

Charter School Renewal Cover Sheet

Instructions: Authorizing local educational agencies (LEAs) should complete and submit this cover sheet upon its renewal of a charter school.

Section 1. Charter School Information

Complete this section as it pertains to the charter school.

1. School Name: SunRidge Charter School
2. Charter School Number: 0481
3. County-District-School Code: 49-70961-4930350
4. Administrator Name: Karina Haedo
5. Administrator Email: khaedo@twinhillsusd.org
6. Administrator Phone: 707-824-2844

Section 2. Authorizing Local Educational Agency Information

Complete this section as it pertains to the charter school's authorizing LEA.

1. LEA Name: Twin Hills Union School District
2. County: Sonoma
3. Superintendent Name: Dana Pedersen
4. Superintendent Email: dpedersen@twinhillsusd.org
5. Superintendent Phone: 707-823-0871
6. Date LEA Approved Renewal: 04/24/2025
7. Approved Charter Term: 07/01/2025 to 06/30/2030

Section 3. Renewal Information

Select the option that best pertains to the renewal of the charter school:

- ☐ 1. The charter school was previously operating outside the geographical boundaries of the charter authorizer; charter school submitted a request for renewal of the charter petition to the school district in which the charter school is located in order to continue operating, pursuant to California *Education Code (EC)* sections 47605(a)(5)(A), 47607 and 47605.1.

Previous Authorizing LEA Name:

County:

- ☐ 2. A resource center is currently operating outside of the boundaries of the authorizing LEA under a currently-approved charter school that is operating within the boundaries of the authorizing school district. The charter school under which the resource center is currently operating submitted a petition to physically locate and operate within the boundaries of the school district in which the resource center is currently located (i.e., transferring charter school), as defined by *EC* sections 47605.1(c)(5)(A) and 47612.7(b).

Previous School District Name:

County:

- ☐ 3. The charter school was renewed on appeal by the county office of education in which the charter school is located, as defined by *EC* Section 47605(j)(1).

Denying School District Name:

- ☐ 4. The charter school was operating under the State Board of Education (SBE) and was renewed by the governing board of the school district or county office of education in which the charter school is located, as defined by *EC* Section 47605.9(c).
- ☐ 5. The charter school was operating under the SBE and was renewed by the SBE, and a local school district or county office of education was assigned as the chartering authority, as defined by *EC* Section 47605.9(c).
- ☒ 6. The charter school was renewed by its previous authorizing LEA; the charter school did not experience a change in authorizing LEAs.

Section 4. Performance Level

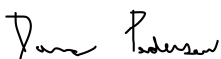
Indicate the renewal criterion that pertains to the charter school.

The authorizing LEA has determined, based on the renewal criteria laid out under *EC* sections 47607(c)(2), 47607(c)(7), 47607.2(a), or 47607.2(b) that the charter school falls under the following performance level:

- ☐ **High Performing:** Charter school has Blue and Green on all state indicators for three years
- ☒ **Middle Performing:** Charter school meets neither High nor Low Performing levels and is automatically categorized as Middle Performing
- ☐ **Low Performing:** Charter school has Red and Orange on all state indicators for three years
- ☐ **Dashboard Alternative School Status (DASS) School:** Charter school has its own renewal criteria, which has been agreed upon with its authorizing LEA

Section 5. Certifications

By signing below, I hereby certify to the best of my knowledge and belief that that the information is correct and true. The authorizing LEA's governing board has reviewed and approved the charter renewal petition pursuant to relevant *EC* sections and *California Code of Regulations*, Title 5 sections in their entirety.



05/01/2025

1. Authorizing LEA Superintendent Signature

2. Date

Submission Information

Submit completed renewal packages to the Charter Schools Division (CSD) via email at CharterRenewals@cde.ca.gov prior to the expiration of the charter school's current term.

All renewal packages must include the following:

1. **Charter School Renewal Cover Sheet** signed by the superintendent of the authorizing LEA or the designee.
2. **Written Notice of Approval** (board minutes of the public hearing indicating approval of the renewal of the charter) by the governing board of the authorizing LEA. Please note, the minutes must include the charter term for which the charter school was approved.
3. **Updated Petition** (including new legislation enacted after the charter was originally granted or last renewed) as approved by the authorizing LEA.
4. **Copy Written Plan** (if the status of the charter is low performing, a copy of the written plan adopted by the governing body of the charter school as stated under *EC* Section 47607.2[a][3][A]).

If the Charter School Renewal Cover Sheet and aforementioned documentation cannot be provided electronically, mail the form and all documents (printed back to back) to the CSD at the following address:

California Department of Education
Charter Schools Division
Attention: Charter Renewals
1430 N Street, Suite 5401
Sacramento, CA 95814

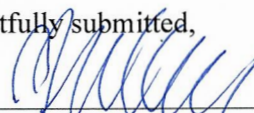
**TWIN HILLS UNION SCHOOL DISTRICT
BOARD OF TRUSTEES REGULAR MEETING**

April 24, 2025

MINUTES

1. The Board Meeting was called to order at 4:05 pm by Clerk Moise
 - A. Roll Call: President Harding absent.
 - B. Flag salute
 2. Motion to approve agenda with items 9, 12, 13, 11 moved by Trustee Houghton and second by Trustee Ost. Approved 4-0.
 3. Public Comment on Closed Session. Closed Session. Returned to Open Session reporting:
 - a. No action, direction was given to Clerk Moise.
 - b. The board voted on Resolution #2025-590 to release temporary employees with 4 yes and 1 abstention due to absence.
 - c. Compromise and Release Agreement for Case #7895435231 approved 4-0.
 - d. No action.
 4. Celebrating Success presentation by Twin Hills CMS – Coach Nick and sports teams introduced
 5. Open Session.
- Item #9 moved here: Motion to approve Superintendent Dana Pedersen's 3 year contract by Trustee Moise and second by Trustee Houghton. The contract includes full time, 220 days, \$220,000 per year plus same health benefits as other certificated employees. Approved 4-0.
6. Motion to approve the minutes of the Special meetings of March 6, 2025, April 3, 2025, April 14, 2025, and April 15, 2025, and the Regular meeting of March 13, 2025, by Trustee Beck and second by Trustee Ost. Approved 4-0.
 7. Motion to approve consent items by Trustee Houghton and second by Trustee Beck. Approved 4-0.
 8. Board of Trustees reports.
- Item #12 moved here: Motion to approve SunRidge Lease Extension 2025-2030 by Trustee Ost and second by Trustee Beck. Approved 4-0.
- Item #13 moved here: Motion to approve
- A. Resolution #2025-594: Twin Hills Charter Middle School 2025-2032 by Trustee Beck and second by Trustee Houghton. This charter school is renewed for a seven-year term effective 7/1/2025 through June 30, 2032. Approved 4-0.
 - B. Motion to approve Resolution #2025-595: SunRidge Charter School 2025-2030 by Trustee Ost and second by Trustee Houghton. This charter school is renewed for a five-year term effective 7/1/25 through June 30, 2030. Approved 4-0.
- Item #15 moved here: Motion to approve overnight field trips for SunRidge grades 4 and 8 in May 2025 by Trustee Houghton and second by Trustee Ost. Approved 4-0.
- Item #11 moved here: Approval of future construction resolutions:
- A. Motion to approve Resolution #2025-591 to designate district representatives by Trustee Ost and second by Trustee Houghton. Approved 4-0.
 - B. Motion to approve Resolution #2025-592 for applications received beyond bond authority by Trustee Houghton and second by Trustee Beck. Approved 4-0.
 - C. Motion to approve Resolution #2025-593 to authorize filing applications for funding by Trustee Beck and second by Trustee Houghton. Approved 4-0.
10. Motion to approve discontinuing the Orchard View/Apple Blossom Board AdHoc/Subcommittee to address facilities by Trustee Houghton and second by Trustee Beck. Approved 4-0.
 14. 2025-26 Budget Development Calendar provided for information.
 16. Classified Job Descriptions provided for first reading.
 17. Motion to approve part-time and temporary employment agreement as Interim Superintendent with Dana Pedersen by Trustee Ost and second by Trustee Houghton. Approved 4-0.
 18. Adjournment at 5:30 pm.

