Hayden Ave
Sebastopol, CA 95472

Date _____

My child, _____, has permission to go with
the 8th Grade class under the supervision of the sponsoring
teacher to visit Santa Cruz on May 20-22, 2025

Departure Time: 8:30Place: SchoolReturning Time: 3:00 P.M.Transportation by: CarCost to students: \$90 -

I can/cannot (circle one) help as a chaperone.*

In case of emergency, I can be reached by telephone at #_____.
If I am unavailable or time is of the essence, I authorize my son/daughter be taken to
the nearest medical facility to receive emergency treatment.

My child's doctor is _____, phone# _____.

*My child is/is not (circle one) on special medication.

*My child does/does not (circle one) require and EPI pen.

*My child is/is not (circle one) allergic to bee stings or insect bites. (if yes to any of the
above, you are encouraged to attend; if you cannot attend, please include written
instructions on this form).

NOTE: 1) Twin Hills Union School District does not provide student health insurance.
However, I may contact the school office for information regarding a low cost
student insurance plan offered through a private company.
2) Twin Hills Union School District expects responsible behavior from each
student to, from, and during field trip activity.

Signature of Parent or Guardian

Field trip plan for 8th grade May 20th-22

May 20th

8:30 Depart from school

12:00 go to the beach for lunch

3:30 PM, go to the KOA campsite and unpack

6:00 Dinner

9:30 lights out

May 21th

Breakfast 8:00

11:00 go to the boardwalk

2:00 pm volunteer to work in the soup kitchen

5:00 return to camp

6:00 Dinner

9:30 Light out

May 22

8:00 Breakfast

10:00 *culminating group activity*

12:00 PM Drive home

Arrive at Sunridge at 3:15

Twin Hills Union School District

Job Description

CUSTODIAN

The Custodian is under the supervision of the District Maintenance Director and Superintendent and is evaluated by the District Maintenance Director. The Custodian performs general custodial services. This position requires a valid California Drivers License, a physical and fingerprint clearance.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
- **Knowledge of:**
 - English in written and verbal form
 - Principles of sanitation and safety procedures
 - School cleaning methods, hygiene, materials, and equipment operation
 - Proper use of chemicals and other cleaning agents (MSDS)
- **Ability to:**
 - Bilingual – English/Spanish desirable
 - Exercise good judgment, use discretion, maintain confidentiality
 - Demonstrate good mental, emotional and physical health
 - Establish and maintain effective relationship with school staff and students
 - Perform minor building maintenance and repair work, operating power and manual equipment safely
 - Follow instructions and keep records as required
 - Be self motivated, prompt and efficient in performing duties
 - Be flexible in order to respond and perform non-routine work in a pleasant and positive manner
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting thirty (30) pounds on a regular basis and in excess of seventy-five (75) pounds with assistance.
 - See physical job requirements on page 2, *Essential Job Functions*

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- X ➤ Responsible for classrooms having sufficient supplies and that sinks and light fixtures are operating properly
- Additional disinfecting may be required due to public health issues
- Provide safe and effective cleanup of bodily fluid incidents, including vomit and fecal matter
- Clean and maintain assigned areas to be safe and sanitary
- Report conditions, violations of regulations or unusual circumstances that might be hazardous to the public, students, or employee safety
- Open buildings as needed, disarm alarm
- Check for vandalism
- Check for and clean graffiti
- Conduct a daily safety check of all assigned areas
- Lock all doors and windows daily, set alarm system
- Secure campus if last custodian of the day
- Pick up litter including eating areas, emptying trash daily
- Move furniture, equipment, and supplies
- Perform minor carpentry, plumbing, and mechanical services as required
- Clean windows, window sills, window coverings (blinds), doors, floors, carpets, ceilings, and unobstructed counter tops as time allows
- Follow accepted principles, practices, rules, and regulations of the district
- Ability to work both independently and in a group situation depending on the task
- Other related duties as assigned

Typical routine daily cleaning (not all inclusive):

- 1.0 Classrooms – clean classrooms as assigned.
Daily cleaning includes emptying trash, light dusting, emptying pencil sharpener, sweeping or vacuuming floors (mopping or removing spots when necessary), check/fill paper towel and soap dispensers, and vacuum chalk trays and clean chalkboards/whiteboards (scheduled time is 20 to 25 minutes for these duties per room). Vacuum bag should be emptied daily.
Periodic cleaning to maintain the classrooms in "tip-top" shape must schedule time on a weekly or every two week basis to clean sinks, wipe down counter-tops, clean area where lunches are stored (walls/floors), and wipe door around handle.
Monthly cleaning of the windows should be planned for every other month in the fall and spring and once during the winter.
- 2.0 Restrooms – cleaning student and adult restrooms. Includes cleaning and disinfecting toilets, urinals and sinks; mopping and disinfecting floors; filling paper towel, toilet paper, seat protector and soap dispensers and emptying sanitary napkin dispensers; cleaning mirrors and walls periodically on a routine basis or when needed. Gloves must be worn and cleaning supplies must be used properly and safely according to directions.
- 3.0 Drinking Fountains – clean assigned outside drinking fountains daily.
- 4.0 Faculty Rooms – wipe off tables and counters (not responsible to wash dishes); vacuum floor; fill paper towel and soap dispensers.
- 5.0 Office Areas – vacuum floor, wipe down sink and countertop, dust window sill and mini blinds and wipe down door.
- 6.0 Grounds – pick up litter daily or when passing by.
- 7.0 Alarm – arm and disarm system as required. Lock gate(s) if last custodian on duty.
- 8.0 Other General Duties Include: setting up the MUR for functions (chairs, tables, stage, choral risers, etc.) and taking down after the function; washing windows and walls; maintain work areas and custodial cart in a neat and orderly manner.

9.0 Other duties as assigned.

Typical duties on non-student days including maintenance-type projects and grounds keeping (not all inclusive):

- 1.0 Cleaning, shampooing and extracting carpets, may involve moving furniture.
- 2.0 Striping and waxing of hard surfaces.
- 3.0 Washing windows, walls, etc.
- 4.0 Maintenance-type projects: Completion of or assisting with general maintenance when needed, may include painting, pouring concrete, building shelves, etc.
- 5.0 Grounds keeping: When needed to fill-in or during times of preparation for events may include mowing, raking, edging, weed eating, field and sprinkler repair, planting, watering, pruning, cleaning gutters, keeping ground level drains open.

PAY SCALE - CLASSIFIED:

Range – H 0-12 months

Range – J 12+ months

Range S-2/5 Substitute

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/walking:** Constantly, throughout work shift. Distance may vary three to five miles daily depending on task and specific site assigned.
- **Sitting:** Occasionally; during breaks and lunch only.
- **Lift/Carry:** Frequently, 1-10 pounds; supplies, trash, carry up to 100 yards. Occasionally 11-75 pounds while moving equipment, heavier supplies and larger bags of trash, carry up to 20-30 feet. Often has assistance with lifts above 50 pounds.
- **Push/pull:** Frequently; using both hands and arms while using buffers, mopping/dust mopping, moving furniture and materials exerting a force of 15 to 35 pounds. Occasionally exerts push/pull force up to 60-75 pounds while moving furniture, filing cabinets, etc.
- **Climbing/balancing:** Seldom; ladders up to a distance of 12 feet while cleaning upper areas or changing lights.
- **Bending/twisting:** Frequently-Constantly, with forward flexion at waist while vacuuming, sweeping/mopping and cleaning toilets/sinks, side-to-side twisting at waist and flexion/extension of neck throughout work shift.
- **Kneeling/crouching:** Seldom; may be required while cleaning lower areas, retrieving supplies from lower shelves.
- **Hands/arms:** Frequent-Constant use in forward reaching/handling/simple & power grasping/fingering while operating equipment, wiping and cleaning surfaces and while using hand tools and other cleaning equipment. Occasional overhead reaching required.
- **Sight:** Constantly; in performing cleaning tasks and maintaining safety standards on the job. Requires depth perception, hand/eye coordination required in operation of equipment and tool use.
- **Speech/Written Communication:** Frequently; to interact with co-workers, teachers, supervisors and students and record data.

Mental

- Must be able to work independently and follow through on all work as assigned.
- Must be able to communicate with co-workers and supervisor and establish/maintain effective working relationships with students, staff, district personnel and the public.
- Must be able to read, write and speak English, follow an assigned work schedule and perform some basic mathematical calculations.

Work Conditions

- **Location:** 90% indoors, climate controlled. 10% outdoors while dumping trash, removing debris from building. Custodians are on 12-month assignments. During summer months, major cleaning of school buildings is required, including stripping/waxing floors, high cleaning, high dusting and working from ladders. Work is more physical during summer months.
- **Hazards:** Moving equipment, slippery surfaces, exposure to electric shock, bio-hazards, and cleaning chemicals.
- **Equipment used:** Hand & power tools: floor scrubbers, ladders, hand tools, step stools, hand truck, vacuum cleaners, mops, dust mops, brooms, other cleaning equipment and supplies.
- **Safety equipment:** Gloves and other PPE (personal protective equipment) as required by District policies.

HIRING PROCESS:

Mandatory Information to be submitted:

- Completed and signed district application on EDJOIN
- Current employees may submit a letter of interest in lieu of an application which should include their qualifications
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

Application Materials should be submitted to Superintendent at the following address:

Twin Hills USD, 700 Watertrough Rd, Sebastopol, CA 95472

➤ Selection Process:

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted by phone or email
- Position open until filled

Twin Hills Union School District

Job Description

SITE COORDINATOR GROUNDS & MAINTENANCE

Twin Hills CMS FT Monday-Friday 8hrs/day

The Site Coordinator Grounds & Maintenance is under the supervision of the District Maintenance Director, Site Administrator and Superintendent, and is evaluated by the Site Administrator/District Maintenance Director. The Site Coordinator Grounds & Maintenance performs duties that help to maintain district grounds and parking areas including custodial tasks at assigned sites. This position requires a valid California Drivers License, a physical, TB Clearance, and fingerprint clearance.

REQUIRED QUALIFICATIONS

➤ **Education and Experience:**

- High School diploma or equivalent

➤ **Knowledge of:**

- English in written and verbal form
- Principles of sanitation and safety procedures
- School cleaning methods, hygiene, materials, and equipment operation
- Proper use of chemicals and other cleaning agents (MSDS)

➤ **Ability to:**

- Bilingual – English/Spanish desirable
- Exercise good judgment, use discretion, maintain confidentiality
- Demonstrate good mental, emotional and physical health
- Establish and maintain effective relationship with district & school staff, and students
- Perform minor building maintenance and repair work, operating power and manual equipment safely
- Receive training and certificate regarding Asbestos (AHERA)
- Follow instructions and keep records as required
- Be self motivated, prompt and efficient in performing duties
- Be flexible in order to respond and perform non-routine work in a pleasant and positive manner

➤ **ADA Requirement:**

- Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting thirty (30) pounds on a regular basis and in excess of seventy-five (75) pounds with assistance.
- See physical job requirements on page 2, *Essential Job Functions*

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Mow and edge lawns on a routine basis; seed, fertilize and aerate lawns as needed
- Trim, weed, rake and prune landscape areas
- Prepare and fertilize soil for planting of trees, shrubs, hedges and flowers as needed
- Maintain sprinkler systems, water landscaped areas by hand where necessary
- Repair, line and mark fields as assigned
- Keep ground level drains open, clean gutters
- Rodent trapping and bug eradication when necessary
- Traffic control and crossing guard duty at arrival/dismissal
- Open/Secure main gates, disarm/arm alarms, open/secure classrooms, gym, multi-purpose room, kitchen, restrooms, computer room, all campus buildings
- X ➤ Provide safe and effective cleanup of bodily fluid incidents, including vomit and fecal matter
- Assist other custodial and maintenance personnel as needed
- Maintain up-to-date inventory of custodial supplies, place orders when necessary or requested
- Maintain custodian's rooms, supply rooms, storage areas/sheds to assure they are clean and orderly
- Label all flammable liquids and toxic chemicals, maintain Material Data Safety sheets on all chemicals and products.
- Inspect all playground equipment and outdoor areas monthly and file a written report with the District Office if unsafe issues found, take corrective action when needed
- Maintain all heating and air conditioning units. Develop regular service schedules. Post maintenance record in the HVAC closet
- Clean and maintain assigned areas on the campus to be safe and sanitary
- Report conditions, violations of regulations or unusual circumstances that might be hazardous to the public, students, or employee safety
- Check for vandalism and graffiti, clean/paint/repair as needed
- Conduct a daily safety check of assigned school site
- Responsible for classrooms having sufficient supplies and that sinks and light fixtures are operating properly
- Pick up litter including eating areas, emptying trash daily
- Move furniture, equipment, and supplies
- Perform minor carpentry, plumbing, and mechanical services as required
- Assist in getting cost estimates and bids when necessary and appropriate
- Clean windows, window sills, window coverings, doors, floors, carpets, ceilings, and unobstructed counter tops as time allows
- Lock all doors and windows, set alarm system when necessary
- Prepare MUR for lunch, classes and special events. Prepare specified rooms for meetings and special events
- Maintenance repair and building projects including working closely with outside contractors to complete the job in a professional and workmanlike manner as assigned by District Maintenance Director

- Complete approved work orders
- Summer cleaning (included in non-student days duties listed below) and maintenance projects
- Follow accepted principles, practices, rules, and regulations of the district
- Other related duties as assigned

EXAMPLES OF DUTIES AND RESPONSIBILITIES ON NON-STUDENT DAYS:

Typical duties on non-student days including maintenance-type projects and grounds keeping (not all inclusive):

- 1.0 Cleaning, shampooing and extracting carpets, may involve moving furniture.
- 2.0 Striping and waxing of hard surfaces.
- 3.0 Washing windows, walls, etc.
- 4.0 Maintenance-type projects: Completion of or assisting with general maintenance when needed, may include painting, pouring concrete, building shelves, etc.

PAY SCALE - CLASSIFIED:

District Classified Salary Schedule Range D-D

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/walking:** Constantly, throughout work shift. Distance may vary three to five miles daily depending on task and specific site assigned.
- **Sitting:** Occasionally; during breaks and lunch only.
- **Lift/Carry:** Frequently, 1-10 pounds; supplies, trash, carry up to 100 yards. Occasionally 11-75 pounds while moving equipment, heavier supplies and larger bags of trash, carry up to 20-30 feet. Often has assistance with lifts above 50 pounds.
- **Push/pull:** Frequently; using both hands and arms while using buffers, mopping/dust mopping, moving furniture and materials exerting a force of 15 to 35 pounds. Occasionally exerts push/pull force up to 60-75 pounds while moving furniture, filing cabinets, etc.
- **Climbing/balancing:** Seldom; ladders up to a distance of 12 feet while cleaning upper areas or changing lights.
- **Bending/twisting:** Frequently-Constantly, with forward flexion at waist while vacuuming, sweeping/mopping and cleaning toilets/sinks, side-to-side twisting at waist and flexion/extension of neck throughout work shift.
- **Kneeling/crouching:** Seldom; may be required while cleaning lower areas, retrieving supplies from lower shelves.
- **Hands/arms:** Frequent-Constant use in forward reaching/handling/simple & power grasping/fingering while operating equipment, wiping and cleaning surfaces and while using hand tools and other cleaning equipment. Occasional overhead reaching required.
- **Sight:** Constantly; in performing cleaning tasks and maintaining safety standards on the job. Requires depth perception, hand/eye coordination required in operation of equipment and tool use.
- **Speech/Written Communication:** Frequently; to interact with co-workers, teachers, supervisors and students and record data.