Respectfully submitted,



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

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 Ost, seconded by trustee Houghton by the following vote:

AYES: 4

NOES: 0

ABSENT/

ABSTAIN: 1

<u>Board Members</u>	<u>Vote</u>
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Terry Beck	<u>Aye</u>
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Jeff Harding	<u>Absent</u>
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Rebecca Houghton	<u>Aye</u>
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John Moise	<u>Aye</u>
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Michael Ost	<u>Aye</u>
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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

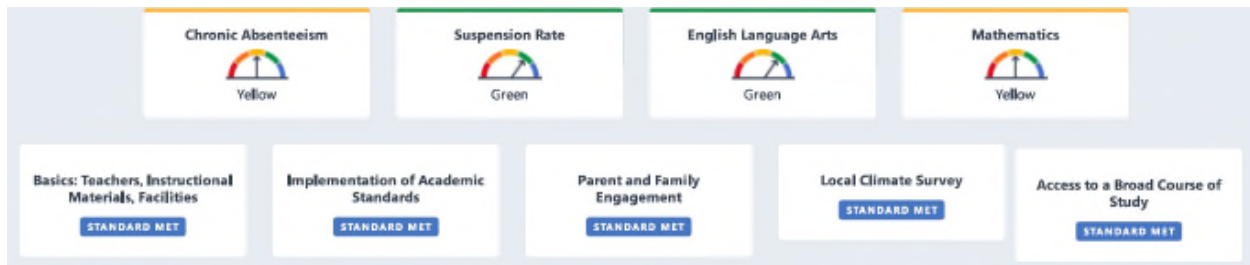
EXHIBIT A

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

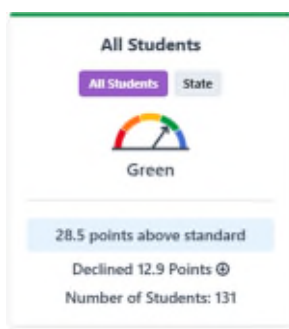
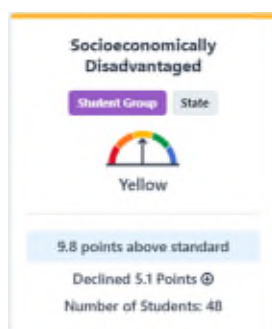
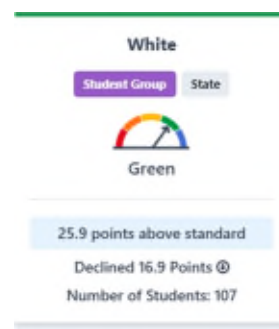
Basics: Teachers, Instructional Materials, Facilities	Implementation of Academic Standards	Parent and Family Engagement	Local Climate Survey	Access to a Broad Course of Study
Standard Met	Standard Met	Standard Met	Standard Met	Standard Met



English Language Arts

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

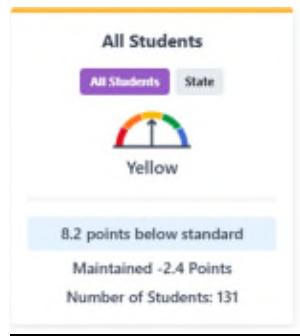
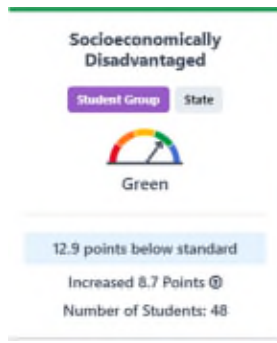
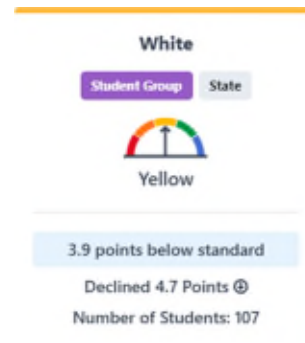
Group	Number of Students Tested	Change	Points Above Standard
Total	131	Declined 12.9 Points	28.5 Points Above
Socioeconomically Disadvantaged	48	Declined 5.1 Points	9.8 Points Above
White Students	107	Declined 16.9 Points	25.9 Points Above



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%9324>)

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

Table of Contents

Title	Page
AFFIRMATIONS AND DECLARATION.....	2
1. Introduction.....	4
Charter Renewal Criteria.....	4-10
II. EDUCATIONAL PROGRAM.....	10-11
Mission.....	11
Core Values.....	11-12
Vision.....	12
Whom the School is Attempting to Educate.....	12-13
What it Means to be an “Educated Person” in the 21st Century.....	13
How Learning Best Occurs.....	13-14
Unique Aspects of the SunRidge School Educational Program.....	14-15
Curriculum.....	16-17
Annual Goals and Actions in the State Priorities.....	17-23
Identifying and Serving Students Achieving Above and Below Grade Level.....	23-24
Serving English Learners.....	24
Overview.....	24
Home Language Survey.....	24
ELPAC Testing.....	24-25
Reclassification Procedures.....	25-26
Strategies for English Learner Instruction and Intervention.....	26
Monitoring and Evaluation of Program Effectiveness.....	26-27
Special Education Students and Students with Disabilities.....	27
Services for Students under the IDEA.....	27-28
Section 504 of the Rehabilitation Act.....	28-29
Academic Intervention and Support Services.....	29-32
III. MEASURABLE PUPIL OUTCOMES AND METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES.....	32-33
Student Outcomes Aligned With the State Priorities.....	33-34
Student Centered Assessments.....	34-35
Use and Reporting of Data.....	35
Oversight and Responding to Inquiries.....	35
IV. GOVERNANCE STRUCTURE OF THE CHARTER SCHOOL.....	36
THUSD Board of Trustees.....	36
Charter School Director Responsibilities.....	37-38
Stakeholder Engagement.....	39
V. EMPLOYEE QUALIFICATIONS.....	40-42
VI. HEALTH AND SAFETY PROCEDURES.....	42-46
Procedures for Background Checks.....	42
Role of Staff as Mandated Child Abuse Reporters.....	42
TB Risk Assessment and Examination.....	42
Immunizations.....	42
Medication in School.....	43

Vision/Hearing/Scoliosis.....	43
Diabetes.....	43
Suicide Prevention Policy.....	43
Prevention of Human Trafficking.....	43
Nutritionally Adequate Free or Reduced Priced Meals.....	43
California Healthy Youth Act.....	43
Sexual Health and HIV Prevention Education.....	43
School Safety Plan.....	43-44
Emergency Preparedness.....	44
Bloodborne Pathogens.....	44
Facility Safety.....	44
Comprehensive Anti Discrimination and Harassment Policies and Procedures.....	44-45
Bullying Prevention.....	44
Media Recommendations.....	45
Safe and Inclusive School Environment.....	45
Drug Free/Smoke Free Environment.....	45
Athletic Programs.....	45
LGBTQ Resource Training.....	45
Transportation Safety Plan.....	45-46
VII. MEANS TO ACHIEVE BALANCE OF RACIAL/ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNER STUDENTS REFLECTIVE OF DISTRICT.....	46-47
VIII. ADMISSION GUIDELINE AND PROCEDURES.....	47-50
IX. FINANCIAL AUDIT.....	50
X. PUPIL SUSPENSION AND EXPULSION POLICY AND PROCEDURES.....	50-58
XI. RETIREMENT SYSTEMS.....	58-59
XII. PUBLIC SCHOOL ALTERNATIVES.....	59
Disputes Between the District and the Charter School.....	59-60
XIII. CLOSURE PROTOCOL.....	60-62
XIV. EMPLOYEE RETURN RIGHTS.....	62
XVI. DISTRICT IMPACT STATEMENT.....	62
Appendices:	

- A. Instructional Minutes, School Calendar
- B. CAASPP (2022-24)
- C. SunRidge Curriculum by Grade
- D. Multi Year Financial Projection
- E. Learning Continuity and Attendance Plan (2023-24)
- F. THTA Contract
- G. Emergency Preparedness and Safety Plan
- H. Internal Disputes

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)]

- **TheTwin 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 School 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