Mental

- Must be able to work independently and follow through on all work as assigned.
- Must be able to communicate with co-workers and supervisor and establish/maintain effective working relationships with students, staff, district personnel and the public.
- Must be able to read, write and speak English, follow an assigned work schedule and perform some basic mathematical calculations.

Work Conditions

- **Location:** 60% indoors, climate controlled. 40% outdoors while dumping trash, removing debris from building. This classification of employee are on 12-month assignments. During summer months, major cleaning of school buildings is required, including stripping/waxing floors, high cleaning, high dusting and working from ladders. Work is more physical during summer months.
- **Hazards:** Moving equipment, slippery surfaces, exposure to electric shock, bio-hazards, and cleaning chemicals.
- **Equipment used:** Hand & power tools: floor scrubbers, ladders, hand tools, step stools, hand truck, vacuum cleaners, mops, dust mops, brooms, other cleaning equipment and supplies.
- **Safety equipment:** Gloves and other PPE (personal protective equipment) as required by District policies.

HIRING PROCESS:

Mandatory Information to be submitted:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

Application Materials should be submitted to the Superintendent on EDJOIN:

Twin Hills USD, 700 Watertrough Rd, Sebastopol, CA 95472

➤ Selection Process:

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted by phone or email
- Final selection may occur at any time.

Twin Hills Union School District

Job Description

SITE COORDINATOR GROUNDS & MAINTENANCE **SunRidge FT Monday-Friday 8hrs/day**

The Site Coordinator Grounds & Maintenance is under the supervision of the District Maintenance Director, Site Administrator and Superintendent, and is evaluated by the Site Administrator/District Maintenance Director. The Site Coordinator Grounds & Maintenance performs duties that help to maintain district grounds and parking areas including custodial tasks at assigned sites. This position requires a valid California Drivers License, a physical, TB Clearance and fingerprint clearance.

REQUIRED QUALIFICATIONS

➤ **Education and Experience:**

- High School diploma or equivalent

➤ **Knowledge of:**

- English in written and verbal form
- Principals of sanitation and safety procedures
- School cleaning methods, hygiene, materials, and equipment operation
- Proper use of chemicals and other cleaning agents (MSDS)

➤ **Ability to:**

- Bilingual – English/Spanish desirable
- Exercise good judgment, use discretion, maintain confidentiality
- Demonstrate good mental, emotional and physical health
- Establish and maintain effective relationship with district & school staff, and students
- Perform minor building maintenance and repair work, operating power and manual equipment safely
- Receive training and certificate regarding Asbestos (AHERA)
- Follow instructions and keep records as required
- Be self motivated, prompt and efficient in performing duties
- Be flexible in order to respond and perform non-routine work in a pleasant and positive manner

➤ **ADA Requirement:**

- Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting thirty (30) pounds on a regular basis and in excess of seventy-five (75) pounds with assistance.
- See physical job requirements on page 2, *Essential Job Functions*

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Mow and edge lawns on a routine basis; seed, fertilize and aerate lawns as needed
- Trim, weed, rake and prune landscape areas
- Prepare and fertilize soil for planting of trees, shrubs, hedges and flowers as needed
- Maintain sprinkler systems, water landscaped areas by hand where necessary
- Repair, line and mark fields as assigned
- Keep ground level drains open, clean gutters
- Rodent trapping and bug eradication when necessary
- Traffic control and crossing guard duty at dismissal
- Open/Secure main gates, disarm/arm alarms, open/secure classrooms, gym, multi-purpose room, kitchen, restrooms, computer room, all campus buildings
- X ➤ Provide safe and effective cleanup of bodily fluid incidents, including vomit and fecal matter
- Assist other custodial and maintenance personnel as needed
- Maintain up-to-date inventory of custodial supplies, place orders when necessary or requested
- Maintain custodian's rooms, supply rooms, storage areas/sheds to assure they are clean and orderly
- Label all flammable liquids and toxic chemicals, maintain Material Data Safety sheets on all chemicals and products.
- Inspect all playground equipment and outdoor areas monthly and file a written report with the District Office if unsafe issues found, take corrective action when needed
- Maintain all heating and air conditioning units. Develop regular service schedules. Post maintenance record in the HVAC closet
- Clean and maintain assigned areas on the campus to be safe and sanitary
- Report conditions, violations of regulations or unusual circumstances that might be hazardous to the public, students, or employee safety
- Check for vandalism and graffiti, clean/paint/repair as needed
- Conduct a daily safety check of assigned school site
- Responsible for classrooms having sufficient supplies and that sinks and light fixtures are operating properly
- Pick up litter including eating areas, emptying trash daily
- Move furniture, equipment, and supplies
- Perform minor carpentry, plumbing, and mechanical services as required
- Assist in getting cost estimates and bids when necessary and appropriate
- Clean windows, window sills, window coverings, doors, floors, carpets, ceilings, and unobstructed counter tops as time allows
- Lock all doors and windows, set alarm system when necessary
- Prepare MUR for lunch, classes and special events. Prepare specified rooms for meetings and special events

- Maintenance repair and building projects including working closely with outside contractors to complete the job in a professional and workmanlike manner as assigned by District Maintenance Director
- Complete approved work orders
- Summer cleaning (included in non-student days duties listed below) and maintenance projects
- Follow accepted principles, practices, rules, and regulations of the district
- Other related duties as assigned

EXAMPLES OF DUTIES AND RESPONSIBILITIES ON NON-STUDENT DAYS:

Typical duties on non-student days including maintenance-type projects and grounds keeping (not all inclusive):

- 1.0 Cleaning, shampooing and extracting carpets, may involve moving furniture.
- 2.0 Striping and waxing of hard surfaces.
- 3.0 Washing windows, walls, etc.
- 4.0 Maintenance-type projects: Completion of or assisting with general maintenance when needed, may include painting, pouring concrete, building shelves, etc.

PAY SCALE - CLASSIFIED:

District Classified Salary Schedule Range D-D

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/walking:** Constantly, throughout work shift. Distance may vary three to five miles daily depending on task and specific site assigned.
- **Sitting:** Occasionally; during breaks and lunch only.
- **Lift/Carry:** Frequently, 1-10 pounds; supplies, trash, carry up to 100 yards. Occasionally 11-75 pounds while moving equipment, heavier supplies and larger bags of trash, carry up to 20-30 feet. Often has assistance with lifts above 50 pounds.
- **Push/pull:** Frequently; using both hands and arms while using buffers, mopping/dust mopping, moving furniture and materials exerting a force of 15 to 35 pounds. Occasionally exerts push/pull force up to 60-75 pounds while moving furniture, filing cabinets, etc.
- **Climbing/balancing:** Seldom; ladders up to a distance of 12 feet while cleaning upper areas or changing lights.
- **Bending/twisting:** Frequently-Constantly, with forward flexion at waist while vacuuming, sweeping/mopping and cleaning toilets/sinks, side-to-side twisting at waist and flexion/extension of neck throughout work shift.
- **Kneeling/crouching:** Seldom; may be required while cleaning lower areas, retrieving supplies from lower shelves.
- **Hands/arms:** Frequent-Constant use in forward reaching/handling/simple & power grasping/fingering while operating equipment, wiping and cleaning surfaces and while using hand tools and other cleaning equipment. Occasional overhead reaching required.
- **Sight:** Constantly; in performing cleaning tasks and maintaining safety standards on the job. Requires depth perception, hand/eye coordination required in operation of equipment and tool use.
- **Speech/Written Communication:** Frequently; to interact with co-workers, teachers, supervisors and students and record data.

Mental

- Must be able to work independently and follow through on all work as assigned.
- Must be able to communicate with co-workers and supervisor and establish/maintain effective working relationships with students, staff, district personnel and the public.
- Must be able to read, write and speak English, follow an assigned work schedule and perform some basic mathematical calculations.

Work Conditions

- **Location:** 60% indoors, climate controlled. 40% outdoors while dumping trash, removing debris from building. This classification of employee are on 12-month assignments. During summer months, major cleaning of school buildings is required, including stripping/waxing floors, high cleaning, high dusting and working from ladders. Work is more physical during summer months.
- **Hazards:** Moving equipment, slippery surfaces, exposure to electric shock, bio-hazards, and cleaning chemicals.
- **Equipment used:** Hand & power tools: floor scrubbers, ladders, hand tools, step stools, hand truck, vacuum cleaners, mops, dust mops, brooms, other cleaning equipment and supplies.
- **Safety equipment:** Gloves and other PPE (personal protective equipment) as required by District policies.

HIRING PROCESS:

Mandatory Information to be submitted:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

Application Materials should be submitted to the Superintendent on EDJOIN:

Twin Hills USD, 700 Watertrough Rd, Sebastopol, CA 95472

- **Selection Process:**
 - Applications will be reviewed and rated by a screening committee
 - Persons selected for an interview will be contacted by phone or email
 - Final selection may occur at any time.

Twin Hills Union School District

JOB DESCRIPTION

DISTRICT MAINTENANCE DIRECTOR

The District Maintenance Director is under the supervision of and is evaluated by the District Business Manager and Superintendent. The District Maintenance Director performs duties that help to maintain all district facilities, grounds and parking areas including custodial tasks at assigned sites. They are responsible for directing and assisting custodial and maintenance staff at all sites. The Director also orders supplies and materials, gets cost estimates, oversees necessary repairs. This position requires a valid California Drivers License, a physical, TB clearance and fingerprint clearances.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
- **Knowledge of:**
 - English in written and verbal form
 - Principles of sanitation and safety procedures
 - School cleaning methods, hygiene, materials, and equipment operation
 - Proper use of chemicals and other cleaning agents (MSDS)
- **Ability to:**
 - Bilingual – English/Spanish desirable
 - Exercise good judgment, use discretion, maintain confidentiality
 - Demonstrate good mental, emotional and physical health
 - Establish and maintain effective relationship with district & school staff, and students
 - Perform minor building maintenance and repair work, operating power and manual equipment safely
 - Receive training and certificate regarding Asbestos (AHERA)
 - Follow instructions and keep records as required
 - Be self motivated, prompt and efficient in performing duties
 - Be flexible in order to respond and perform non-routine work in a pleasant and positive manner
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting thirty (30) pounds on a regular basis and in excess of seventy-five (75) pounds with assistance.
 - See physical job requirements on page 2, *Essential Job Functions*

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Mow and edge lawns on a routine basis; seed, fertilize and aerate lawns as needed
- Trim, weed, rake and prune landscape areas
- Prepare and fertilize soil for planting of trees, shrubs, hedges and flowers as needed
- Maintain sprinkler systems, water landscaped areas by hand where necessary
- Repair, line and mark fields as assigned
- Keep ground level drains open, clean gutters
- Rodent trapping and bug eradication when necessary, including completion of state pesticide reports
- Open/Secure main gates, disarm/arm alarms, open/secure classrooms, gym, multi-purpose room, kitchen, restrooms, computer room, all campus buildings
- X ➤ Provide safe and effective cleanup of bodily fluid incidents, including vomit and fecal matter
- Assist other custodial and maintenance personnel as needed
- Supervise and evaluate all custodial and maintenance staff including checking all classrooms, offices and other building facilities periodically to make sure they are cleaned and maintained properly
- Maintain up-to-date inventory of custodial and maintenance supplies, place orders when necessary or requested
- Maintain custodian's rooms, supply rooms, storage areas/sheds to assure they are clean and orderly
- Label all flammable liquids and toxic chemicals, maintain Material Data Safety sheets on all chemicals and products.
- Inspect all playground equipment and outdoor areas monthly and file a written report with the District Office if unsafe issues found, take corrective action when needed
- Maintain all heating and air conditioning units. Develop regular service schedules. Post maintenance record in the HVAC closet
- Clean and maintain assigned areas on the campus to be safe and sanitary
- Report conditions, violations of regulations or unusual circumstances that might be hazardous to the public, students, or employee safety
- Check for vandalism and graffiti, clean/paint/repair as needed
- Conduct a daily safety check of assigned school site and at other sites when needed
- Conduct periodic safety checks of each school site, including offices, building facilities, playgrounds, equipment, etc.
- Responsible for classrooms having sufficient supplies and that sinks, and light fixtures are operating properly
- Pick up litter including eating areas, emptying trash daily
- Move furniture, equipment, and supplies as requested even between sites as needed
- Perform minor carpentry, painting, plumbing, and mechanical services as required or contact/organize outside vendors
- Assist in getting cost estimates and bids when necessary and appropriate
- Clean windows, windowsills, window coverings, doors, floors, carpets, ceilings, and unobstructed counter tops as time allows
- Lock all doors and windows, set alarm system when necessary
- Prepare MUR for lunch, classes and special events. Prepare specified rooms for meetings and special events
- Oversee all maintenance repair and building projects including working closely with outside contractors to complete the job in a professional and workmanlike manner.

- Complete approved work orders or assign work to responsible custodian
- Attend District, RESIG and outside trainings and meetings as applicable
- Coordinate summer cleaning (included in non-student days duties listed below) and maintenance projects
- Follow accepted principles, practices, rules, and regulations of the district
- Other related duties as assigned

EXAMPLES OF DUTIES AND RESPONSIBILITIES ON NON-STUDENT DAYS:

Typical duties on non-student days including maintenance-type projects and grounds keeping (not all inclusive):

- 1.0 Cleaning, shampooing and extracting carpets, may involve moving furniture.
- 2.0 Striping and waxing of hard surfaces.
- 3.0 Washing windows, walls, etc.
- 4.0 Maintenance-type projects: Completion of or assisting with general maintenance when needed, may include painting, pouring concrete, building shelves, etc.

PAY SCALE - CLASSIFIED:

District Maintenance Director Salary Schedule

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/walking:** Constantly, throughout work shift. Distance may vary from three to five miles daily depending on task and specific site assigned.
- **Sitting:** Occasionally; during breaks and lunch only.
- **Lift/carry:** Frequently, 1-10 pounds; supplies, trash, carry up to 100 yards. Occasionally 11-75 pounds while moving equipment, heavier supplies and larger bags of trash, carry up to 20-30 feet. Often has assistance with lifts above 50 pounds.
- **Push/pull:** Frequently; using both hands and arms while using buffers, mopping/dust mopping, moving furniture and materials exerting a force of 15 to 35 pounds. Occasionally exerts push/pull force up to 60-75 pounds while moving furniture, filing cabinets, etc.
- **Climbing/balancing:** Seldom; ladders up to a distance of 12 feet while cleaning upper areas or changing lights.
- **Bending/twisting:** Frequently-Constantly, with forward flexion at waist while vacuuming, sweeping/mopping and cleaning toilets/sinks, side-to-side twisting at waist and flexion/extension of neck throughout work shift.
- **Kneeling/crouching:** Seldom; may be required while cleaning lower areas, retrieving supplies from lower shelves.
- **Hands/arms:** Frequent-Constant use in forward reaching/handling/simple & power grasping/fingering while operating equipment, wiping and cleaning surfaces and while using hand tools and other cleaning equipment. Occasional overhead reaching required.
- **Sight:** Constantly; in performing cleaning tasks and maintaining safety standards on the job. Requires depth perception, hand/eye coordination required in operation of equipment and tool use.
- **Speech/Written Communication:** Frequently; to interact with co-workers, teachers, supervisors and students and record data.