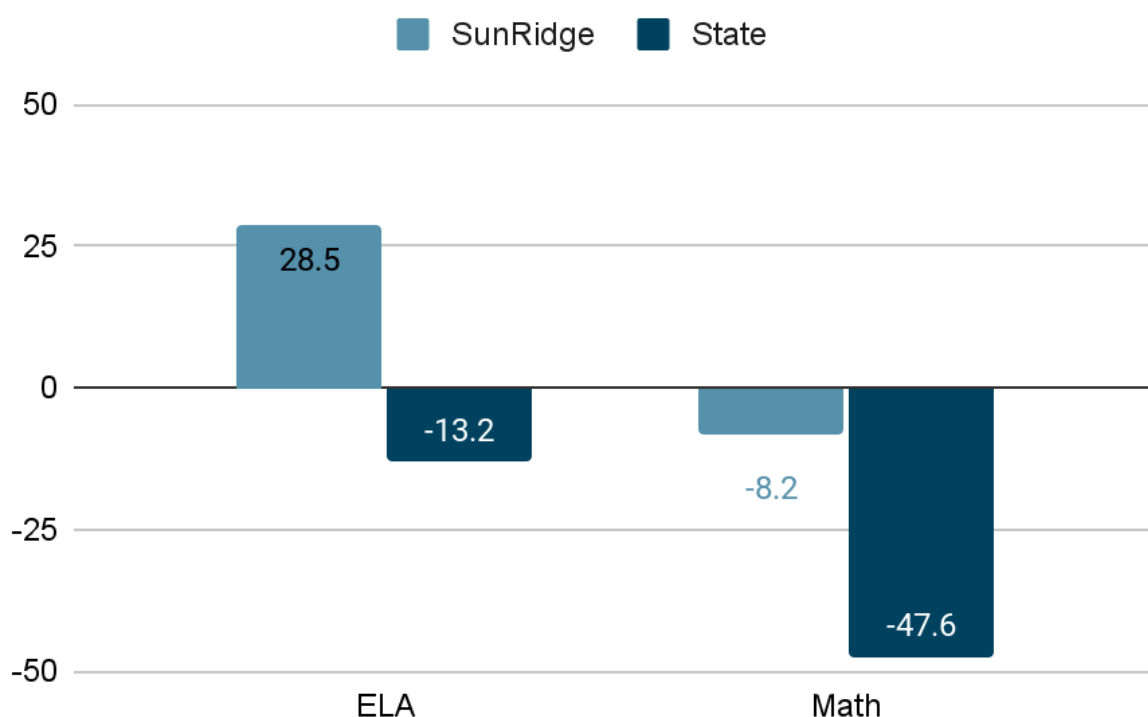
Indicator	SunRidge 2022	State 2022		SunRidge 2023	State 2023		SunRidge 2024	State 2024
ELA	Green	Red		Green	Orange		Green	Orange
Math	Yellow	Red		Green	Orange		Yellow	Orange
Chronic Absenteeism	Red	Red		Red	Yellow		Yellow	Yellow
Suspension Rate	Yellow	Yellow		Yellow	Orange		Green	Green

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 Dashoard: Distance from the Standard Achieved on CAASPP ELA and Math



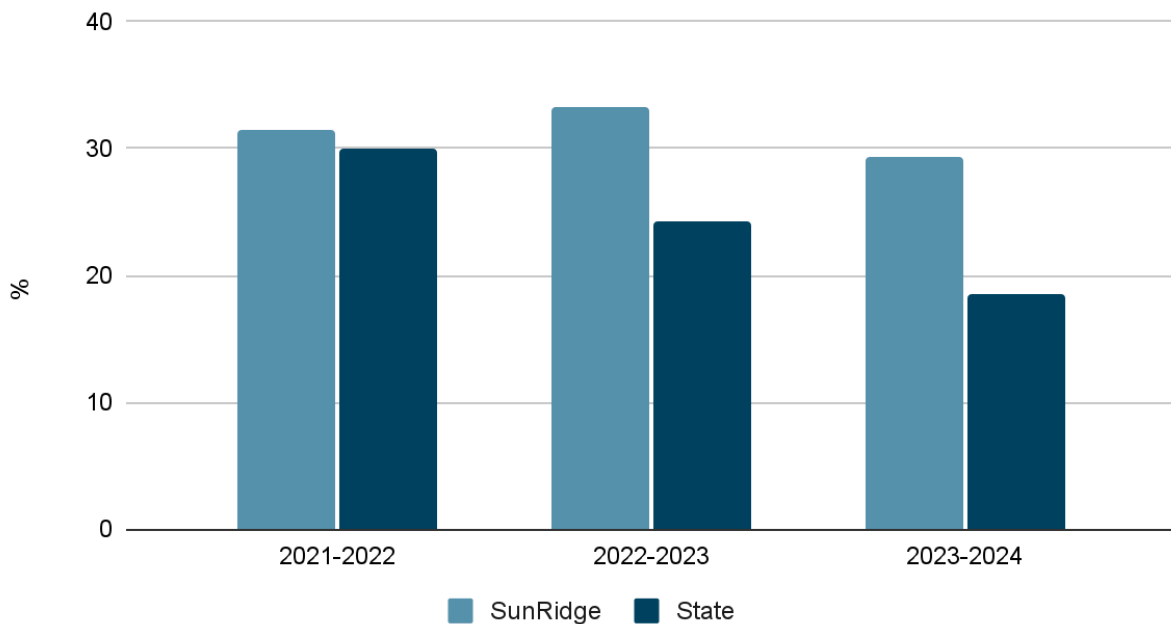
The Charter School also outperformed the State as measured by the underlying performance data from which the Dashboard colors are generated. Specifically, the Dashboard colors for the ELA and math performance indicators are generated based on students’ average distance from the standard (“DFS”) achieved 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

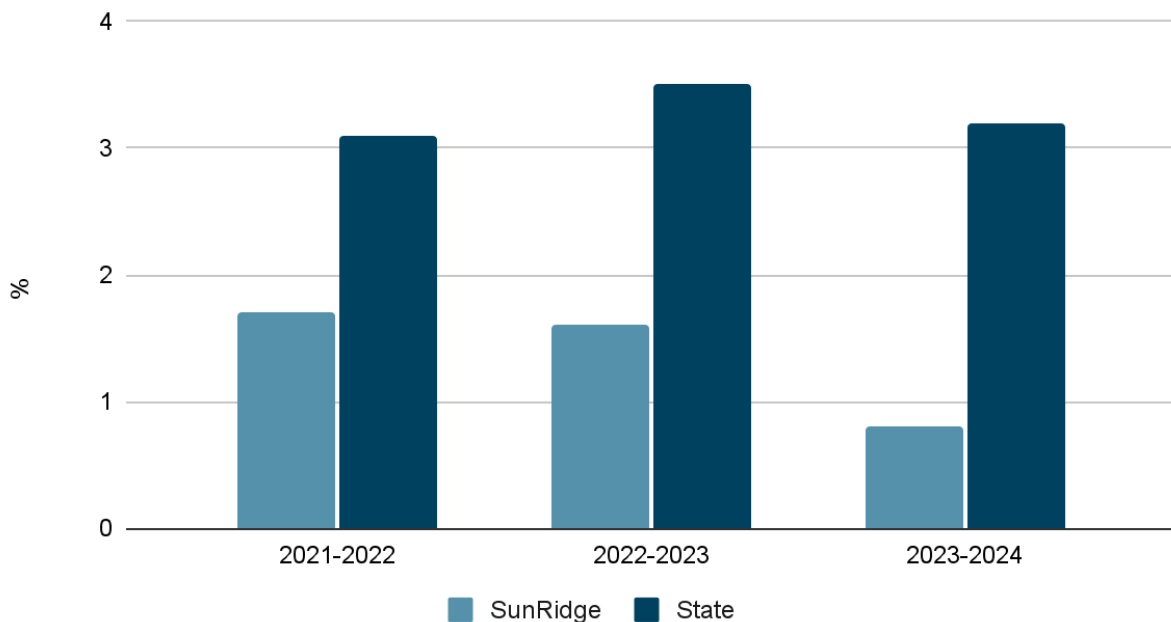
not meeting the mathematics standards, decreasing from 30.30% in 2021–2022 to 20.93% in 2022–2023 and 18.52% in 2023-2024. This indicates an improvement of 11.78%. Similarly, there was a minor increase in the percentage of students exceeding the standards, from 13.64% in 2021-22 to 20.00% in 2023-24.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

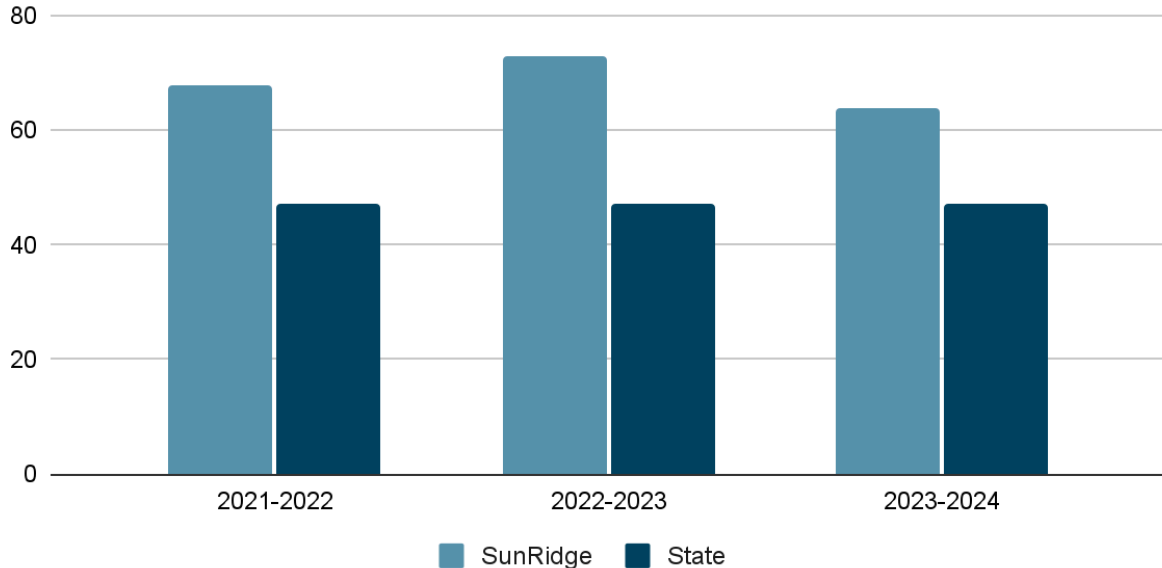
(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(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.