Mental

- Must be able to work independently and follow through on all work as assigned.
- Must be able to communicate with co-workers and supervisor and establish/maintain effective working relationships with students, staff, district personnel and the public.
- Must be able to read, write and speak English, follow an assigned work schedule and perform some basic mathematical calculations.

Work Conditions

- **Location:** 60% indoors, climate controlled. 40% outdoors while dumping trash, removing debris from building. This classification of employee are on 12-month assignments. During summer months, major cleaning of school buildings is required, including stripping/waxing floors, high cleaning, high dusting and working from ladders. Work is more physical during summer months.
- **Hazards:** Moving equipment, slippery surfaces, exposure to electric shock, biohazards, and cleaning chemicals.
- **Equipment used:** Hand & power tools: floor scrubbers, ladders, hand tools, step stools, hand truck, vacuum cleaners, mops, dust mops, brooms, other cleaning equipment and supplies.
- **Safety equipment:** Gloves and other PPE (personal protective equipment) as required by District policies.

HIRING PROCESS:

Mandatory Information to be submitted:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

➤ **Selection Process:**

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted
- Position will remain open until filled

Twin Hills Union School District

Job Description

Healthcare Technician

The healthcare technician is under the supervision of the School Nurse, Site Principal(s) and Superintendent and/or his/her designee. The healthcare technician will provide or assist with required health care for students and perform other assigned duties and services related to healthcare, including recordkeeping. This position requires fingerprint clearance and TB testing.

REQUIRED QUALIFICATIONS

➤ **Education and Experience:**

- Possess a valid California Driver License and automobile insurance
- High school diploma or equivalent
- CPR/First Aid certification
- Experience working with children ages 5 to 15
- Medical training or experience
- One year of experience working with diabetic equipment and medication

➤ **Knowledge of:**

- Good oral and written communication skills
- Ability to stay calm in emergency situations
- Ability to make good judgements and decisions
- Interpersonal social skills
- Ability to be flexible, adaptable and follow directions
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Bilingual – English/Spanish desirable

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Administers minor first aid to students as needed
- Supervises and/or preforms blood glucose monitoring
- Logs or supervises the logging of blood sugar levels
- Calculates or supervises the calculation of carbohydrates to insulin
- Observes student and follows treatment plan for high or low blood sugar levels
- Oversees student's insulin injection
- Alerts school nurse or school principal of any significant health conditions
- Communicates with staff and parents about health care of student
- Assists in management of health supplies
- Follows treatment plan for routine care
- Follows treatment plan for emergency care
- Is prepared to care for student in case of large-scale disaster or catastrophe
- X ➤ On occasion assist students in bodily self-care, e.g. toileting, handwashing, etc.
- Attends team meetings regarding health care of student
- Maintains accurate clerical records, and performs a variety of basic clerical tasks, including, but not limited to updating medical information in student cumulative files
- Screens incoming student health records for immunization status
- Assists school nurse in correspondence and student record keeping
- Assists in ordering and maintaining first aid and health related supplies
- Administers medications as directed by school nurse
- Performs specialized health care procedures as trained and assigned
- Under the direction of the school nurse, assists in preparation of the mandated screening programs, records information on student health cards
- Dispense medication, record medication and treatment given as prescribed by student's physician.
- Assist school personnel in complying with mandated responsibilities related to child physical, emotional and sexual abuse or neglect.
- Participate in various meetings as requested for the purpose of receiving and/or providing information, including 504 and IEP meetings and in-service trainings. Communicate regularly with other members of team and Site Administrator.
- Follow accepted principles, practices, rules, and regulations of the district.
- Perform other related duties as assigned.

PAY SCALE - CLASSIFIED:
Range J – Healthcare Technician

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/walking:** Frequently, throughout work shift while performing various nurse duties
- **Sitting:** Frequently, while performing nurse duties.
- **Lift/Carry:** Frequently, 1-25 pounds; first aid materials, binders, files, paperwork. For lifting over 30 pounds, assistance is available.
- **Bending/twisting:** Occasionally, at knees/waist/neck throughout work shift.
- **Push/pull:** Occasionally, using both hands and arms exerting a force of 5-20 pounds while assisting students and staff.
- **Climbing/balancing:** Rarely, using stairs from lower classrooms/offices to upper classrooms.
- **Kneeling/crouching/crawling:** Occasionally, may be required while assisting student in physical activities or may occur while restraining student's disruptive behavior.
- **Hands/arms:** Constantly, consistent use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/hearing/speech:** Constantly, to provide assistance to students and teachers. Assignment may require hand/eye coordination, depth perception and peripheral vision.

Mental

- Must possess necessary written and oral communication skills to complete assignments. Must be able to read, write and speak English. Must possess interpersonal skills to work harmoniously with a wide variety of students, parents and staff. Must be able to adapt to work pressures that may include frequent interruptions and multiple tasks.
- Must be able to work independently and exercise creative problem-solving ability.
- Must be able to provide supervisory skills to provide guidance and appropriate behavioral corrections to assigned students.

Work Conditions

- **Location:** Work is performed 95% within the school office setting, 5% in an outdoor setting, walking on campus.
- **Hazards:** Trip hazards and slippery surfaces.
- **Equipment used:** General office equipment; copier, computer, 10-key, phones, first aid devices.
- **Safety equipment:** gloves, face masks and other personal protective equipment

HIRING PROCESS:

Mandatory Information to be submitted to the Superintendent:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

➤ **Selection Process:**

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted by phone or email
- Final selection may occur at any time.

The Twin Hills Union School District is an Equal Opportunity Employer

TWIN HILLS UNION SCHOOL DISTRICT

Job Description

SCHOOL MANAGER – APPLE BLOSSOM

The School Manager works in the school office under the supervision of and evaluated by the Site Administrator. The School Manager performs the duties and assumes the responsibilities to act as a District and school emissary, performs clerical and customer service duties, assists the site administrator in implementing the District's and school's vision and goals and maintains good public relations with parents, students, staff and the community. This position requires fingerprint clearance and TB testing.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
 - Three years general office experience including use of technology
- **Knowledge of:**
 - English in written and verbal form including the use of correct grammar and vocabulary
 - Organizational skills including filing systems
 - Modern office equipment, communication systems, and computer software programs
- **Ability to:**
 - Bilingual Desirable – English/Spanish
 - Exercise good judgment, use discretion, maintain confidentiality
 - Efficiently, independently, confidentially, and accurately perform a wide range of clerical duties
 - Obtain certification in First Aid, CPR, and EPI Pen
 - Work effectively and harmoniously with all levels of district personnel, parents, students and the public
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting twenty (20) pounds on an occasional basis and in excess of twenty (20) pounds with assistance

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Open office. Answer phones; screen/forward calls, take/disperse messages to staff, provide information. Close/lock office
- Greet and direct visitors. Sign-in and direct substitute teachers
- Greet new students and families
- Open/distribute mail along with Office Assistant. Independently answer routine correspondence
- Responsible for written and oral communication with the general public, district office personnel, students, parents, teachers, substitute teachers, volunteers, auxiliary staff, counselors, maintenance personnel and other district and non-district schools
- Oversee and train all office personnel, regular and substitute.
- Train school personnel in use of office equipment and communication systems as needed
- Assist site administrator in compiling information and accurately completing reports including copying and distributing
- Be aware of site administrator's calendar, meetings and conferences, prepare materials as requested
- Create and implement school office forms. Use, copy and implement district office forms
- Maintain and assist in updated copies of the Emergency Operations Plan & Procedures, any school handbook(s), and all site-specific staff information
- Maintain office and school calendar, notify staff and students of upcoming events
- Edit, publish and distribute daily and/or weekly bulletin
- Process student records, making sure all appropriate paperwork is on file. All info goes to site administrator for appropriate class placement. Generate class lists
- Responsible for maintaining up-to-date accurate information in current database on all students and staff
- Maintain student emergency cards
- Complete accident report whenever a student or staff is injured and send a copy to district office the same day
- Maintain student and staff attendance records and registers by hand and/or in electronic attendance system
- Disburse, collect and review time sheets for supplemental payroll, send to district office. Keep track of timesheets to be turned in and follow up with employees to ensure timely submission.
- Research matters regarding students' attendance, i.e. SARB candidates
- Maintain student cumulative files in grade level and/or alphabetically. Generate reports pertaining to attendance.
- Maintain discipline files on students, send warning letter to parents and monitor eligibility.
- Maintain records for special programs. Turn into district office.
- Complete independent study contracts, being responsible for collecting assignments and verifying completion when students return
- Collect monies for and keep records of lost or damaged books
- Make sure all forms completed for field trips and/or bussing. Pay Invoices for field trips and bus expenses.
- Maintain a current substitute listing and forward records to the district business office as requested. Maintain AESOP information and site list for the Site Administrator
- Arrange for coverage when Instructional Assistants absent or subs for teachers not available
- Order, receive and reconcile to packing slip, distribute, and inventory school supplies and/or equipment
- Responsible for purchase orders; distributing, copying, maintaining invoices and sending to district office
- Schedule use of school facilities with appropriate approvals, maintain calendar
- Assist with the coordination of school pictures
- Maintain Student Body account: Collect all funds and make bank deposits. Write checks and keep all receipts. Prepare all necessary information for auditors and yearly written report for the Board of Trustees
- Assist administrator with classified staff scheduling, including assisting in completing the required district paperwork
- Distribute, collect and record data for new students. Prepare new cumulative files.
- Assist families with transportation program questions and issues

- Set kindergarten registration week. Prepare advertisement for kindergarten registration. Mail announcements to area preschools. Work with site administrator and kindergarten teachers to schedule any incoming kindergarten open house, parent orientation and welcome to kindergarten open house.
- Distribute, collect and record data for new students. Prepare new cumulative files.
- Prepare promotion program and any certificates or diplomas
- Attend Back to School Night and Open House events
- Dispense prescribed medications to students when school nurse/ healthcare assistant is not on duty
- Diabetic care as needed
- X ➤ On occasion assist students in bodily self-care, e.g. toileting, handwashing, etc.
- Administer first aid to students as necessary when school nurse/healthcare assistant is not on duty, contacting parent/guardian as necessary
- Follow accepted principles, practices, rules, and regulations of the district
- Other related duties as assigned

PAY SCALE - CLASSIFIED:

Range K (1st year)

Range L – after 1st year anniversary

HIRING PROCESS:

Mandatory Information to be submitted to Superintendent:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

➤ **Selection Process:**

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted
- Position open until filled

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/walking:** Frequently, throughout work shift.
- **Sitting:** Frequently, throughout work shift.
- **Lift/Carry:** Frequently, 1-15 pounds; books, instructional materials, binders, files, paperwork. Seldom, 16-35 pounds, books and materials and moving equipment.
- **Bending/stooping:** Occasionally; at knees/waist/neck while retrieving items from lower shelves and floor.
- **Push/pull:** Occasionally; using both hands and arms exerting a force of 5-15 pounds while assisting students, moving manuals/paperwork, opening drawers and doors, etc.
- **Climbing/balancing:** Seldom; using stairs from lower classrooms/offices to upper classrooms.
- **Kneeling/crouching/crawling:** Seldom. Crouching/crawling not required.
- **Hands/arms:** Frequently; Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/hearing/speech:** Constantly, to provide assistance to students and teachers. Assignment may require hand/eye coordination, depth perception and peripheral vision.

Mental

- Must possess necessary written and oral communication skills to complete assignments. Must be able to read, write, speak and teach English.
- Must possess interpersonal skills to work harmoniously with a wide variety of students, parents and staff.
- Must be able to work independently and exercise creative problem-solving ability.
- Must be able to adapt to work pressures that may include frequent interruptions and multiple tasks.
- Must be able to complete required documentation in a timely manner.

Work Conditions

- **Location:** Work is performed 95% within the school office setting, 5% in an outdoor setting, walking on campus.
- **Hazards:** Trip hazards and slippery surfaces.
- **Equipment used:** General office equipment; phones, copiers, computers, printers, 10-key.
- **Safety equipment:** Other than gloves when dealing with injured students, no additional safety equipment required.

TWIN HILLS UNION SCHOOL DISTRICT

Job Description

SCHOOL MANAGER – ORCHARD VIEW

The School Manager is under the supervision of and evaluated by the Site Administrator. The School Manager performs the duties and assumes the responsibilities to act as a District and school emissary, performs clerical and customer service duties, assists the site administrator in implementing the District's and school's vision and goals and maintains good public relations with parents, students, staff and the community. This position requires fingerprint clearance and TB testing.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
 - Three years general office experience including use of technology
- **Knowledge of:**
 - English in written and verbal form including the use of correct grammar and vocabulary
 - Organizational skills including filing systems
 - Modern office machines, communication systems, and word processing software
- **Ability to:**
 - Bilingual – English/Spanish desirable
 - Exercise good judgment, use discretion, maintain confidentiality
 - Efficiently, independently, confidentially, and accurately perform a wide range of secretarial duties
 - Obtain certification in First Aid, CPR, and EPI Pen
 - Work effectively and harmoniously with all levels of district personnel, parents, students and the public
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting twenty (20) pounds on an occasional basis and in excess of twenty (20) pounds with assistance

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Open office. Answer phones; screen/forward calls, take/disperse messages to staff, provide information. Close/lock office
- Greet and direct visitors.
- Assist independent contract teachers with school procedures and review monthly invoices for accuracy
- Greet new students and parents
- Open/distribute mail. Independently answer routine correspondence
- Responsible for written and oral communication with the general public, district office personnel, students, parents, teachers, substitute teachers, volunteers, auxiliary staff, counselors, maintenance personnel and other District and non-district schools
- Oversee and train all office personnel; regular, substitute and student
- Train school personnel in use of office machines and communication systems as needed. Schedule repairs when necessary
- Assist site administrator in compiling information and accurately completing reports including typing, copying and distributing
- Be aware of site administrator's calendar, meetings and conferences, prepare materials as requested
- Create and implement school office forms. Use, copy and implement district office forms
- Maintain and distribute updated copies of the Teacher's Handbook and the School Handbook including course directory, and all site specific staff information
- Maintain office and school calendar, notify staff and students of upcoming events
- Edit, publish and distribute monthly newsletter
- Distribute, collect and record data for new students. Prepare new cumulative files when necessary
- Process student records, making sure all appropriate paperwork is on file, including all required immunizations. All info goes to site administrator for appropriate teacher placement.
- Generate student rosters and reports as requested by teachers
- Responsible for maintaining up-to-date accurate information in current database on all students, staff, and courses
- Maintain student emergency cards
- Complete accident report whenever a student is injured and send a copy to district office the same day
- Maintain student attendance records and registers in electronic attendance system. Generate reports pertaining to attendance
- Manage grades and generate reports cards and transcripts for high school students
- Research matters regarding students' attendance
- Maintain student files alphabetically
- Process withdrawn and/or graduated student's cumulative files ensuring all appropriate paperwork is completed and in file. Forward to new school when requested
- Disburse, collect and review time sheets for supplemental payroll. Send to district office
- Collect monies for and keep records of lost or damaged books
- Review independent study contracts for completion and accuracy
- Make sure all forms are completed for field trips
- Arrange for coverage or subs for teachers not available
- Order, receive and reconcile to packing slip, distribute, and inventory school supplies and/or equipment
- Responsible for purchase orders; distributing, copying, maintaining invoices and sending to district office
- Schedule use of school facilities, maintain calendar
- Coordination of school pictures
- Maintain Student Body account: Collect all funds and make bank deposits. Write checks and keep all receipts. Prepare all necessary information for auditors and yearly written report for the Board of Trustees

- Reserve graduation facility and speakers. Complete diplomas, prepare graduate program, and assist in all aspects of the graduation
- Track student on-site hours and complete annual reports
- Dispense prescribed medications to students
- Diabetic care as needed
- X ➤ On occasion assist students in bodily self-care, e.g. toileting, handwashing, etc.
- Administer first aid to students as necessary, contacting parent/guardian as necessary
- Maintain school website
- Follow accepted principles, practices, rules, and regulations of the district
- Other related duties as assigned

PAY SCALE - CLASSIFIED:

2011-12 – Range K (probation 1st year)

Range L – after 1st year anniversary

HIRING PROCESS:

Mandatory Information to be submitted to the Superintendent:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to “know” you during the paper screening process

Submission/District Office: 700 Watertrough Rd, Sebastopol, CA 95472

➤ Selection Process:

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted
- Position will remain open until filled

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/walking:** Frequently, throughout work shift.
- **Sitting:** Frequently, throughout work shift.
- **Lift/Carry:** Frequently, 1-15 pounds; books, instructional materials, binders, files, paperwork. Seldom, 16-35 pounds, books and materials and moving equipment.
- **Bending/stooping:** Occasionally; at knees/waist/neck while retrieving items from lower shelves and floor.
- **Push/pull:** Occasionally; using both hands and arms exerting a force of 5-15 pounds while assisting students, moving manuals/paperwork, opening drawers and doors, etc.
- **Climbing/balancing:** Seldom; using stairs from lower classrooms/offices to upper classrooms.
- **Kneeling/crouching/crawling:** Seldom. Crouching/crawling not required.
- **Hands/arms:** Frequently; Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/hearing/speech:** Constantly, to provide assistance to students and teachers. Assignment may require hand/eye coordination, depth perception and peripheral vision.

Mental

- Must possess necessary written and oral communication skills to complete assignments. Must be able to read, write, speak and teach English.
- Must possess interpersonal skills to work harmoniously with a wide variety of students, parents and staff.
- Must be able to work independently and exercise creative problem-solving ability.
- Must be able to adapt to work pressures that may include frequent interruptions and multiple tasks.
- Must be able to complete required documentation in a timely manner.

Work Conditions

- **Location:** Work is performed 95% within the school office setting, 5% in an outdoor setting, walking on campus.
 - **Hazards:** Trip hazards and slippery surfaces.
 - **Equipment used:** General office equipment; phones, copiers, computers, printers, 10-key.
- Safety equipment:** Other than gloves when dealing with injured students, no additional safety equipment required

TWIN HILLS UNION SCHOOL DISTRICT

JOB DESCRIPTION

SCHOOL MANAGER – SUNRIDGE

The School Manager is under the supervision of and evaluated by the Site Administrator. The School Manager performs the duties and assumes the responsibilities to act as a District and school emissary, performs clerical and customer service duties, assists the site administrator in implementing the District's and school's vision and goals and maintains good public relations with parents, students, staff and the community. This position requires fingerprint clearance and TB testing.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
 - Three years general office experience including use of technology
- **Knowledge of:**
 - English in written and verbal form including the use of correct grammar and vocabulary
 - Organizational skills including filing systems
 - Modern office machines, communication systems, and word processing software
 - Waldorf philosophy
- **Ability to:**
 - Bilingual – English/Spanish desirable
 - Exercise good judgment, use discretion, maintain confidentiality
 - Efficiently, independently, confidentially, and accurately perform a wide range of secretarial duties
 - Obtain certification in First Aid, CPR, and EPI Pen
 - Work effectively and harmoniously with all levels of district personnel, parents, students and the public
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting twenty (20) pounds on an occasional basis and in excess of twenty (20) pounds with assistance

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Open office. Answer phones; screen/forward calls, take/disperse messages to staff, provide information. Close/lock office
- Greet and direct visitors.
- Assist independent contract teachers with school procedures and review monthly invoices for accuracy
- Greet new students and parents
- Open/distribute mail. Independently answer routine correspondence
- Responsible for written and oral communication with the general public, district office personnel, students, parents, teachers, substitute teachers, volunteers, auxiliary staff, counselors, maintenance personnel and other District and non-district schools
- Oversee and train all office personnel; regular, substitute and student
- Train school personnel in use of office machines and communication systems as needed. Schedule repairs when necessary
- Assist site administrator in compiling information and accurately completing reports including typing, copying and distributing
- Be aware of site administrator's calendar, meetings and conferences, prepare materials as requested
- Create and implement school office forms. Use, copy and implement district office forms
- Maintain and distribute updated copies of the Teacher's Handbook and the School Handbook including course directory, and all site specific staff information
- Maintain office and school calendar, notify staff and students of upcoming events
- Edit, publish and distribute monthly newsletter
- Distribute, collect and record data for new students. Prepare new cumulative files when necessary
- Process student records, making sure all appropriate paperwork is on file, including all required immunizations. All info goes to site administrator for appropriate teacher placement.
- Generate student rosters and reports as requested by teachers
- Responsible for maintaining up-to-date accurate information in current database on all students, staff, and courses
- Maintain student emergency cards
- Complete accident report whenever a student is injured and send a copy to district office the same day
- Maintain student attendance records and registers in electronic attendance system. Generate reports pertaining to attendance
- Manage grades and generate reports cards and transcripts for high school students
- Research matters regarding students' attendance
- Maintain student files alphabetically
- Process withdrawn and/or graduated student's cumulative files ensuring all appropriate paperwork is completed and in file. Forward to new school when requested
- Disburse, collect and review time sheets for supplemental payroll. Send to district office
- Collect monies for and keep records of lost or damaged books
- Review independent study contracts for completion and accuracy
- Make sure all forms are completed for field trips
- Arrange for coverage or subs for teachers not available
- Order, receive and reconcile to packing slip, distribute, and inventory school supplies and/or equipment
- Responsible for purchase orders; distributing, copying, maintaining invoices and sending to district office
- Schedule use of school facilities, maintain calendar
- Coordination of school pictures

- Maintain Student Body account: Collect all funds and make bank deposits. Write checks and keep all receipts. Prepare all necessary information for auditors and yearly written report for the Board of Trustees
- Maintain and manage the pledge program
- Dispense prescribed medications to students when school nurse/ healthcare assistant is not on duty
- Diabetic care as needed
- X ➤ On occasion assist students in bodily self-care, e.g. toileting, handwashing, etc.
- Administer first aid to students as necessary when school nurse/healthcare assistant is not on duty, contacting parent/guardian as necessary
- Maintain school website
- Follow accepted principles, practices, rules, and regulations of the district
- Other related duties as assigned

PAY SCALE - CLASSIFIED:

Range K (1st year)

Range L – after 1st year anniversary

HIRING PROCESS:

Mandatory Information to be submitted to Superintendent:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

➤ Selection Process:

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted
- Position open until filled

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/walking:** Frequently, throughout work shift.
- **Sitting:** Frequently, throughout work shift.
- **Lift/Carry:** Frequently, 1-15 pounds; books, instructional materials, binders, files, paperwork. Seldom, 16-35 pounds, books and materials and moving equipment.
- **Bending/stooping:** Occasionally; at knees/waist/neck while retrieving items from lower shelves and floor.
- **Push/pull:** Occasionally; using both hands and arms exerting a force of 5-15 pounds while assisting students, moving manuals/paperwork, opening drawers and doors, etc.
- **Climbing/balancing:** Seldom; using stairs from lower classrooms/offices to upper classrooms.
- **Kneeling/crouching/crawling:** Seldom. Crouching/crawling not required.
- **Hands/arms:** Frequently; Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/hearing/speech:** Constantly, to provide assistance to students and teachers. Assignment may require hand/eye coordination, depth perception and peripheral vision.

Mental

- Must possess necessary written and oral communication skills to complete assignments. Must be able to read, write, speak and teach English.
- Must possess interpersonal skills to work harmoniously with a wide variety of students, parents and staff.
- Must be able to work independently and exercise creative problem-solving ability.
- Must be able to adapt to work pressures that may include frequent interruptions and multiple tasks.
- Must be able to complete required documentation in a timely manner.

Work Conditions

- **Location:** Work is performed 95% within the school office setting, 5% in an outdoor setting, walking on campus.
- **Hazards:** Trip hazards and slippery surfaces.
- **Equipment used:** General office equipment; phones, copiers, computers, printers, 10-key.

Safety equipment: Other than gloves when dealing with injured students, no additional safety equipment required

The Twin Hills Union School District is an Equal Opportunity Employer

TWIN HILLS UNION SCHOOL DISTRICT

Job Description

SCHOOL MANAGER Twin Hills Chart Middle School

The School Office Manager is under the supervision of and evaluated by the Site Administrator. The School Office Manager performs the duties and assumes the responsibilities to act as a District and school emissary, performs clerical and customer service duties, assists the site administrator in implementing the District's and school's vision and goals and maintains good public relations with parents, students, staff and the community. This position requires fingerprint clearance and TB testing.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
 - Three years general office experience including use of technology
- **Knowledge of:**
 - English in written and verbal form including the use of correct grammar and vocabulary
 - Organizational skills including filing systems
 - Modern office machines, communication systems, and word processing software
- **Ability to:**
 - Bilingual Desirable – English/Spanish
 - Exercise good judgment, use discretion, maintain confidentiality
 - Efficiently, independently, confidentially, and accurately perform a wide range of secretarial duties
 - Obtain certification in First Aid, CPR, and EPI Pen
 - Work effectively and harmoniously with all levels of district personnel, parents, students and the public
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting twenty (20) pounds on an occasional basis and in excess of twenty (20) pounds with assistance

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Open office. Answer phones; screen/forward calls, take/disperse messages to staff, provide information. Close/lock office
- Greet and direct visitors. Sign-in and direct substitute teachers
- Greet new students, give them a copy of the Student Handbook, arrange for a student to show them the school
- Open/distribute mail. Independently answer routine correspondence
- Responsible for written and oral communication with the general public, District office personnel, students, parents, teachers, substitute teachers, volunteers, auxiliary staff, counselors, maintenance personnel and other District and non-district schools
- Oversee and train all office personnel, regular and substitute and student
- Train school personnel in use of office machines and communication systems as needed
- Assist site administrator in compiling information and accurately completing reports including typing, copying and distributing
- Be aware of site administrator's calendar, meetings and conferences, prepare materials as requested
- Create and implement school office forms. Use, copy and implement district office forms
- Maintain and distribute updated copies of the Teacher's Handbook, the School Handbook including course directory, and all site specific staff information
- Maintain office and school calendar, notify staff and students of upcoming events
- Edit, publish and distribute weekly bulletin
- Process student records, making sure all appropriate paperwork is on file. All info goes to site administrator for appropriate class placement. Generate class lists
- Maintain student emergency cards
- Complete accident report whenever a student is injured and send a copy to district office the same day
- Maintain student and staff attendance records and registers by hand and/or in electronic attendance system
- Disburse, collect and review time sheets for supplemental payroll, send to district office
- Research matters regarding students' attendance, ie SARB candidates
- Manage grades, report cards and transcripts. Maintain student files in grade level and/or alphabetically. Generate grade sheets and report cards and other reports pertaining to grades
- Maintain discipline files on students, send warning letters to parents and monitor eligibility
- Maintain records for Homework Club, Monday Math, Renew and other special programs
- Complete independent study contracts, being responsible for collecting assignments and verifying completion when students return
- Collect monies for and keep records of lost or damaged books
- Make sure all forms and fees are completed for participation in sports
- Maintain current substitute list in AESOP/Frontline
- Arrange for coverage when Instructional Assistants absent or subs for teachers not available
- Order, receive and reconcile to packing slip, distribute, and inventory school supplies and/or equipment
- Responsible for purchase orders; distributing, copying, maintaining invoices and sending to district office
- Schedule use of school facilities, maintain calendar
- Dispense prescribed medications to students when school nurse/ healthcare assistant is not on duty
- Diabetic care as needed
- X ➤ On occasion assist students in bodily self-care, e.g. toileting, handwashing, etc.
- Administer first aid to students as necessary when school nurse/healthcare assistant is not on duty, contacting parent/guardian as necessary
- Assist with the coordination of school pictures

- Maintain Student Body account: Collect all funds and make bank deposits. Write checks and keep all receipts. Prepare all necessary information for auditors and yearly written report for the Board of Trustees

EXAMPLES OF DUTIES AND RESPONSIBILITIES (Continued):

- Complete diplomas, prepare graduate program. Prepare awards for graduates
- Attend: *Back to School Night*; maintaining bells, distribution of student schedules, answer questions. *6th Grade Parent Orientation*; distribute packets. *Graduation*; assist principal in all aspects
- Dispense prescribed medications to students when school nurse is not on duty
- Administer first aid to students as necessary when school nurse is not on duty, contacting parent/guardian as necessary
- Assist parents with transportation program issues
- Follow accepted principles, practices, rules, and regulations of the district
- Other related duties as assigned

PAY SCALE - CLASSIFIED:

Range K (1st year)

Range L – after 1st year anniversary

HIRING PROCESS:

Mandatory Information to be submitted to the Superintendent:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

➤ Selection Process:

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted
- Position will remain open until filled

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/walking:** Frequently, throughout work shift.
- **Sitting:** Frequently, throughout work shift.
- **Lift/Carry:** Frequently, 1-15 pounds; books, instructional materials, binders, files, paperwork. Seldom, 16-35 pounds, books and materials and moving equipment.
- **Bending/stooping:** Occasionally; at knees/waist/neck while retrieving items from lower shelves and floor.
- **Push/pull:** Occasionally; using both hands and arms exerting a force of 5-15 pounds while assisting students, moving manuals/paperwork, opening drawers and doors, etc.
- **Climbing/balancing:** Seldom; using stairs from lower classrooms/offices to upper classrooms.
- **Kneeling/crouching/crawling:** Seldom. Crouching/crawling not required.
- **Hands/arms:** Frequently; Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/hearing/speech:** Constantly, to provide assistance to students and teachers. Assignment may require hand/eye coordination, depth perception and peripheral vision.

Mental

- Must possess necessary written and oral communication skills to complete assignments. Must be able to read, write, speak and teach English.
- Must possess interpersonal skills to work harmoniously with a wide variety of students, parents and staff.
- Must be able to work independently and exercise creative problem-solving ability.
- Must be able to adapt to work pressures that may include frequent interruptions and multiple tasks.
- Must be able to complete required documentation in a timely manner.

Work Conditions

- **Location:** Work is performed 95% within the school office setting, 5% in an outdoor setting, walking on campus.
- **Hazards:** Trip hazards and slippery surfaces.
- **Equipment used:** General office equipment; phones, copiers, computers, printers, 10-key.
- **Safety equipment:** Other than gloves when dealing with injured students, no additional safety equipment required.