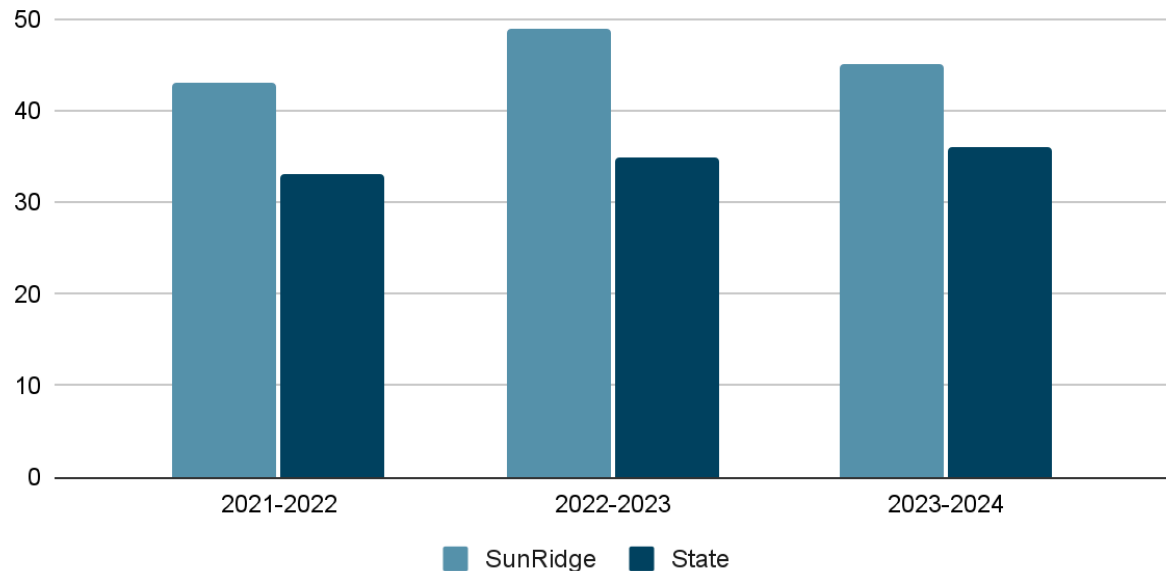
CAASPP ELA

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 find 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:

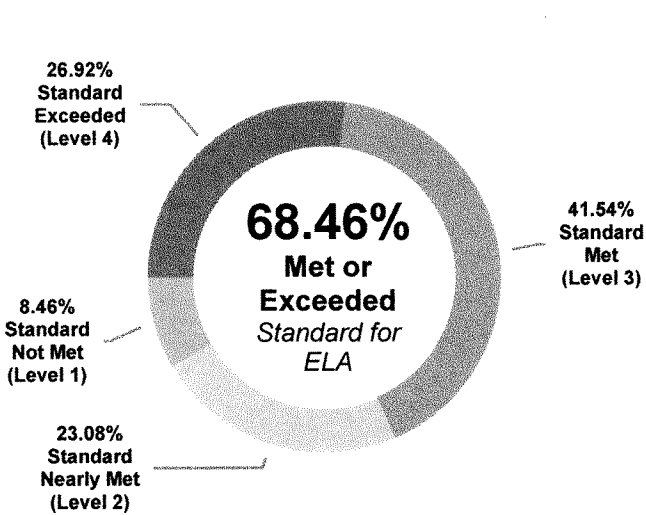
▼

All Schools

Selections Applied

ELA

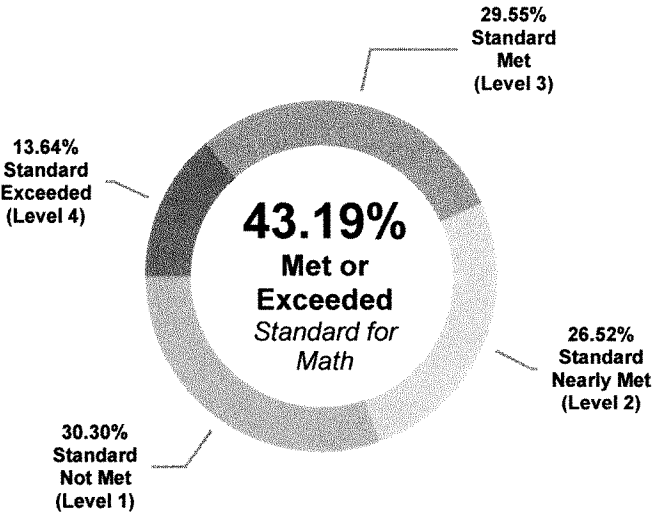
Percent of students within each achievement level



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 →

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:

2023–24

Grade:

▼All Grades

Student Group:

▼All Students (Default)

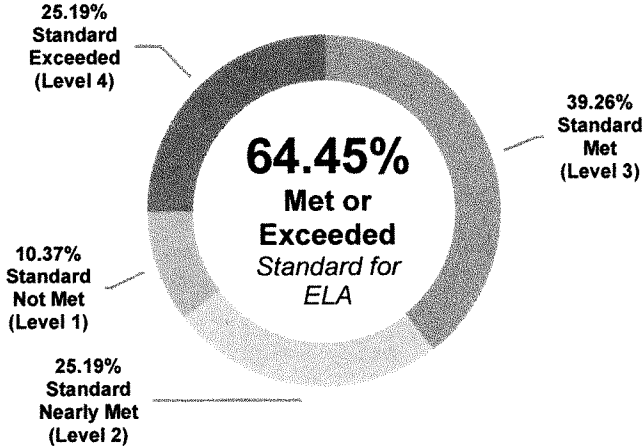
School Type:

▼All Schools

Selections Applied

ELA

Percent of students within each achievement level

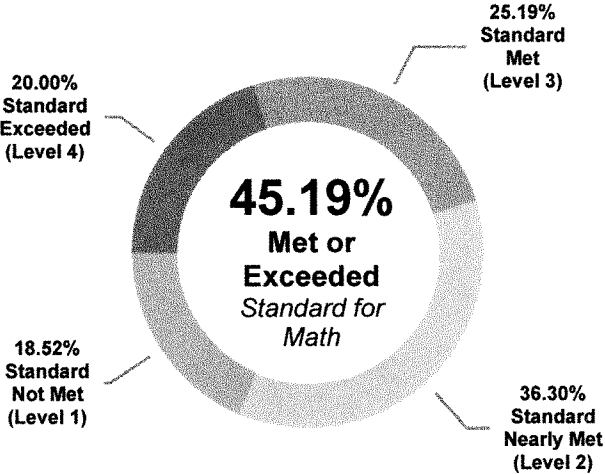


Achievement Level	Percent of Students
Standard Exceeded (Level 4)	25.19%
Standard Met (Level 3)	39.26%
Standard Nearly Met (Level 2)	25.19%
Standard Not Met (Level 1)	10.37%
Met or Exceeded Standard for ELA	64.45%

VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level



Achievement Level	Percent of Students
Standard Exceeded (Level 4)	20.00%
Standard Met (Level 3)	25.19%
Standard Nearly Met (Level 2)	36.30%
Standard Not Met (Level 1)	18.52%
Met or Exceeded Standard for Math	45.19%

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

State of California

CDS Code: 00-00000-0000000

Report Options

Year:2021–22

Grade:All Grades

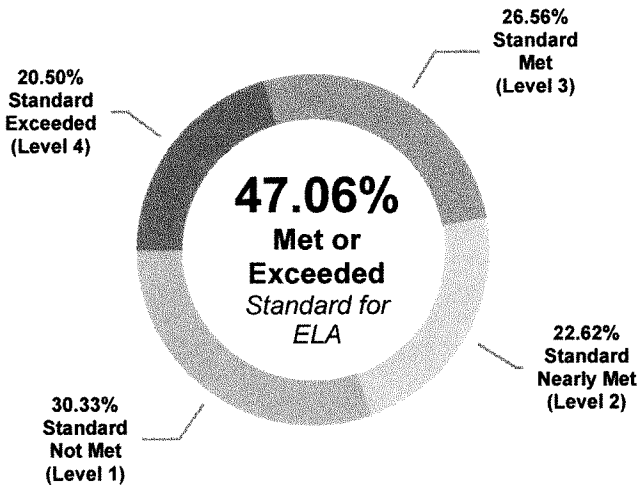
Student Group:All Students (Default)

School Type:All Schools

Selections Applied

ELA

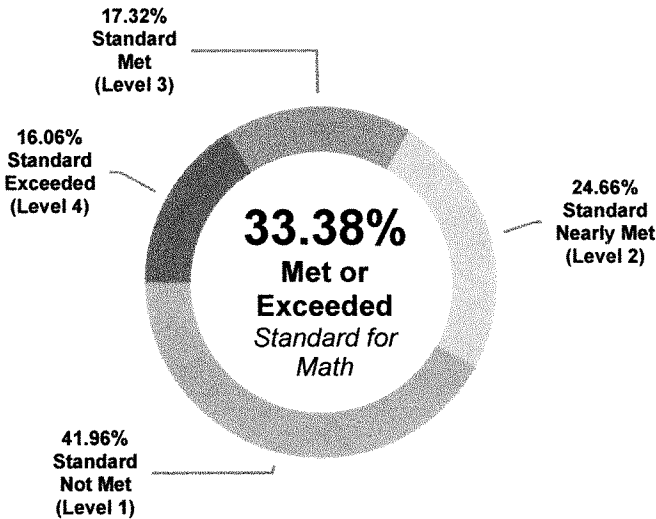
Percent of students within each achievement level



VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level



VIEW MATH DETAILED TEST RESULTS

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

State of California

CDS Code: 00-00000-0000000

Report Options

Year: 2022–23

Grade: All Grades

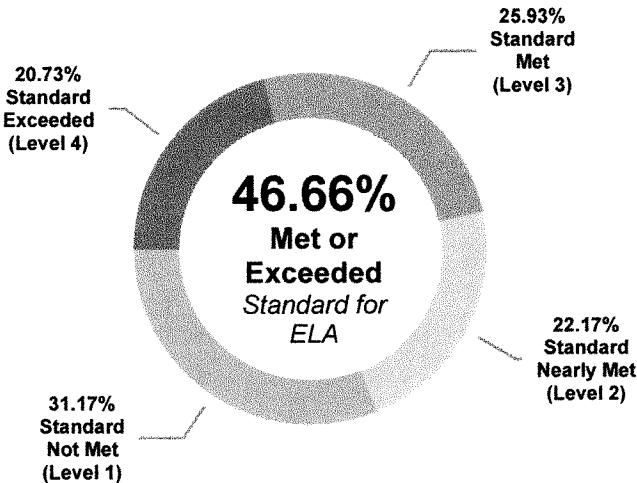
Student Group: All Students (Default)

School Type: All Schools

Selections Applied

ELA

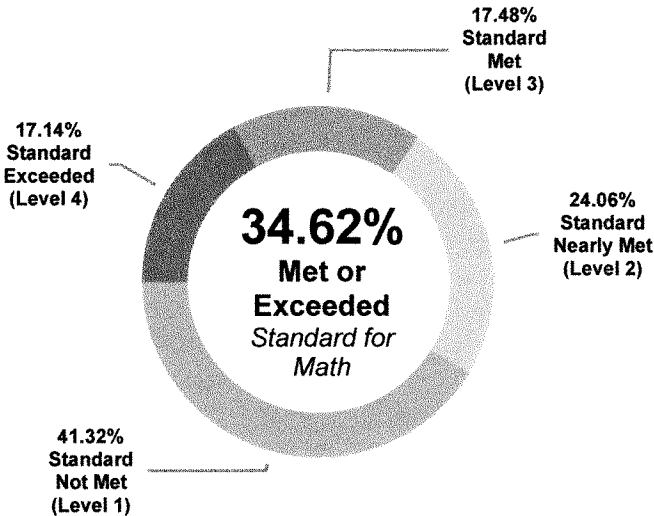
Percent of students within each achievement level



VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level



VIEW MATH DETAILED TEST RESULTS

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

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

→

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.

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

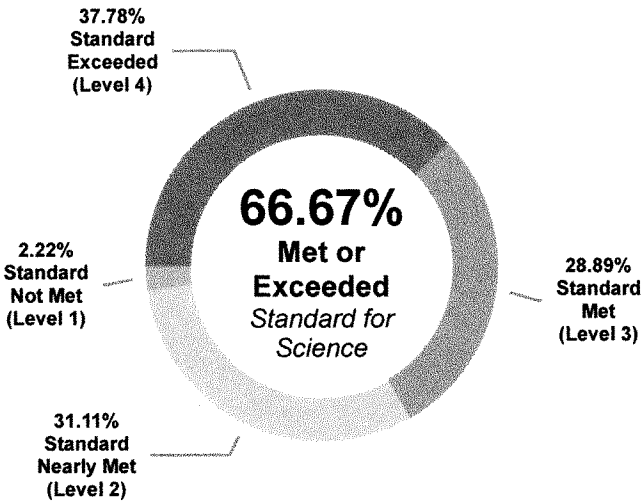
Student Group: All Students (Default)

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:

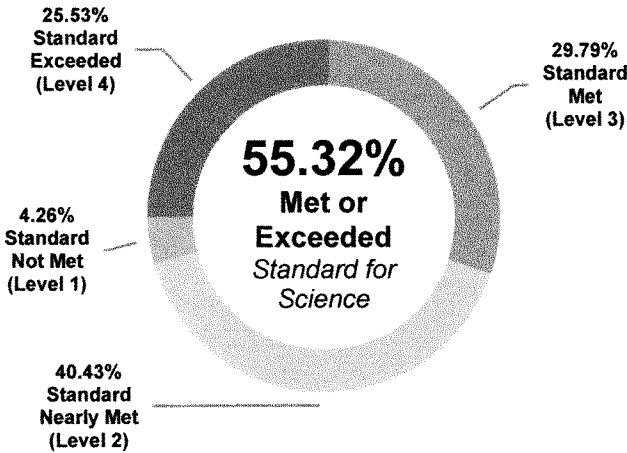
▼

All Schools

Selections Applied

Science

Percent of students within each achievement level



VIEW DETAILED TEST RESULTS

ADD TO COMPARE

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:

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

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

State of California

CDS Code: 00-00000-0000000

Report Options

Year: 2023–24

Grade: ▾ All Grades

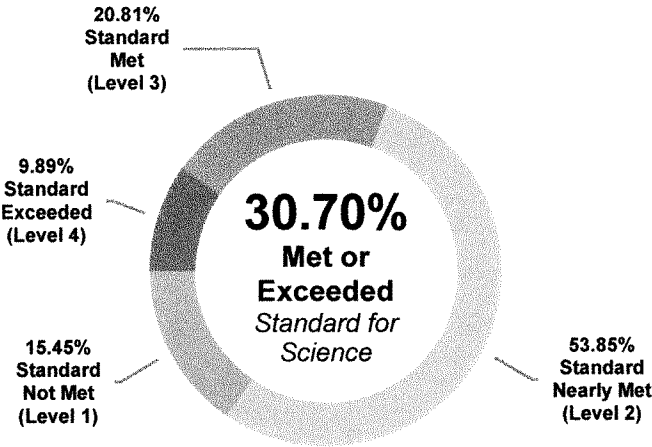
Student Group: ▾ All Students (Default)

School Type: ▾ All Schools

Selections Applied

Science

Percent of students within each achievement level



VIEW DETAILED TEST RESULTS

- ADD TO COMPARE →
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:
2023–24