TWIN HILLS UNION SCHOOL DISTRICT

Job Description

SCHOOL OFFICE ASSISTANT – AB

The School Office Assistant is under the supervision of and evaluated by the School Manager and Site Administrator. The School Office Assistant performs the duties and assumes the responsibilities to act as a District and school emissary, performs clerical and customer service duties, assists the site administrator in implementing the District's and school's vision and goals and maintains good public relations with parents, students, staff and the community. This position requires fingerprint clearance and TB testing.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
 - Two years general office experience including public contact and use of technology
- **Knowledge of:**
 - English in written and verbal form including the use of correct grammar and vocabulary
 - Organizational skills including filing systems
 - Modern office machines, communication systems, and computer word processing programs
 - Campus rules and regulations affecting school behaviors; methods of dealing with students under normal as well as adverse circumstances; enforcement techniques
- **Ability to:**
 - Bilingual – English/Spanish desirable
 - Exercise good judgment, use discretion, maintain confidentiality
 - Efficiently, independently, confidentially, and accurately perform a wide range of secretarial duties
 - Obtain certification in First Aid, CPR, and EPI Pen
 - Work effectively and harmoniously with all levels of district personnel, parents, students and the public
 - Direct traffic flow in parking lot and drop off area, maintaining safety for pedestrians and vehicles.
 - Monitor and control large groups of students, enforce school rules, maintain discipline, be firm and consistent.
 - Be on feet in front of school and in the parking lot for extended periods of time.
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting twenty (20) pounds on an occasional basis and in excess of twenty (20) pounds with assistance

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Assist with demands of opening and as needed, closing school office
- Answer phones: screen/forward calls, take/disperse messages to staff, provide information
- Greet and direct visitors. Sign-in and direct substitute teachers
- Open/distribute mail
- Responsible for written and oral communication with the general public, District office personnel, students, parents, teachers, substitute teachers, volunteers, auxiliary staff, counselors, maintenance personnel and other District and non-district schools
- Train school personnel in use of office machines and communication systems as needed
- Assist site administrator and Office Manager in compiling information and accurately completing reports including typing, copying and distributing
- Assist Office Manager with maintaining school website, facility use requests, school calendar, lost and found, school marquee, school enrichment schedule any independent contractor needs including contracts, invoicing, and scheduling.
- Assist in maintaining any independent contractor needs including contracts, invoicing, and scheduling.
- Assist with various programs to include STAR, BEST, ELL, Site Council, attendance, emergency preparedness, first aide, personnel, and scheduling of special programs.
- Be aware of site administrator's calendar, meetings, and conferences, prepare materials as requested
- Assist in registration of new students including obtaining their prior school records
- Process student records, making sure all appropriate paperwork is on file. All info goes to site administrator for appropriate class placement.
- Assist in maintaining student emergency cards
- Assist in completing accident report whenever student or staff is injured and send a copy to district office the same day
- Assist in maintaining student and staff attendance records and registers by hand and/or in electronic attendance system
- Assist in researching matters regarding students' attendance
- Maintain student files in grade level and/or alphabetically
- Complete independent study contracts, being responsible for collecting assignments and verifying completion when students return
- Assist in maintaining a current substitute listing and forward records to the district business office as requested. Maintain AESOP information and site list for the Site Administrator
- Order, receive and reconcile to packing slip, distribute, and inventory school supplies and/or equipment. Maintain supply closet
- Assist in preparation of class lists prior to the opening of school
- Assist with the coordination of school pictures
- Dispense prescribed medications to students when school nurse/ healthcare assistant is not on duty
- Diabetic care as needed
- X ➤ On occasion assist students in bodily self-care, e.g. toileting, handwashing, etc.
- Administer first aid to students as necessary when school nurse/healthcare assistant is not on duty, contacting parent/guardian as necessary
- Assist parents with transportation program issues

- Supervise students while they arrive for school, helping as necessary, maintaining order and ensuring parking area is safe and orderly
- Help students in & out of vehicles as needed outside in the elements
- Maintain order in the parking lot and drop off area, including managing after school dismissal outside in the elements
- Follow accepted principles, practices, rules, and regulations of the district
- Other related duties as assigned

PAY SCALE - CLASSIFIED:

Range E

HIRING PROCESS:

Mandatory Information to be submitted to the Superintendent:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

➤ **Selection Process:**

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted
- Position will remain open until filled

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/walking:** Frequently, throughout work shift.
- **Sitting:** Frequently, throughout work shift.
- **Lift/Carry:** Frequently, 1-15 pounds; books, instructional materials, binders, files, paperwork. Seldom, 16-35 pounds, books and materials and moving equipment.
- **Bending/stooping:** Occasionally; at knees/waist/neck while retrieving items from lower shelves and floor.
- **Push/pull:** Occasionally; using both hands and arms exerting a force of 5-15 pounds while assisting students, moving manuals/paperwork, opening drawers and doors, etc.
- **Climbing/balancing:** Seldom; using stairs from lower classrooms/offices to upper classrooms.
- **Kneeling/crouching/crawling:** Seldom. Crouching/crawling not required.
- **Hands/arms:** Frequently; Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/hearing/speech:** Constantly, to provide assistance to students and teachers. Assignment may require hand/eye coordination, depth perception and peripheral vision.

Mental

- Must possess necessary written and oral communication skills to complete assignments. Must be able to read, write, speak and teach English. Must possess interpersonal skills to work harmoniously with a wide variety of students, parents and staff. Must be able to adapt to work pressures that may include frequent interruptions and multiple tasks.
- Must be able to work independently and exercise creative problem-solving ability.
- Must be able to complete required documentation in a timely manner, be punctual for appointments and flexible in scheduling appointments.

Work Conditions

- **Location:** Work is performed 95% within the school office setting, 5% in an outdoor setting, walking on campus.
- **Hazards:** Trip hazards and slippery surfaces.
- **Equipment used:** General office equipment; copier, computer, 10-key, phones
- **Safety equipment:** None required.

TWIN HILLS UNION SCHOOL DISTRICT

Job Description

Curricular and Activities Assistant – Orchard View

The Curricular and Activities Assistant is under the supervision of and evaluated by the Site Administrator. The Curricular and Activities Assistant assists in the ordering, preparation and distribution of student materials; manages the Homework Hotline, acts as a liaison between enrichment class teachers and supervising teachers, assists in the supervision of outdoor activities, and monitors study hall. This position requires fingerprint clearance and TB testing.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
 - Experience working with school age children and use of technology
- **Knowledge of:**
 - English in written and verbal form including the use of correct grammar and vocabulary
 - Organizational skills including filing systems
 - Computer word processing programs including Microsoft Office
- **Ability to:**
 - Bilingual – English/Spanish desirable
 - Demonstrate good mental, emotional and physical health
 - Exercise good judgment, use discretion, maintain confidentiality
 - Efficiently, independently, confidentially, and accurately perform a wide range of secretarial duties
 - Work effectively and harmoniously with all levels of district personnel, parents, students and the public
 - Be prompt and present a neat, clean appearance
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting twenty (20) pounds on an occasional basis and in excess of twenty (20) pounds with assistance

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Organize and distribute student materials
- Input data for Homework Hotline
- Answer phones; screen/forward calls, take/disperse messages to staff, provide information
- Maintain student files in grade level and/or alphabetically
- May assist parents and/or students in locating materials for checkout when teacher is not available
- Order, receive and reconcile packing slips, distribute, and inventory school supplies and/or equipment
- Assist in maintaining the library
- Assist site administrator in supervision of study hall
- Assist site administrator and teachers in supervision of playground activities
- Dispense prescribed medications to students when school nurse/ healthcare assistant is not on duty
- Diabetic care as needed
- X ➤ On occasion assist students in bodily self-care, e.g. toileting, handwashing, etc.
- Administer first aid to students as necessary when school nurse/healthcare assistant is not on duty, contacting parent/guardian as necessary
- Follow accepted principles, practices, rules, and regulations of the district
- Other related duties as assigned

Desirable but not required:

- ❖ Courses in first aid including CPR and the EPI Pen
- ❖ Prior school office experience
- ❖ Knowledge of Charter School/Independent study policies and procedures

PAY SCALE - CLASSIFIED:

Range E

HIRING PROCESS:

Mandatory Information to be submitted:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

➤ Selection Process:

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted
- Position will remain open until filled

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/walking:** Frequently, throughout work shift.
- **Sitting:** Frequently, throughout work shift.
- **Lift/Carry:** Frequently, 1-15 pounds; books, instructional materials, binders, files, paperwork. Seldom, 16-35 pounds, books and materials and moving equipment.
- **Bending/stooping:** Occasionally; at knees/waist/neck while retrieving items from lower shelves and floor.
- **Push/pull:** Occasionally; using both hands and arms exerting a force of 5-15 pounds while assisting students, moving manuals/paperwork, opening drawers and doors, etc.
- **Climbing/balancing:** Seldom; using stairs from lower classrooms/offices to upper classrooms.
- **Kneeling/crouching/crawling:** Seldom. Crouching/crawling not required.
- **Hands/arms:** Frequently; Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/hearing/speech:** Constantly, to provide assistance to students and teachers. Assignment may require hand/eye coordination, depth perception and peripheral vision.

Mental

- Must possess necessary written and oral communication skills to complete assignments. Must be able to read, write, speak and teach English. Must possess interpersonal skills to work harmoniously with a wide variety of students, parents and staff. Must be able to adapt to work pressures that may include frequent interruptions and multiple tasks.
- Must be able to work independently and exercise creative problem-solving ability.
- Must be able to complete required documentation in a timely manner, be punctual for appointments and flexible in scheduling appointments.

Work Conditions

- **Location:** Work is performed 95% within the school office setting, 5% in an outdoor setting, walking on campus.
- **Hazards:** Trip hazards and slippery surfaces.
- **Equipment used:** General office equipment; copier, computer, 10-key, phones
- **Safety equipment:** None required.

TWIN HILLS UNION SCHOOL DISTRICT

Job Description

SCHOOL OFFICE ASSISTANT – SunRidge School

The School Office Assistant is under the supervision of and evaluated by the School Manager and Site Administrator. The School Office Assistant performs the duties and assumes the responsibilities to act as a District and school emissary, performs clerical and customer service duties, assists the site administrator in implementing the District's and school's vision and goals and maintains good public relations with parents, students, staff and the community. This position requires fingerprint clearance and TB testing.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
 - Two years general office experience including public contact and use of technology
- **Knowledge of:**
 - English in written and verbal form including the use of correct grammar and vocabulary
 - Organizational skills including filing systems
 - Modern office machines, communication systems, and computer programs including Microsoft Office, Excel, etc.
- **Ability to:**
 - Bilingual – Spanish/English desirable
 - Demonstrate good mental, emotional and physical health
 - Exercise good judgment, use discretion, maintain confidentiality
 - Efficiently, independently, confidentially, and accurately perform a wide range of secretarial duties
 - Work effectively and harmoniously with all levels of district personnel, parents, students and the public
 - Type 50-55 words per minute
 - Be prompt and present a neat, clean appearance
 - Administer first aid, CPR and EPI Pen (training provided as needed)
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting twenty (20) pounds on an occasional basis and in excess of twenty (20) pounds with assistance

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Assist with demands of opening and closing school office as needed
- Answer phones: screen/forward calls, take/disperse messages to staff, provide information
- Greet and direct visitors
- Responsible for written and oral communication with the general public, District office personnel, students, parents, teachers, substitute teachers, volunteers, auxiliary staff, counselors, maintenance personnel and other District and non-district schools
- Train school personnel in use of office machines and communication systems as needed
- Assist site administrator and School Manager in compiling information and accurately completing reports including typing, copying and distributing
- Be aware of site administrator's calendar, meetings and conferences, prepare materials as requested
- Maintain student files in grade level and/or alphabetically
- May assist parents and/or students in locating materials for checkout when teacher is not available
- Order, receive and reconcile to packing slip, distribute, and inventory school supplies and/or equipment
- Assists in compiling, formatting, and disseminating information and announcements for twice monthly bulletins
- Posting of Charter Council, Foundation and District Board meetings/minutes
- Updating information and formats on the website
- Dispense prescribed medications to students when school nurse is not on duty
- Diabetic care as needed
- X ➤ On occasion assist students in bodily self-care, e.g. toileting, handwashing, etc.
- Administer first aid to students as necessary when school nurse is not on duty, contacting parent/guardian as necessary
- May be asked to travel to various district facilities or perform errands requiring a valid driver's license and use of a vehicle
- Follow accepted principles, practices, rules, and regulations of the district
- Other related duties as assigned

Desirable but not required:

- ❖ Spanish-English Bilingual
- ❖ Prior school office experience
- ❖ Knowledge of Waldorf Education Methods and philosophy

PAY SCALE - CLASSIFIED:

Range E

HIRING PROCESS:

Mandatory Information to be submitted:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

➤ **Selection Process:**

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted
- **Position will remain open until filled**

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/walking:** Frequently, throughout work shift.
- **Sitting:** Frequently, throughout work shift.
- **Lift/Carry:** Frequently, 1-15 pounds; books, instructional materials, binders, files, paperwork. Seldom, 16-35 pounds, books and materials and moving equipment.
- **Bending/stooping:** Occasionally; at knees/waist/neck while retrieving items from lower shelves and floor.
- **Push/pull:** Occasionally; using both hands and arms exerting a force of 5-15 pounds while assisting students, moving manuals/paperwork, opening drawers and doors, etc.
- **Climbing/balancing:** Seldom; using stairs from lower classrooms/offices to upper classrooms.
- **Kneeling/crouching/crawling:** Seldom. Crouching/crawling not required.
- **Hands/arms:** Frequently; Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/hearing/speech:** Constantly, to provide assistance to students and teachers. Assignment may require hand/eye coordination, depth perception and peripheral vision.

Mental

- Must possess necessary written and oral communication skills to complete assignments. Must be able to read, write, and speak English. Must possess interpersonal skills to work harmoniously with a wide variety of students, parents and staff. Must be able to adapt to work pressures that may include frequent interruptions and multiple tasks.
- Must be able to work independently and exercise creative problem-solving ability.
- Must be able to complete required documentation in a timely manner, be punctual for appointments and flexible in scheduling appointments.

Work Conditions

- **Location:** Work is performed 95% within the school office setting, 5% in an outdoor setting, walking on campus.
- **Hazards:** Trip hazards and slippery surfaces.
- **Equipment used:** General office equipment; copier, computer, 10-key, phones
- **Safety equipment:** None required.