Grade:
All Grades

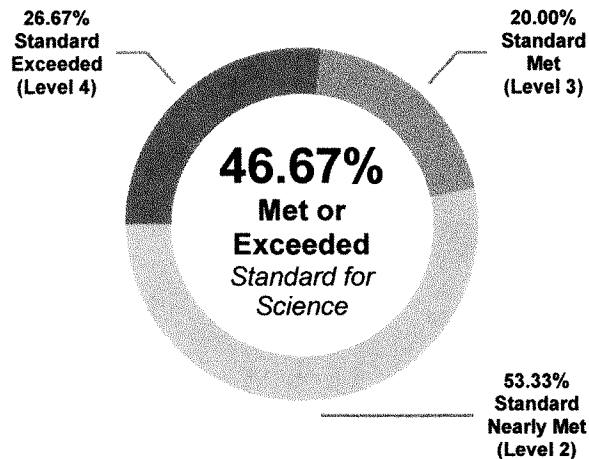
Student Group:
Economic Status
Socioeconomically disadvantaged

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)
Unasn/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)



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

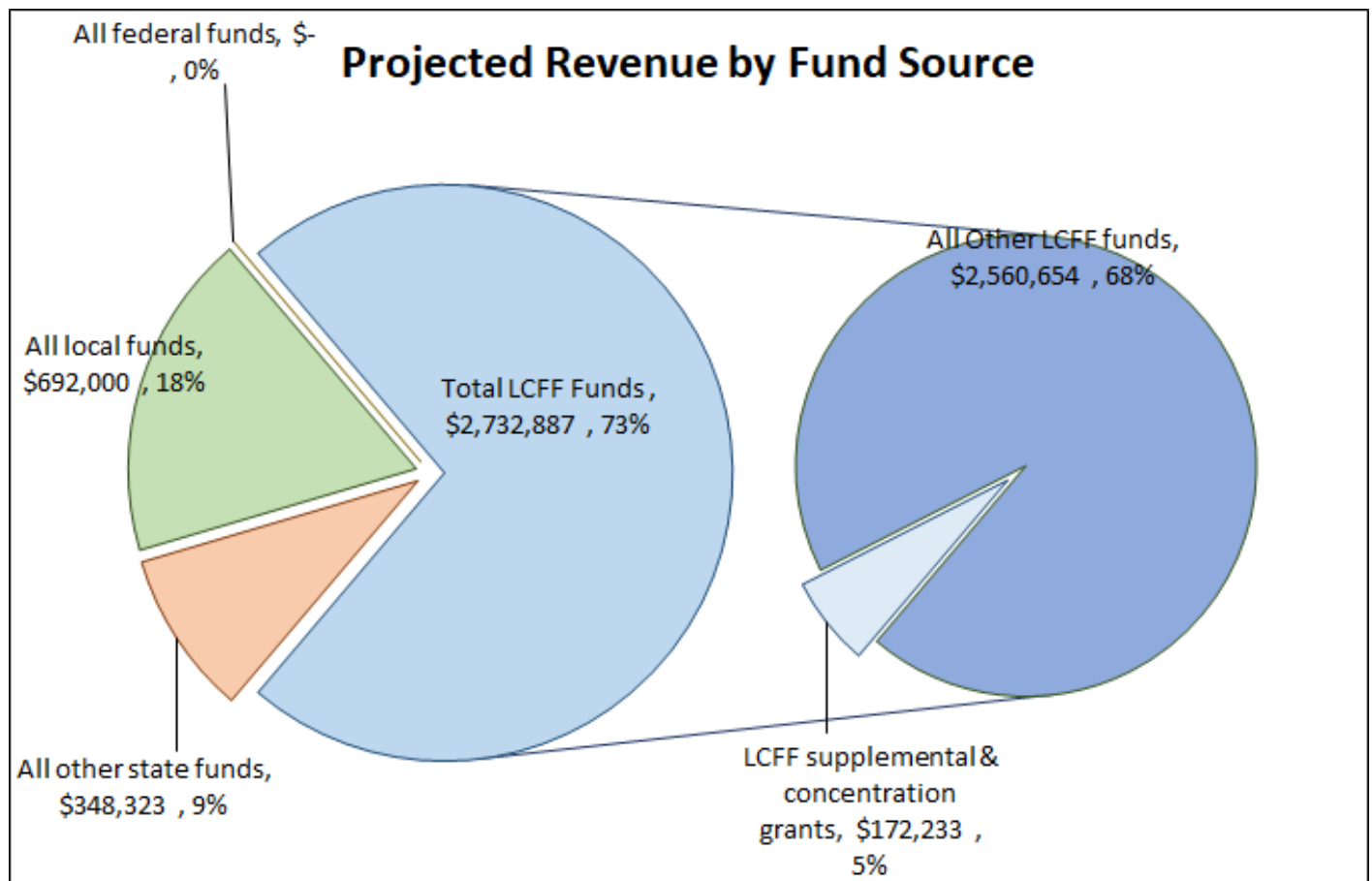
Principal

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

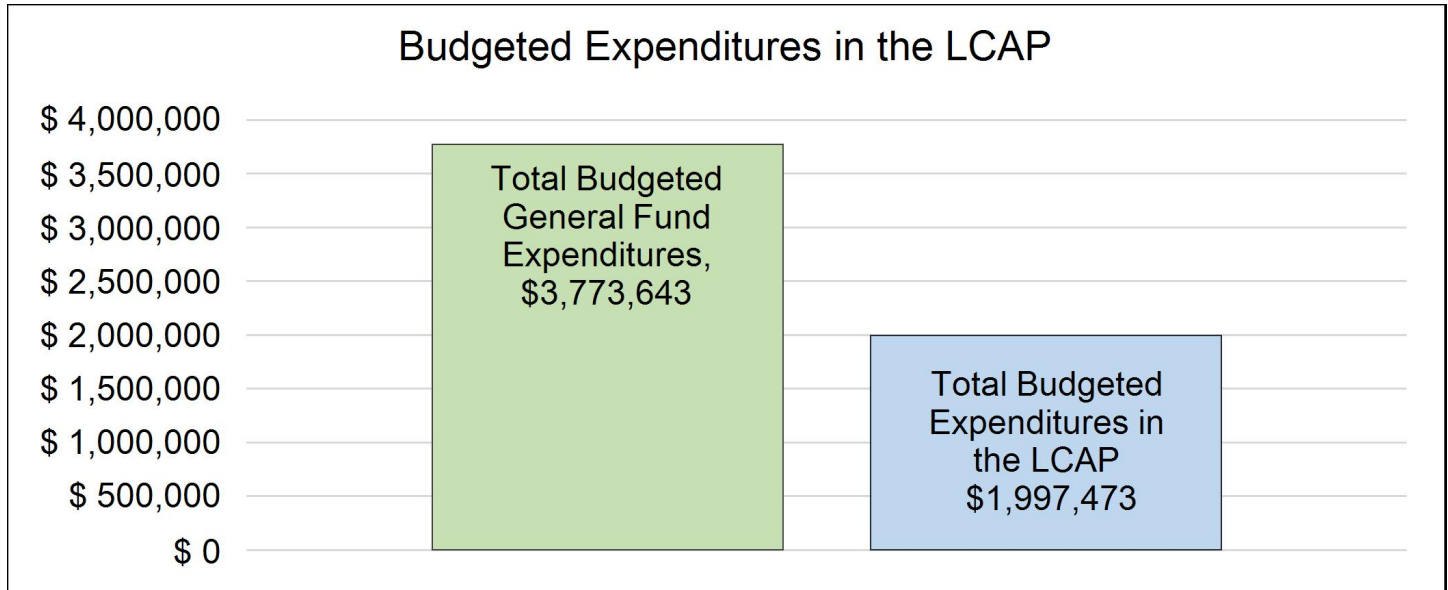


This chart shows the total general purpose revenue SunRidge Charter School expects to receive in the coming year from all sources.