TWIN HILLS UNION SCHOOL DISTRICT

Job Description

SCHOOL OFFICE ASSISTANT & CAMPUS SUPERVISOR Twin Hills Charter Middle School

The School Office Assistant and Campus Supervisor is under the supervision of and evaluated by the Office Manager and Site Administrator. The School Office Assistant and Campus Supervisor performs the duties and assumes the responsibilities to act as a District and school emissary, performs clerical and customer service duties, supervises and maintains a safe and orderly environment for all students, assists the site administrator in implementing the District's and school's vision and goals and maintains good public relations with parents, students, staff and the community. This position requires fingerprint clearance and TB testing.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
 - Two years general office experience including public contact and use of technology
- **Knowledge of:**
 - English in written and verbal form including the use of correct grammar and vocabulary
 - Organizational skills including filing systems
 - Modern office machines, communication systems, and computer word processing programs
 - Campus rules and regulations affecting school behaviors; methods of dealing with students under normal as well as adverse circumstances; enforcement techniques.
- **Ability to:**
 - Bilingual desirable – Spanish/English
 - Exercise good judgment, use discretion, maintain confidentiality
 - Efficiently, independently, confidentially, and accurately perform a wide range of secretarial duties
 - Obtain certification in First Aid, CPR, and EPI Pen
 - Work effectively and harmoniously with all levels of district personnel, parents, students and the public
 - Demonstrate good mental, emotional and physical health
 - Be prompt and present a neat clean appearance
 - Be on feet for extended periods of time
 - Monitor and control large groups of students, enforce the school rules, maintain discipline, be firm and consistent.
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting twenty (20) pounds on an occasional basis and in excess of twenty (20) pounds with assistance

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Assist with demands of opening and, as needed, closing school office
- Answer phones; screen/forward calls, take/disperse messages to staff, provide information
- Greet and direct visitors. Sign-in and direct substitute teachers
- Open/distribute mail
- Responsible for written and oral communication with the general public, District office personnel, students, parents, teachers, substitute teachers, volunteers, auxiliary staff, counselors, maintenance personnel and other District and non-district schools
- Train school personnel in use of office machines and communication systems as needed
- Assist site administrator and Office Manager in compiling information and accurately completing reports including typing, copying and distributing
- Assist with various programs to include STAR, BEST, ELL, Site Council, attendance, emergency preparedness, first aide, personnel and scheduling of special programs.
- Coordinate school athletics paperwork, funds and calendars
- Work with administrator and teachers regarding disciplinary actions
- Be aware of site administrator's calendar, meetings and conferences, prepare materials as requested
- Assist in registration of new students including obtaining their prior school records
- Process student records, making sure all appropriate paperwork is on file. All info goes to site administrator for appropriate class placement. Students entering the 7th and 8th grades must see a counselor to schedule classes
- Assist in maintaining student emergency cards
- Assist in completing accident report whenever a student is injured and send a copy to district office the same day
- Assist in maintaining student and staff attendance records and registers by hand and/or in electronic attendance system
- Assist in researching matters regarding students' attendance
- Maintain student files in grade level and/or alphabetically
- Assist in maintaining a current substitute binder and forward records to the district business office as requested. Maintain AESOP information and site list for the Site Administrator
- Order, receive and reconcile to packing slip, distribute, and inventory school supplies and/or equipment
- Assist in preparation of class lists prior to the opening of school
- Assist with the coordination of school pictures
- Dispense prescribed medications to students when school nurse is not on duty
- Diabetic care as needed
- X ➤ On occasion assist students in bodily self-care, e.g. toileting, handwashing, etc

TH School Office Assistant: page 2

- Administer first aid to students as necessary when school nurse is not on duty, contacting parent/guardian as necessary
- Assist parents with transportation program issues
- Follow accepted principles, practices, rules, and regulations of the district
- Supervise student while they are not in their classrooms, helping as necessary, maintaining order and discipline through caring, respectful strategies.
- When supervising students assume responsibility for their safety and well being.
- Enforce school and student rules and regulations
- Report all injuries incurred by students to teacher or school office.
- Promote positive socialization. Mediate student discussions
- Assist in locker searches when necessary
- Other related duties as assigned

PAY SCALE - CLASSIFIED:

Range E – Office Assistant

Range A – Campus Supervisor

HIRING PROCESS:

Mandatory Information to be submitted:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

➤ **Selection Process:**

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted
- Position will remain open until filled

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/walking:** Frequently, throughout work shift.
- **Sitting:** Frequently, throughout work shift.
- **Lift/Carry:** Frequently, 1-15 pounds; books, instructional materials, binders, files, paperwork. Seldom, 16-35 pounds, books and materials and moving equipment.
- **Bending/stooping:** Occasionally; at knees/waist/neck while retrieving items from lower shelves and floor.
- **Push/pull:** Occasionally; using both hands and arms exerting a force of 5-15 pounds while assisting students, moving manuals/paperwork, opening drawers and doors, etc.
- **Climbing/balancing:** Seldom; using stairs from lower classrooms/offices to upper classrooms.
- **Kneeling/crouching/crawling:** Seldom. Crouching/crawling not required.
- **Hands/arms:** Frequently; Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/hearing/speech:** Constantly, to provide assistance to students and teachers. Assignment may require hand/eye coordination, depth perception and peripheral vision.

Mental

- Must possess necessary written and oral communication skills to complete assignments. Must be able to read, write, and speak English. Must possess interpersonal skills to work harmoniously with a wide variety of students, parents and staff. Must be able to adapt to work pressures that may include frequent interruptions and multiple tasks.
- Must be able to work independently and exercise creative problem-solving ability.
- Must be able to complete required documentation in a timely manner, be punctual for appointments and flexible in scheduling appointments.

Work Conditions

- **Location:** Work is performed 80% within the school office setting, 20% in an outdoor setting, walking on campus.
- **Hazards:** Trip hazards and slippery surfaces.
- **Equipment used:** General office equipment; copier, computer, 10-key, phones
- **Safety equipment:** None required

The Twin Hills Union School District is an Equal Opportunity Employer

Twin Hills Union School District

JOB DESCRIPTION

FULL INCLUSION INSTRUCTIONAL/BEHAVIORAL ASSISTANT

The Full Inclusion Instructional/Behavioral Assistant is under the supervision of the Teacher, Special Education Coordinator, and Site Administrator and is evaluated by the Teacher. This position serves as a one-to-one assistant to a special education student. The position may assist in the areas of behavioral management, instructional assistance and medical/hygiene care. Under general supervision assist the teacher, coordinator and/or specialists with the educational program for a student in special education, or a special program in the educational setting. Reinforce learning concepts at the teacher's, coordinator's or specialist's direction; assist in the supervision of student's activities; perform various clerical duties and other related duties as assigned. This position requires fingerprint clearance, TB testing and a Post Offer/Pre-Placement Physical Examination prior to hire.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
 - Additional related college coursework desirable
 - Two years experience working in an educational setting which provides direct instruction to students is desirable
 - Training and/or experience in working with special needs students is desirable
 - Knowledge of : behavior modification techniques and experience with positive intervention
- **Knowledge of:**
 - English in written and verbal form including the use of correct grammar, spelling and vocabulary
 - Knowledge of principles, practice and applications of subject matter or discipline to which assigned.
 - Instructional principles and techniques used in improving student skills
 - General classroom procedures and rules of conduct
 - Methods and attitudes required in working with children who have special needs
 - Effective written and oral communication skills
 - Office skills; routine record keeping, organizational techniques, computer and copy machine use
 - Safe work practices, including proper lifting techniques
- **Ability to:**
 - Bilingual Desirable – English/Spanish
 - Exercise good judgment, use discretion, work independently, and maintain confidentiality
 - Demonstrate good mental, emotional and physical health
 - Be prompt and present a neat, clean appearance
 - Obtain certification in First Aid, CPR, and EPI Pen.
 - Pass the Instructional Assistant Proficiency Test
 - Successfully perform the physical requirements of the position
 - Interact with, supervise and tutor students of varying learning abilities and styles.
 - Apply instructional principles for individuals; monitor progress and identify problem areas or areas of student learning progress
 - Recognize and understand the needs of physically, emotionally and educationally challenged students
 - Establish and maintain cooperative relationships with those contacted in the course of work
 - Perform a variety of general clerical tasks; use a computer at intermediate level.
 - Understand and carry out oral and written instructions
 - Relate positively to students, staff and public
 - Be efficient, independent, self-directed, flexible, and patient
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting up to fifty (50) pounds on a regular basis and occasionally lift in excess of fifty-one (51+) pounds with assistance. Moderate physical effort; frequent standing, walking, bending and lifting. Speak and interact with student. Accompany student indoors and on campus. Interact with a student who may be aggressive and/or have medical needs requiring lifting, feeding and toileting.

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Accompany student during the school day to all classes and activities.
- Assist the classroom/ teacher in assigned instructional areas to designated student; interact with student, encourage their performance, observe progress and meet instructional needs as they arise
- Implement behavior management plan using identified rewards and consequences if necessary.
- As necessary, assist student with mobility, feeding, toileting, dressing and assisting students in independent skills development.
- Keep data and records of student progress.
- Prepare adapted materials as necessary.
- Develop and maintain records and files as requested.
- Provide medical support as needed
- Make referrals to remedial or tutorial programs as necessary; conduct remedial instructional activities for student as assigned.
- Observe mental and physical health of student and report potential problems to instructor.
- Provide support to staff in working with student in various instructional programs.
- Suggest appropriate learning materials for students with instructors' approval.
- Monitor individual progress or student and discuss problems and improvements with instructor.
- Monitor student use of instructional computer programs for appropriate learning levels. Supervise student use of computer software.
- Explain and clarify work assignments to student. Tutor student as necessary.
- Handle discipline problems refer to instructor when necessary.
- Work with student on an individual basis; to reinforce basic skills, to supplement classroom work to administer and score tests
- Participate in free time activities with student as required, supervise student during rainy days and during teacher's absence
- Assist special needs student in developing positive social/play skills and peer relationships
- When supervising student assume responsibility for their safety and well being and maintain order and discipline through caring, respectful strategies following established discipline policy

- Under the direction of certificated personnel, assist in various aspects of program implementation including making modifications for full inclusion students, classroom work, and the recording of information
- Obtain supplies and necessary equipment for classroom activities, care for and maintain current equipment and exhibits
- Assist physically handicapped students with their equipment (wheelchairs, scooters, walkers, etc.)
- Maintain confidential informational and operational records and files
- Maintain necessary records, including data collection and copying materials,
- May be required by the District to participate in student related and/or teacher meetings
- May be required to communicate regularly with parents/guardians under direction of classroom teacher(s)
- May be required by the District to assist in the implementation of adaptive technology program
- Report all injuries incurred by children to teacher or site administrator
- X ➤ On occasion assist students in bodily self-care, e.g. toileting, handwashing, etc.
- Participate in staff meetings, conferences and specialized training
- Follow accepted principles, practices, rules, and regulations of the district
- Perform other related duties as assigned

PAY SCALE - CLASSIFIED:

Range – E

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/Walking/Mobility:** Frequently; throughout work shift. Constantly during work shift while performing duties.
- **Sitting:** Frequently; while performing classroom duties and assisting students.
- **Lift/Carry:** Frequently, 1-10 pounds; books, instructional materials, binders, files, paperwork. Occasionally lifting 11-75 pounds; if need arises to assist student's movement, moving equipment Occasionally lifting 76-125 pounds with assistance; if need arises to assist in student transfers and toileting or while restraining student behaviors
- **Bending/Twisting:** Frequently; at knees/waist/neck while assisting students or retrieving items from lower shelves and floor.
- **Push/Pull:** Occasionally; using both hands and arms exerting a force of 10-60 pounds while assisting students, maneuvering student's wheelchair and equipment and opening doors, etc. Seldom up to 75+pounds; to assist student's movement or to restrain or control disruptive behavior.
- **Climbing/Balancing:** Occasionally; up/down steps.
- **Kneeling/Crouching/Crawling:** Occasionally-Frequently; while assisting students. Crawling not required.
- **Hands/Arms:** Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/Hearing/Speech:** Constantly, to provide instructional assistance to students. Assignment may require hand/eye coordination, depth perception and peripheral vision.
- **Other Physical Demands:** May occur when restraining aggressive behavior or responding to student emergencies include: jumping, running, throwing, and moving in awkward positions.

Mental

- Constant mental alertness required in supervising activity of assigned student to monitor/anticipate behaviors of student and maintain safe, educational environment.
- Must possess interpersonal skills to work well with various types of disabled students, their parents, teachers and staff.
- Must be able to adapt to work pressures that may include frequent interruptions, quick response to potentially hazardous situations, and multiple tasks.
- Must be able to work independently with assigned students and exercise creative problem-solving ability.
- Must be able to provide supervisory skills to provide guidance and appropriate behavioral corrections to assigned students.

Work Conditions

- **Location:** Work is performed 95% within the school classroom setting, 5% in an outdoor educational setting, walking on campus.
- **Hazards:** Trip hazards and slippery surfaces, aggressive behaviors by students.
- **Equipment used:** General office and classroom equipment, copier, computer, audio-visual equipment, and personal mobility equipment if the need arises.
- **Safety equipment:** Gloves as required.

HIRING PROCESS:

Mandatory Information to be submitted:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

➤ Selection Process:

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted
- Position will remain open until filled

Twin Hills Union School District

JOB DESCRIPTION

SPECIAL EDUCATION INSTRUCTIONAL/BEHAVIORAL ASSISTANT

The Special Education Instructional/Behavioral Assistant is under the supervision of the Site Administrator and the Special Education Teacher and is evaluated by that Teacher. In cooperation with designated personnel, performs the necessary duties to assist with implementing the IEPs of students with special needs. This position requires a pre-employment physical, fingerprint clearance and TB testing.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
 - Two years experience working in an educational setting which provides direct instruction to students is desirable
 - Training and/or experience in working with special needs students is desirable
- **Knowledge of:**
 - English in written and verbal form including the use of correct grammar and vocabulary
 - Methods and attitudes required in working with children who have special needs
 - Office skills; routine record keeping, organizational techniques, computer and copy machine use
 - Safe work practices, including proper lifting techniques
- **Ability to:**
 - Exercise good judgment, use discretion, work independently, and maintain confidentiality
 - Demonstrate good mental, emotional and physical health
 - Be prompt and present a neat, clean appearance
 - Pass the Instructional Assistant Proficiency Test
 - Successfully perform the physical requirements of the position as listed on page 2
 - Understand the needs of physically, emotionally and educationally challenged students
 - Maintain cooperative relationships with those contacted in the course of work
 - Understand and carry out oral and written instructions
 - Relate positively to students, staff and public
 - Communicate in Spanish is desirable
 - Obtain certification in First Aid, CPR, and EPI Pen is desirable
 - Be efficient, independent, self-directed, flexible, and patient
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting thirty (30) pounds on a regular basis and occasionally lift in excess of thirty (30) pounds with assistance

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Assist the classroom/Special Education teacher(s) in assigned instructional areas to designated student/s; interact with student/s, encourage their performance, observe progress and meet instructional needs as they arise
- Work with student/s in small groups or on an individual basis; to reinforce basic skills, to supplement classroom work, to administer and score tests
- Participate in free time activities with student/s as required, supervise student/s during rainy days and during teacher's absence
- Assist special needs student/s in developing positive social/play skills and peer relationships
- When supervising student/s assume responsibility for their safety and well being and maintain order and discipline through caring, respectful strategies following established discipline policy
- Under the direction of certificated personnel, assist in various aspects of program implementation including making modifications for special education student/s, classroom work, and the recording of information
- Accompany student/s during the school day to all classes and activities
- Implement behavior management plan/s using identified rewards and consequences if necessary
- As necessary, assist student/s with mobility, feeding, toileting, dressing and assisting students in independent skills development.
- Observe mental and physical health of student/s and report potential problems to instructor.
- Provide support to staff in working with student/s in various instructional programs.
- Monitor individual progress or student/s and discuss problems and improvements with instructor.
- Explain and clarify work assignments to student/s. Tutor student/s as necessary.
- Under the direction of certificated personnel, assist in various aspects of program implementation including making modifications for full inclusion student/s, classroom work, and the recording of information
- Assist physically handicapped student/s with their equipment (wheelchairs, scooters, walkers, etc.)
- Maintain confidential informational and operational records and files
- Maintain necessary records, including data collection and copying materials,
- May be required by the District to participate in student related and/or teacher meetings
- May be required by the District to assist in the implementation of adaptive technology program
- Report all injuries incurred by children to teacher or site administrator
- On occasion assist students in bodily self-care, e.g. toileting, handwashing, etc.
- Participate in specialized training as necessary
- Follow accepted principles, practices, rules, and regulations of the district
- Perform other related duties as assigned

PAY SCALE - CLASSIFIED:

Range – G

<i>Essential Job Functions</i>

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/Walking/Mobility:** Frequently; throughout work shift. Constantly during work shift while performing duties.
- **Sitting:** Frequently; while performing classroom duties and assisting students.
- **Lift/Carry:** Frequently, 1-10 pounds; books, instructional materials, binders, files, paperwork. Seldom, 16-35 pounds; books and materials and moving equipment. Seldom 11-75 pounds; if need arises to assist student's movement.
- **Bending/Twisting:** Frequently; at knees/waist/neck while assisting students or retrieving items from lower shelves and floor.
- **Push/Pull:** Occasionally; using both hands and arms exerting a force of 10-20 pounds while assisting students, moving furniture and equipment and opening doors, etc. Seldom 21-75 pounds; to assist student's movement or to restrain or control disruptive behavior.
- **Climbing/Balancing:** Occasionally; up/down steps.
- **Kneeling/Crouching/Crawling:** Seldom; while assisting students. Crawling not required.
- **Hands/Arms:** Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/Hearing/Speech:** Constantly, to provide instructional assistance to students. Assignment may require hand/eye coordination, depth perception and peripheral vision.
- **Other Physical Demands:** May occur when restraining aggressive behavior or responding to student emergencies include: jumping, running, throwing, and moving in awkward positions.