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:

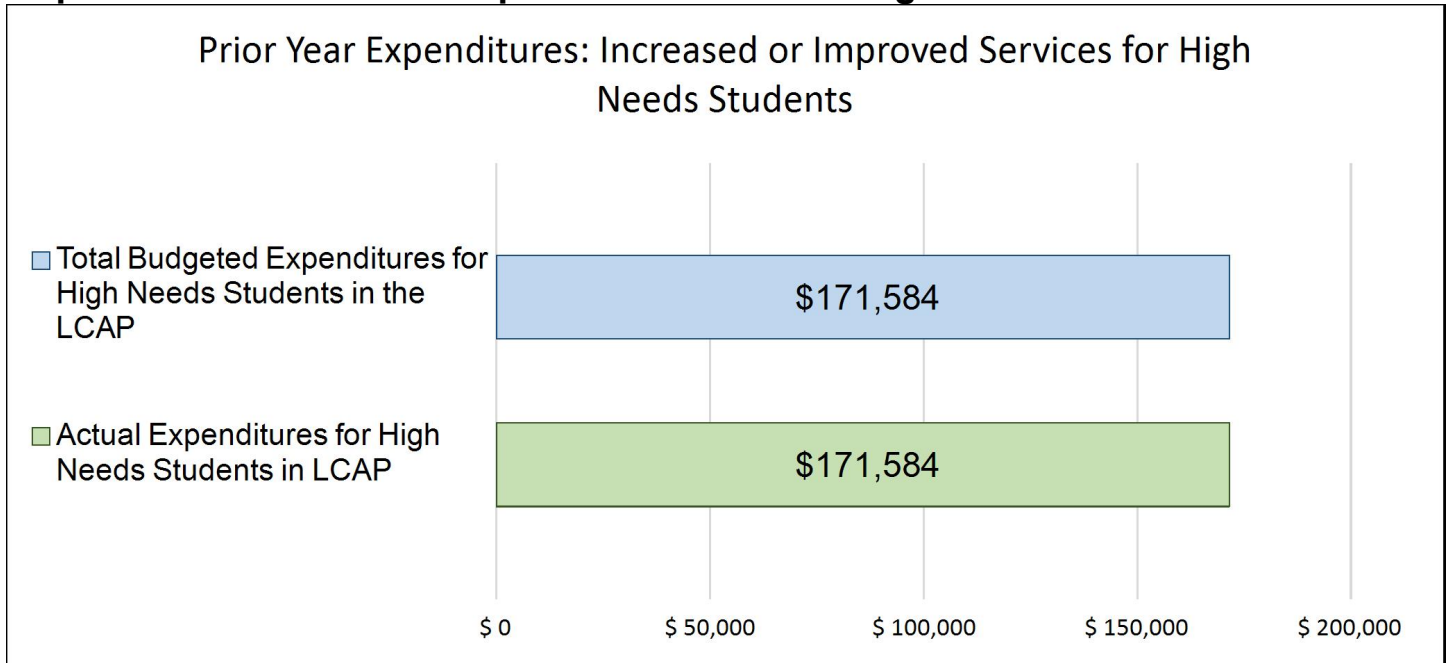
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here include costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

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.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
SunRidge Charter School	Karina Haedo Principal	khaedo@twinhillsusd.org 707-824-2844

Goals and Actions

Goal

Goal #	Description
1	To provide every student, including unduplicated students and students with disabilities, with the opportunity to attain increasing levels of achievement that prepare them for success with curriculum that is aligned with the Common Core State Standards and the core principles of Public Waldorf Education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	2019 Grades 3-8 ELA: 69% Met or Exceeded Standard Grades 3-8 Math: 46% Met or Exceeded Standard	CAASPP scores not yet available	2022 Grades 3-8 ELA: 68.5% Met or Exceeded Standards Grades 3-8 Math: 43.2% Met or Exceeded Standards.	SunRidge students took the CAASPP assessment during the Spring of 2023. Students in grades 3-8, 72.83% met or exceeded the standards for ELA. Students in grades 3-8, 48.3% met or exceeded the math standards.	Increase by 5% number of students who Met or Exceeded Standard
Highly Qualified Teachers	100% of teachers are highly qualified	100% of teachers are highly qualified	100% of our teachers are highly qualified.	100% of our teachers are highly qualified.	Maintain 100% of teachers as highly qualified.
Standards Aligned Instructional Materials, Teacher Survey, Parent Survey Student Survey	Public Waldorf Education utilizes a variety of instructional materials including standards aligned instructional materials including social	Public Waldorf Education utilizes a variety of instructional materials including standards aligned instructional materials including social	Public Waldorf Education utilizes a variety of instructional materials including standards aligned instructional materials including social	Public Waldorf Education utilizes a variety of instructional materials including standards aligned instructional materials including social	Maintain high quality standards- aligned curriculum.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	studies and math textbooks purchased in the 2020-21 school year.	studies and math textbooks purchased in the 2020-21 school year.	studies and math textbooks purchased in the 2020-21 school year.	studies and math textbooks purchased in the 2020-21 school year.	
Physical Fitness Test	2019 Assessment: 92% of 5th graders and 89% of 7th graders scored in the Healthy Fitness Zone.	Data for the 2022 indicates participation rates only.	2023 Assessment: 70% of 5th graders and 86% of 7th graders scored in the Healthy Fitness Zone.	2024 Assessment: 93% of 5th graders and 82% of 7th graders scored in the Healthy Fitness Zone.	Maintain high number of students in the Healthy Fitness Zone.
Course Access	All students have access to core academic subjects: (English, Math, Science, and Social Sciences) and music, fine and practical arts, movement, Spanish, gardening, and library.	All students have access to core academic subjects: (English, Math, Science, and Social Sciences) and music, fine and practical arts, movement, Spanish, gardening, and library.	All students have access to core academic subjects: (English, Math, Science, and Social Sciences) and music, fine and practical arts, movement, Spanish, gardening, and library.	All students have access to core academic subjects: (English, Math, Science, and Social Sciences) and music, fine and practical arts, movement, Spanish, gardening, and library.	Maintain 100% of students have access to core academic subjects.
UPC access to intervention and support.	Unduplicated students and students with special needs have support programs as identified in Actions and Services.	Unduplicated students and students with special needs have support programs as identified in Actions and Services.	Unduplicated students and students with special needs have support programs as identified in Actions and Services.	Unduplicated students and students with special needs have support programs as identified in Actions and Services.	Maintain and increase high quality support programs as identified in Actions and Services for UPC and students with special needs.
Common Core	Common Core State Standard Implementation in Spring of 2022	Providing a baseline with the CAASPP 2022 scores not yet available. Professional development did not occur due to COVID.	Teachers are develop and implementing units and lesson development with Common Core State Standards using existing curriculum	Teachers are developing and implementing units and lesson development with Common Core State Standards using	Maintain and increase knowledge and practice of integrating CCSS/NGSS as documented by teacher input via survey or staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			and exploring new materials.	existing curriculum and exploring new materials.	meeting and professional development.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of Goal Implementation in the Previous Year

CAASPP Assessment Implementation: SunRidge students in grades 3-8 took the CAASPP assessment in Spring 2023.

Results: 72.83% of students met or exceeded the standards for ELA, and 48.3% met or exceeded the math standards.

Analysis: These results indicate strong performance in ELA but highlight a need for improvement in math. The data suggests targeted interventions in math may be necessary.

Teacher Qualifications:

Implementation: All teachers at SunRidge are highly qualified.

Analysis: Maintaining a 100% highly qualified teacher rate supports effective instruction and positively impacts student achievement.

Standards-Aligned Instructional Materials:

Implementation: SunRidge utilizes a variety of instructional materials, including those aligned with state standards, such as social studies and math textbooks purchased in the 2020-21 school year.

Analysis: The continued use of these materials ensures alignment with educational standards and supports consistent instructional quality.

Surveys (Teacher, Parent, Student)

Implementation: Surveys were conducted to gather feedback on instructional materials and overall educational experience.

Analysis: Survey feedback provides valuable insights for continuous improvement and ensures that the school addresses the needs and concerns of all stakeholders.

Physical Fitness Test

Implementation: SunRidge successfully implemented the Physical Fitness Test in grades 5th and 7th.

Analysis: The implementation successfully demonstrated commitment to health and physical fitness.

Course Access

Implementation: All students have access to core academic subjects (English, Math, Science, and Social Sciences) as well as music, fine and practical arts, movement, Spanish, gardening, and library.

Analysis: Ensuring broad course access supports a well-rounded education and promotes student engagement across various disciplines.

Support for Unduplicated Students and Students with Special Needs

Implementation: Support programs were provided as identified in Actions and Services.

Analysis: Tailored support for unduplicated students and those with special needs helps bridge achievement gaps and ensures equitable access to educational opportunities.

Common Core Implementation

Implementation: Teachers are developing and implementing units and lesson plans aligned with Common Core State Standards using existing curriculum and exploring new materials.

Analysis: This ongoing development aligns instructional practices with current standards, promoting consistency and rigor in teaching and learning.

Substantive Differences in Planned Actions and Actual Implementation

Planned Actions: The goal was to provide all students with access to a broad course of study, ensure the use of standards-aligned materials, and offer targeted support for unduplicated students and those with special needs.

Actual Implementation: While most planned actions were carried out as intended, the implementation of certain support programs for math intervention was less effective than anticipated, as evidenced by the lower CAASPP math scores. Additionally, while the goal of exploring new materials for Common Core implementation was initiated, it remains an ongoing process.