Mental

- Constant mental alertness required in supervising activity of assigned students to monitor/anticipate behaviors of student and maintain safe, educational environment.
- Must possess interpersonal skills to work well with various types of disabled students, their parents, teachers and staff.
- Must be able to adapt to work pressures that may include frequent interruptions, quick response to potentially hazardous situations, and multiple tasks.
- Must be able to work independently with assigned students and exercise creative problem-solving ability.
- Must be able to provide supervisory skills to provide guidance and appropriate behavioral corrections to assigned students.

Work Conditions

- **Location:** Work is performed 95% within the school classroom setting, 5% in an outdoor educational setting, walking on campus.
- **Hazards:** Trip hazards and slippery surfaces, aggressive behaviors by students.
- **Equipment used:** General office and classroom equipment, copier, computer, audio-visual equipment, and personal mobility equipment if the need arises.
- **Safety equipment:** Gloves as required.

HIRING PROCESS:

Mandatory Information to be submitted:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

➤ **Selection Process:**

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted
- Position will remain open until filled

Twin Hills Union School District

JOB DESCRIPTION

APPLE BLOSSOM INSTRUCTIONAL & YARD ASSISTANT

The Instructional and Yard Assistant is under the supervision of and is evaluated by the Site Administrator, and under the direction of the classroom teacher(s). The Instructional and Yard Assistant assists the teacher in carrying out the goals and objectives of the districts education program in a variety of ways which require discretion and judgement in order to meet the individual needs of the students and is responsible for supervising and maintaining a safe and orderly environment for all students during lunch and all recesses including going to and coming from these activities. This position requires fingerprint clearance and TB testing.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
 - One year experience working with elementary school age children (can be as a volunteer)
- **Knowledge of:**
 - English in written and verbal form including the use of correct grammar and vocabulary
 - Organizational skills
 - Technology in an educational setting
 - Campus rules and regulations affecting school behaviors; methods of dealing with students under normal as well as adverse circumstances; enforcement techniques
- **Ability to:**
 - Bilingual – English/Spanish desirable
 - Exercise good judgment, use discretion, maintain confidentiality
 - Demonstrate good mental, emotional and physical health
 - Be prompt and present a neat, clean appearance
 - Pass the Instructional Assistant Proficiency Test if you do not possess an associate's (or higher) degree
 - Monitor and control large groups of students, enforce the school rules, maintain discipline, be firm and consistent
 - Be on feet on playground for extended periods of time
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting twenty (20) pounds on an occasional basis and in excess of twenty (20) pounds with assistance

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Assist the classroom teacher(s) in assigned instructional areas by reinforcing previously taught skills
- When supervising students assume responsibility for their safety and well being and maintain order and discipline through caring, respectful strategies
- Interact with students, encourage performance, observe progress, and meet instructional reinforcement needs as they arise
- Share observations with the teacher(s) and work together in a professional relationship to foster student learning
- Restrict all observations to the school and never discuss a child's behavior outside of the classroom
- Lead small groups or whole class in reading, math, and art lessons under teacher(s) guidance
- Perform paper correcting functions as requested
- Collect, mark and record schoolwork
- Prepare the classroom activities by preparing materials, obtaining supplies, and readying necessary equipment
- Assist in maintaining organization and cleanliness of program areas, such as cleaning/wiping tables, clearing and storing materials, etc.
- On rainy days assist with supervision of students in MUR or classroom
- Supervise students while they eat, helping as necessary, maintaining order and ensure eating area is clean after use by instructing students to pick up after themselves
- When supervising students assume responsibility for their safety and well being and maintain order and discipline through caring, respectful strategies
- Report all injuries incurred by children to teacher or school office. Do not move student in event of broken bones or head injuries, send someone to office for help
- Help organize and supervise games for students during play periods
- Promote positive socialization. Deal with playground arguments and disturbances in a fair manner as they arise, do not put off complaints. Mediate student discussion after receiving a complaint, referring serious or repeated problems to the site administrator
- Periodically patrol buildings and check inside appropriate restrooms
- Walk around assigned area while supervising, do not stand in one place
- Restrict all observations, never discuss a child's behavior off site or with inappropriate school personnel
- Report all injuries incurred by children to teacher or site administrator
- X ➤ On occasion assist students in bodily self-care, e.g. toileting, handwashing, etc.
- Participate in staff/aide meetings and conferences when the need arises
- Follow accepted principles, practices, rules, and regulations of the district
- Perform other related duties as assigned

PAY SCALE - CLASSIFIED:

Range S-2/3 - Substitute

Range - A

Essential Job Functions

(Constantly = over 2/3 time, frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/walking:** Frequently, throughout work shift while performing classroom duties, P.E. classes, recess supervision, field trips.
- **Sitting:** Occasionally, while performing classroom duties.
- **Lift/Carry:** Frequently, 1-25 pounds; books, instructional materials, binders, files, paperwork. For lifting over 20 pounds, assistance is available.
- **Bending/twisting:** Occasionally, at knees/waist/neck throughout work shift.
- **Push/pull:** Occasionally, using both hands and arms exerting a force of 5-20 pounds while assisting students, moving manuals/paperwork, opening drawers and doors, etc.
- **Climbing/balancing:** Rarely, using stairs from lower classrooms/offices to upper classrooms.
- **Kneeling/crouching/crawling:** Occasionally, may be required while assisting student in physical activities or may occur while restraining student's disruptive behavior.
- **Hands/arms:** Constantly, consistent use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/hearing/speech:** Constantly, to provide assistance to students and teachers. Assignment may require hand/eye coordination, depth perception and peripheral vision.

Mental

- Must possess necessary written and oral communication skills to complete assignments. Must be able to read, write, speak and teach English. Must possess interpersonal skills to work harmoniously with a wide variety of students, parents and staff. Must be able to adapt to work pressures that may include frequent interruptions and multiple tasks.
- Must be able to work independently and exercise creative problem-solving ability.
- Must be able to provide supervisory skills to provide guidance and appropriate behavioral corrections to assigned students.

Work Conditions

- **Location:** Work is performed 95% within the schoolroom setting, 5% in an outdoor setting, walking on campus.
- **Hazards:** Trip hazards and slippery surfaces.
- **Equipment used:** General office equipment; copier, computer, 10-key, phones
- **Safety equipment:** None required.

HIRING PROCESS:

Mandatory Information to be submitted:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

➤ **Selection Process:**

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted
- Position will remain open until filled

Twin Hills Union School District

JOB DESCRIPTION

ORCHARD VIEW SCHOOL INSTRUCTIONAL ASSISTANT

The Instructional Assistant under the supervision of the Site Administrator and is evaluated by and under the direction of the classroom teacher(s). The Instructional Assistant assists the teacher in carrying out the goals and objectives of the districts education program in a variety of ways which require discretion and judgement in order to meet the individual needs of the students. This position requires fingerprint clearance and TB testing.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
 - One year experience working with elementary school age children (can be as a volunteer)
 - ECE Units are desirable
- **Knowledge of:**
 - English in written and verbal form including the use of correct grammar and vocabulary
 - Organizational skills
 - Waldorf methods and philosophy
- **Ability to:**
 - Bilingual – English/Spanish desirable
 - Exercise good judgment, use discretion, maintain confidentiality
 - Demonstrate good mental, emotional and physical health
 - Be prompt and present a neat, clean appearance
 - Pass the Instructional Assistant Proficiency Test if you do not possess an associate's (or higher) degree
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting twenty (20) pounds on an occasional basis and in excess of twenty (20) pounds with assistance

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Assist the classroom teacher(s) in assigned instructional areas by reinforcing previously taught skills
- When supervising students assume responsibility for their safety and well being and maintain order and discipline through caring, respectful strategies
- Interact with students, encourage performance, observe progress, and meet instructional reinforcement needs as they arise
- Share observations with the teacher(s) and work together in a professional relationship to foster student learning
- Restrict all observations to the school and never discuss a child's behavior outside of the classroom
- Lead small groups or whole class in reading, math, and art lessons under teacher(s) guidance
- Perform paper correcting functions as requested
- Collect, mark and record schoolwork
- Prepare the classroom activities by preparing materials, obtaining supplies, and readying necessary equipment
- Assist in maintaining organization and cleanliness of program areas, such as cleaning/wiping tables, clearing and storing materials, etc.
- On rainy days assist with supervision of students in MUR or classroom
- Report all injuries incurred by children to teacher or site administrator
- On occasion assist students in bodily self-care, e.g. toileting, handwashing, etc.
- Participate in staff/aide meetings and conferences when the need arises
- Follow accepted principles, practices, rules, and regulations of the district
- Perform other related duties as assigned

PAY SCALE - CLASSIFIED:

Range A – Instructional Assistant

The Twin Hills Union School District is an Equal Opportunity Employer

Page 1 of 2

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/walking:** Frequently, throughout work shift while performing classroom duties, P.E. classes, recess supervision, field trips.
- **Sitting:** Occasionally, while performing classroom duties.
- **Lift/Carry:** Frequently, 1-25 pounds; books, instructional materials, binders, files, paperwork. For lifting over 20 pounds, assistance is available.
- **Bending/twisting:** Occasionally, at knees/waist/neck throughout work shift.
- **Push/pull:** Occasionally, using both hands and arms exerting a force of 5-20 pounds while assisting students, moving manuals/paperwork, opening drawers and doors, etc.
- **Climbing/balancing:** Rarely, using stairs from lower classrooms/offices to upper classrooms.
- **Kneeling/crouching/crawling:** Occasionally, may be required while assisting student in physical activities or may occur while restraining student's disruptive behavior.
- **Hands/arms:** Constantly, consistent use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/hearing/speech:** Constantly, to provide assistance to students and teachers. Assignment may require hand/eye coordination, depth perception and peripheral vision.

Mental

- Must possess necessary written and oral communication skills to complete assignments. Must be able to read, write, speak and teach English. Must possess interpersonal skills to work harmoniously with a wide variety of students, parents and staff. Must be able to adapt to work pressures that may include frequent interruptions and multiple tasks.
- Must be able to work independently and exercise creative problem-solving ability.
- Must be able to provide supervisory skills to provide guidance and appropriate behavioral corrections to assigned students.

Work Conditions

- **Location:** Work is performed 95% within the school office setting, 5% in an outdoor setting, walking on campus.
- **Hazards:** Trip hazards and slippery surfaces.
- **Equipment used:** General office equipment; copier, computer, 10-key, phones
- **Safety equipment:** None required.

HIRING PROCESS:

Mandatory Information to be submitted:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

➤ **Selection Process:**

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted
- Position will remain open until filled

Twin Hills Union School District

Job Description

SUNRIDGE INSTRUCTIONAL ASSISTANT

The Instructional Assistant under the supervision of the Site Administrator and is evaluated by and under the direction of the classroom teacher(s). The Instructional Assistant assists the teacher in carrying out the goals and objectives of the districts education program in a variety of ways which require discretion and judgement in order to meet the individual needs of the students. This position requires fingerprint clearance and TB testing.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
 - One year experience working with elementary school age children (can be as a volunteer)
 - Experience in Waldorf or Waldorf methods school is desired
- **Knowledge of:**
 - English in written and verbal form including the use of correct grammar and vocabulary
 - Organizational skills
 - Waldorf methods and philosophy
- **Ability to:**
 - Bilingual – English/Spanish desirable
 - Exercise good judgment, use discretion, maintain confidentiality
 - Demonstrate good mental, emotional and physical health
 - Be prompt and present a neat, clean appearance
 - Pass the Instructional Assistant Proficiency Test if you do not possess an associate's (or higher) degree
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting twenty (20) pounds on an occasional basis and in excess of twenty (20) pounds with assistance

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Assist the classroom teacher(s) in assigned instructional areas by reinforcing previously taught skills
- When supervising students assume responsibility for their safety and well being and maintain order and discipline through caring, respectful strategies
- Interact with students, encourage performance, observe progress, and meet instructional reinforcement needs as they arise
- Share observations with the teacher(s) and work together in a professional relationship to foster student learning
- Restrict all observations to the school and never discuss a child's behavior outside of the classroom
- Lead small groups or whole class in reading, math, and art lessons under teacher(s) guidance
- Perform paper correcting functions as requested
- Collect, mark and record schoolwork
- Prepare the classroom activities by preparing materials, obtaining supplies, and readying necessary equipment
- Assist in maintaining organization and cleanliness of program areas, such as cleaning/wiping tables, clearing and storing materials, etc.
- On rainy days assist with supervision of students in MUR or classroom
- Report all injuries incurred by children to teacher or site administrator
- X ➤ On occasion assist students in bodily self-care, e.g. toileting, handwashing, etc.
- Participate in staff/aide meetings and conferences when the need arises
- Follow accepted principles, practices, rules, and regulations of the district
- Perform other related duties as assigned

PAY SCALE - CLASSIFIED:

Range A – Instructional Assistant

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/walking:** Frequently, throughout work shift while performing classroom duties, P.E. classes, recess supervision, field trips.
- **Sitting:** Occasionally, while performing classroom duties.
- **Lift/Carry:** Frequently, 1-25 pounds; books, instructional materials, binders, files, paperwork. For lifting over 20 pounds, assistance is available.
- **Bending/twisting:** Occasionally, at knees/waist/neck throughout work shift.
- **Push/pull:** Occasionally, using both hands and arms exerting a force of 5-20 pounds while assisting students, moving manuals/paperwork, opening drawers and doors, etc.
- **Climbing/balancing:** Rarely, using stairs from lower classrooms/offices to upper classrooms.
- **Kneeling/crouching/crawling:** Occasionally, may be required while assisting student in physical activities or may occur while restraining student's disruptive behavior.
- **Hands/arms:** Constantly, consistent use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/hearing/speech:** Constantly, to provide assistance to students and teachers. Assignment may require hand/eye coordination, depth perception and peripheral vision.

Mental

- Must possess necessary written and oral communication skills to complete assignments. Must be able to read, write, speak and teach English. Must possess interpersonal skills to work harmoniously with a wide variety of students, parents and staff. Must be able to adapt to work pressures that may include frequent interruptions and multiple tasks.
- Must be able to work independently and exercise creative problem-solving ability.
- Must be able to provide supervisory skills to provide guidance and appropriate behavioral corrections to assigned students.

Work Conditions

- **Location:** Work is performed 95% within the school office setting, 5% in an outdoor setting, walking on campus.
- **Hazards:** Trip hazards and slippery surfaces.
- **Equipment used:** General office equipment; copier, computer, 10-key, phones
- **Safety equipment:** None required.

HIRING PROCESS:

Mandatory Information to be submitted:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

➤ Selection Process:

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted
- Position will remain open until filled

Twin Hills Union School District

JOB DESCRIPTION

TWIN HILLS CMS INSTRUCTIONAL ASSISTANT, CLERICAL SUPPORT, CAMPUS SUPERVISOR

The Instructional Assistant, Clerical Support and Campus Supervisor is under the supervision of, is evaluated by and under the direction of the Site Administrator. The Instructional Assistant, Clerical Support and Campus Supervisor Assistant supports the teacher in providing education support for students, clerical support and is responsible for supervising and maintaining a safe and orderly environment for all students during lunch and all breaks including going to and coming from these activities. This position requires fingerprint clearance and TB testing.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
 - One year experience working with middle school age children (can be as a volunteer)
- **Knowledge of:**
 - English in written and verbal form including the use of correct grammar and vocabulary
 - Campus rules and regulations affecting school behaviors; methods of dealing with students under normal as well as adverse circumstances; enforcement techniques
 - General needs and behavior of children
- **Ability to:**
 - Bilingual – English/Spanish desirable
 - Exercise good judgment, use discretion, maintain confidentiality
 - Demonstrate good mental, emotional and physical health
 - Be prompt and present a neat, clean appearance
 - Obtain certification in First Aid, CPR, and EPI Pen
 - Pass the Instructional Assistant Proficiency Test Monitor and control large groups of students, enforce the school rules, maintain discipline, be firm and consistent
 - Be on feet for extended periods of time
 - Perform clerical tasks as assigned
 - Perform all essential job functions, physical and mental, as shown on page 2
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting fifty (50) pounds on an occasional basis and in excess of fifty (50) pounds with assistance

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Assist the Teacher(s) in assigned areas by reinforcing previously taught skills
- Assist in clerical tasks as assigned to include copying materials, answering phones, interacting with students, parents, the public and other staff members
- When supervising students assume responsibility for their safety and well being and maintain order and discipline through caring, respectful strategies
- Interact with students, encourage performance, observe progress and motor skills, and meet instructional reinforcement needs as they arise
- Enforce school and student rules and regulations
- Share observations with the teacher(s) and work together in a professional relationship to foster student learning
- Restrict all observations to the school and never discuss a child outside of the classroom
- Prepare designated areas for activities by preparing materials, obtaining supplies, and readying necessary equipment
- Assist in maintaining organization and cleanliness of designated areas, such as cleaning/wiping, clearing and storing materials, etc.
- Report all injuries incurred by students to teacher or school office.
- Diabetic care as needed
- X ➤ On occasion assist students in bodily self-care, e.g. toileting, handwashing, etc.
- Promote positive socialization. Deal with arguments and disturbances in a fair manner as they arise, do not put off complaints. Mediate student discussion after receiving a complaint, referring serious or repeated problems to the site administrator
- Participate in staff meetings and conferences when the need arises
- Follow accepted principles, practices, rules, and regulations of the district
- Perform other related duties as assigned

PAY SCALE - CLASSIFIED:

Range A

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/Walking/Mobility:** Frequently; throughout work shift. Constantly during work shift while performing duties.
- **Sitting:** Occasionally; while performing instructional duties and assisting students.
- **Lift/Carry:** Frequently, 1-25 pounds; books, instructional materials, binders, files, paperwork. Seldom, 26-75 pounds; books, instructional materials, and equipment. Assistance available for heavier lifting.
- **Bending/Twisting:** Frequently; at knees/waist/neck while assisting students or retrieving items from lower shelves and floor.
- **Push/Pull:** Occasionally; using both hands and arms exerting a force of 5-20 pounds while assisting students, moving equipment and opening doors, etc. Seldom 21-75 pounds; to assist student's movement.
- **Climbing/Balancing:** Occasionally; up/down steps.
- **Kneeling/Crouching/Crawling:** Occasionally; while assisting students in physical activity. Crawling not required.
- **Hands/Arms:** Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/Hearing/Speech:** Constantly, to provide instructional assistance to students. Assignment may require hand/eye coordination, depth perception and peripheral vision.
- **Other Physical Demands:** May occur when responding to student emergencies include: jumping, running, throwing, and moving in awkward positions.

Mental

- Must possess interpersonal skills to work well with various types of students, their parents, teachers and staff.
- Must be able to work independently with assigned students and exercise creative problem-solving ability.
- Must be able to provide supervisory skills to provide guidance and appropriate behavioral corrections to assigned students.

Work Conditions

- **Location:** Work is performed 80% within the school classroom setting, 20% in an outdoor setting.
- **Hazards:** Trip hazards and slippery surfaces.
- **Equipment used:** General office and classroom equipment, copier, computer, audio-visual equipment.
- **Safety equipment:** Gloves as required.

HIRING PROCESS:

Mandatory Information to be submitted:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

➤ **Selection Process:**

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted
- Position will remain open until filled

Twin Hills Union School District

JOB DESCRIPTION

PHYSICAL EDUCATION INSTRUCTIONAL ASSISTANT & CAMPUS SUPERVISOR

The Physical Education Instructional Assistant and Campus Supervisor is under the supervision and is evaluated by of the Site Administrator and the Physical Education Teacher(s). The Physical Education Instructional Assistant supports the teacher in providing physical education instruction and activities for students. The Campus Supervisor is responsible for supervising and maintaining a safe and orderly environment for all students during lunch and all breaks including going to and coming from these activities. This position requires fingerprint clearance and TB testing.

REQUIRED QUALIFICATIONS

- **Education and Experience:**
 - High School diploma or equivalent
 - One year experience working with middle school age children (can be as a volunteer)
- **Knowledge of:**
 - English in written and verbal form including the use of correct grammar and vocabulary
 - General needs and behavior of children
 - Campus rules and regulations affecting school behaviors; methods of dealing with students under normal as well as adverse circumstances; enforcement techniques
- **Ability to:**
 - Bilingual – English/Spanish desirable
 - Exercise good judgment, use discretion, maintain confidentiality
 - Demonstrate good mental, emotional and physical health
 - Be prompt and present a neat, clean appearance
 - Monitor and control large groups of students, enforce the school rules, maintain discipline, be firm and consistent
 - Be on feet for extended periods of time
 - Obtain certification in First Aid, CPR, and EPI Pen
 - Pass the Instructional Assistant Proficiency Test
 - Perform all essential job functions, physical and mental, as shown on page 2
- **ADA Requirement:**
 - Meet the physical requirements necessary to safely and effectively perform assigned duties, including lifting fifty (50) pounds on an occasional basis and in excess of fifty (50) pounds with assistance

EXAMPLES OF DUTIES AND RESPONSIBILITIES:

- Assist the Physical Education Teacher(s) in assigned areas by reinforcing previously taught skills
- When supervising students assume responsibility for their safety and well being and maintain order and discipline through caring, respectful strategies
- Supervise students while they are not in their classroom, helping as necessary, maintaining order and discipline through caring, respectful strategies
- Interact with students, encourage performance, observe progress and motor skills, and meet instructional reinforcement needs as they arise
- Enforce school and student rules and regulations
- Share observations with the teacher(s) and work together in a professional relationship to foster student learning
- Restrict all observations to the school and never discuss a child's behavior outside of the classroom
- Prepare designated areas for activities by preparing materials, obtaining supplies, and readying necessary equipment
- Assist in maintaining organization and cleanliness of designated areas, such as cleaning/wiping, clearing and storing materials, etc.
- Assist teacher in preparation of reports regarding level of student fitness
- May escort students to/from class as necessary, verify reason student is not in classroom
- Report all injuries incurred by students to teacher or school office. Do not move student in event of broken bones or head injuries, send someone to office for help
- Promote positive socialization. Deal with arguments and disturbances in a fair manner as they arise, do not put off complaints. Mediate student discussion after receiving a complaint, referring serious or repeated problems to the site administrator
- Assist site administrator with locker searches as necessary
- Direct visitors on campus
- Assist students, faculty and staff in emergency situations
- Diabetic care as needed
- On occasion assist students in bodily self-care, e.g. toileting, handwashing, etc.
- Periodically patrol buildings and check inside appropriate restrooms
- Walk around assigned area while supervising, do not stand in one place
- Participate in staff meetings and conferences when the need arises
- Follow accepted principles, practices, rules, and regulations of the district
- Perform other related duties as assigned

PAY SCALE - CLASSIFIED:

Range – F – PE Instructional Assistant

Range A – IA, Clerical Support & Campus Supervisor

Essential Job Functions

(Constantly = over 2/3 time, Frequently = 1/3 – 2/3 time, Occasionally = under 1/3 time, seldom = under 7% time)

Physical

- **Standing/Walking/Mobility:** Frequently; throughout work shift. Constantly during work shift while performing duties.
- **Sitting:** Occasionally; while performing instructional duties and assisting students.
- **Lift/Carry:** Frequently, 1-25 pounds; books, instructional materials, binders, files, paperwork. Seldom, 26-75 pounds; books, instructional materials, and sports equipment. Assistance available for heavier lifting.
- **Bending/Twisting:** Frequently; at knees/waist/neck while assisting students or retrieving items from lower shelves and floor.
- **Push/Pull:** Occasionally; using both hands and arms exerting a force of 5-20 pounds while assisting students, moving equipment and opening doors, etc. Seldom 21-75 pounds; to assist student's movement.
- **Climbing/Balancing:** Occasionally; up/down steps.
- **Kneeling/Crouching/Crawling:** Occasionally; while assisting students in physical activity. Crawling not required.
- **Hands/Arms:** Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.
- **Sight/Hearing/Speech:** Constantly, to provide instructional assistance to students. Assignment may require hand/eye coordination, depth perception and peripheral vision.
- **Other Physical Demands:** May occur when responding to student emergencies include: jumping, running, throwing, and moving in awkward positions.

Mental

- Must possess interpersonal skills to work well with various types of students, their parents, teachers and staff.
- Must be able to work independently with assigned students and exercise creative problem-solving ability.
- Must be able to provide supervisory skills to provide guidance and appropriate behavioral corrections to assigned students.

Work Conditions

- **Location:** Work is performed 20% within the school classroom setting, 80% in an outdoor educational setting.
- **Hazards:** Trip hazards and slippery surfaces.
- **Equipment used:** General office and classroom equipment, copier, computer, audio-visual equipment, and all forms of exercise equipment.
- **Safety equipment:** Gloves as required.

HIRING PROCESS:

Mandatory Information to be submitted:

- Completed and signed district application on EDJOIN
- If a current district employee a letter of interest is required in lieu of an application.
- Three recent letters of recommendation which support your application for the vacant position
- Current resume
- Letter of introduction explaining why you are qualified for this position and including information that will help the screening committee get to "know" you during the paper screening process

➤ **Selection Process:**

- Applications will be reviewed and rated by a screening committee
- Persons selected for an interview will be contacted
- Position will remain open until filled

The Twin Hills Union School District is an Equal Opportunity Employer

TWIN HILLS UNION SCHOOL DISTRICT

EMPLOYMENT AGREEMENT

Interim Superintendent

This Employment Agreement made and entered into this 24th day of April 2025, by and between the Board of Trustees of the Twin Hills Union School District, hereinafter referred to as District, and Dana Pedersen, hereinafter referred to as Interim Superintendent.

WHEREAS, the District and the Interim Superintendent believe that a written Employment Agreement is necessary to describe specifically their relationship and to serve as the basis of effective communication between them as they fulfill their administrative functions in the operation of the education program of the schools. Under this Agreement, the Interim Superintendent will serve as the district superintendent for the paid hours under this Agreement and can perform a wide range of duties typical for leaders serving in this job classification; and,

NOW, THEREFORE, the District and the Interim Superintendent, for the consideration herein specified, agree as follows:

1. Term. District hereby employs the Interim Superintendent for a period beginning on May 1, 2025 and terminating on June 30, 2025, subject to the terms and conditions set forth below.

2. Hourly Payment. The Interim Superintendent's hourly pay shall be equal to the prorated hourly salary for a superintendent, commensurate with the Interim Superintendent's level of experience and attainment of a Masters degree: \$125.57/hour. Payment to the Interim Superintendent shall be made monthly.

3. Hours. The Interim Superintendent shall serve in the role of superintendent on a part-time basis with the total number of hours under this Employment Agreement to be determined mutually by the Interim Superintendent and the Board. The Interim Superintendent shall suggest a weekly schedule of hours in which to provide leadership and support for district schools, to be approved by the Board Clerk. The parties agree that the Interim Superintendent will be afforded a flexible schedule and not expected to serve in a full-time capacity. The Interim Superintendent shall submit a monthly timecard to the District with the hours worked.

4. Expense Reimbursement. The District shall reimburse the Interim Superintendent for actual and necessary expenses incurred by the Interim Superintendent within the scope of her employment, including transportation, so long as such expenses are permitted by District policy or incurred with prior approval of the District. For reimbursement, the Interim Superintendent shall submit an expense claim and appropriate written documentation to the District for the Interim Superintendent's reimbursable expenses for the prior month.

5. Health Benefits. The Interim Superintendent has waived all rights to access health benefits that might be provided to other District employees.

6. Retirement Benefits. The employee and the District shall contribute to STRS for the creditable earnings of the Interim Superintendent at standard rates.

7. Sick Leave/Earned Vacation. The Interim Superintendent shall earn Paid Sick Days ("PSD") consistent with California Labor Code section 245. Each day that the Interim Superintendent performs work shall count as a day for the purposes of eligibility. The Interim Superintendent shall earn PSD at a rate of one (1) hour for every thirty (30) hours accounted for by the District. The Interim Superintendent, during the term of this Agreement, is a temporary, part-time, hourly employee and not entitled to earn or accrue vacation days.

8. Credentials. The Interim Superintendent represents that she possesses current credentials required for the job of Interim Superintendent, including a California Administrative Services credential.

9. Evaluation and Supervision. The Interim Superintendent reports directly to the Governing Board while the Superintendent is on a leave of absence, but shall not be formally evaluated in the role due to the limited nature of the assignment.

10. Termination of Employment Agreement. Either party may terminate this Agreement without cause. Parties agree to provide written notice of at least five (5) workdays prior to terminating this contract.

11. General Provisions.

- a. Governing Law. This Agreement, and the rights and obligations of the parties, shall be construed and enforced in accordance with the laws of the State of California.
- b. Entire Agreement. The Agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.
- c. No Assignment. The Interim Superintendent may not assign or transfer any rights granted or obligations assumed under this Agreement.
- d. Modification. This Agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both of the parties.

Dana Pedersen, Interim Superintendent

John Moise, THUSD Board Clerk

ACCEPTANCE OF OFFER

I accept the above offer of employment and the terms and conditions thereof and will report for duty as directed above.

I have not entered into a contract of employment with the governing board of another school district or any other employer that will in any way conflict with the terms of this employment agreement.

I hold legal and valid credentials which can be verified by the District.

Date

Dana Pedersen, Interim Superintendent