Conclusion

Overall, SunRidge Charter School successfully carried out most of its planned actions for the previous year. The strong performance in ELA, high teacher qualifications, and broad course access were key achievements. However, the need for targeted math interventions and ongoing development of Common Core-aligned materials remain areas for focus. Continued efforts in these areas will help ensure that all students achieve their full potential.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Math teacher, amounts in boxes 1.2 and 1.5, was on leave for a portion of the year resulting in a lower expense amounts. Special education amount, 1.3, included an instructional assistant but not were hired for the year. Technology purchases did not happen this year.. Other expense differences are immaterial.

Analysis of Effectiveness of Specific Actions During the Three-Year LCAP Cycle CAASPP Assessment and Math Interventions

Effectiveness: The actions taken to support ELA instruction have been highly effective, as evidenced by 72.83% of students meeting or exceeding ELA standards. This indicates that the instructional strategies, materials, and teacher effectiveness in ELA have produced the desired results.

Ineffectiveness: In contrast, only 48.3% of students met or exceeded math standards, highlighting a significant area for improvement. This suggests that the current math interventions and instructional strategies were less effective and did not produce the desired outcomes. The loss of a math teacher affected this outcome.

Teacher Qualifications

Effectiveness: The strategy of maintaining a 100% highly qualified teacher rate has been highly effective. Qualified teachers are crucial for delivering high-quality instruction, which likely contributed to the strong performance in ELA and overall positive school climate.

Standards-Aligned Instructional Materials

Effectiveness: The use of standards-aligned instructional materials, particularly the social studies and math textbooks purchased in the 2020-21 school year, has been effective in ensuring that the curriculum meets state standards. This alignment supports consistent instructional quality and has likely contributed to student success in ELA.

Surveys (Teacher, Parent, Student)

Effectiveness: Conducting regular surveys has been effective in gathering feedback and informing decision-making. This continuous feedback loop ensures that the school's actions remain responsive to the needs and concerns of all stakeholders, contributing to overall educational effectiveness.

Physical Fitness Test

Effectiveness: The commitment to high standards of physical fitness has been successfully demonstrated in student scores.

Course Access

Effectiveness: Ensuring all students have access to a broad range of core academic subjects and enrichment activities has been effective in promoting a well-rounded education. This approach supports student engagement and holistic development, which are key components of the Waldorf educational philosophy.

Support for Unduplicated Students and Students with Special Needs

Effectiveness: The support programs for unduplicated students and those with special needs have been effective in providing tailored assistance. This targeted support helps bridge achievement gaps and ensures equitable access to educational opportunities.

Ineffectiveness: However, the effectiveness of these support programs in math needs further examination, as the overall math performance was lower than desired.

Common Core Implementation

Effectiveness: The ongoing development and implementation of Common Core-aligned units and lesson plans have been moderately effective. While the integration of these standards supports consistency and rigor, the process of exploring and adopting new materials remains incomplete, indicating room for further improvement.

Summary of Grouped Actions and Metrics

Effective Actions and Metrics

Teacher Qualifications and ELA Performance:

Highly qualified teachers contributed to strong ELA performance, with 72.83% of students meeting or exceeding standards.

Standards-Aligned Instructional Materials and Overall Academic Quality:

Use of aligned materials ensured curriculum quality, supporting positive student outcomes in ELA.

Physical Fitness Test

SunRidge successfully implemented the Physical Fitness Test in grades 5th and 7th.

Surveys and Stakeholder Satisfaction:

Regular feedback through surveys informed continuous improvement, contributing to overall school effectiveness.

Course Access and Holistic Education:

Broad course access promoted well-rounded education, aligning with Waldorf principles and enhancing student engagement.

Ineffective Actions and Metrics

Math Interventions and CAASPP Math Performance:

Current interventions did not adequately improve math performance, with only 48.3% meeting or exceeding standards.

Support Programs for Unduplicated Students and Math Performance:

Although support programs were in place, their impact on math achievement was limited, indicating a need for enhanced strategies.

Conclusion

Overall, the actions taken during the three-year LCAP cycle have been effective in several key areas, particularly in supporting ELA performance, maintaining teacher qualifications, and ensuring broad course access. However, the ineffectiveness in improving math performance and the need for further development of Common Core-aligned materials highlight areas for targeted improvement. By addressing these gaps, the LEA can enhance the overall effectiveness of its educational strategies and better meet the needs of all students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	To create and sustain a safe, supportive, and respectful environment for all students, including unduplicated students and students with disabilities, teachers, staff, and parents.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey	May 2021 Youth Truth Survey data was not available.	January 2022 Youth Truth survey data indicates 88% of parents feel the school is a safe place to learn.	January 2023 Youth Truth survey data indicates 78% of parents feel the school is a safe place to learn.	January 2024 Youth Truth survey data indicates 83% of parents feel the school is a safe place to learn.	Address and create a high rate of parent confidence in site safety.
Suspension Rate	0% baseline for suspensions and expulsions	5 students were suspended in the 2021-22 for a total of 5.5 days 2.5% suspension rate.	2 students were suspended in the 2021-2022 for a total of 3 days 1.7% suspension rate.	2 students were suspended in the 2023-2024 for a total of 3 days 1.7% suspension rate.	Maintain low rate of suspension and 0% expulsions.
Student Surveys	Youth Truth Survey data for 2021 was not available. 2020 data indicated that 81% of 5th grade students and 76% of 8th grade students felt safe at school.	January 2022 Youth Truth survey data indicates 90% of students feel the school is a safe place to learn.	January 2023 Youth Truth survey data indicates 65% of students feel the school is a safe place to learn.	January 2024 Youth Truth survey data indicates 63% of students feel the school is a safe place to learn.	Address and create a high rate of student confidence in site safety.
FIT Survey	All ratings are good.	N/A No testing due to COVID	All rating are "GOOD"	All rating are "GOOD"	Maintain positive FIT ratings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance including Chronic Absenteeism	2019-20 Attendance: 94% Chronic Absenteeism: 16.7%	2020-21 Attendance: 97.8% Chronic Absenteeism: 5.1%	2021-22 Attendance: 90.4% Chronic Absenteeism: 31.4%	2022-2023 Attendance: 93.4% Chronic Absenteeism: 33.4%	Increase attendance to 95% and reduce chronic absenteeism by 5%.
Faculty Survey	Youth Truth Survey data for 2021 was not available. 2020 data indicated that 92% of staff responding indicated the school was an emotionally safe place for children; 17% reported feeling that students are not respectful of staff; 75% reported that the school site and grounds were a safe place for children; 83% grounds and facilities are clean and well maintained	January 2022 Youth Truth Staff Survey indicates: 94% feel there are clear rules for students against hurting other people 94% feel safe from harm while at school 88% feel adults at school try to stop bullying and harassment	January 2023 Youth Truth Staff Survey indicates: 79% feel there are clear rules for students against hurting other people 100% feel safe from harm while at school 95% feel adults at school try to stop bullying and harassment	January 2024 Youth Truth Staff Survey indicates: 100% of staff believe there are clear rules for students against hurting other people (e.g., bullying, hitting, or pushing). 95% of staff feel safe from harm while at school. 90% of staff feel adults at school try to stop bullying and harassment	Continue to provide SEL and other supports to maintain safe and positive learning environment.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of Goal Implementation in the Previous Year

CAASPP Assessment

Implementation: SunRidge students in grades 3-8 took the CAASPP assessment in Spring 2023.

Results: 72.83% of students met or exceeded the standards for ELA, and 48.3% met or exceeded the math standards.

Effectiveness: The ELA results indicate that the actions taken to improve literacy, such as employing highly qualified teachers and utilizing standards-aligned materials, were effective. However, the math results suggest that the interventions and strategies for improving math proficiency were less effective and require further enhancement.

Teacher Qualifications

Implementation: All teachers at SunRidge are highly qualified.

Effectiveness: This high qualification rate is a strong indicator of instructional quality and has likely contributed to the positive ELA outcomes and overall educational environment.

Standards-Aligned Instructional Materials

Implementation: SunRidge utilizes a variety of instructional materials, including those aligned with state standards, such as social studies and math textbooks purchased in the 2020-21 school year.

Effectiveness: The use of these materials has ensured curriculum alignment with state standards, supporting consistent and high-quality instruction, particularly in ELA.

Surveys (Teacher, Parent, Student)

Implementation: Regular surveys were conducted to gather feedback from teachers, parents, and students.

Effectiveness: Feedback from the surveys has been instrumental in identifying areas of strength and areas needing improvement, thus guiding the school's decision-making processes.

Course Access

Implementation: All students have access to core academic subjects (English, Math, Science, and Social Sciences) and enrichment programs such as music, fine and practical arts, movement, Spanish, gardening, and library.

Effectiveness: Providing broad course access has supported a well-rounded education, enhancing student engagement and overall learning experiences.

Support for Unduplicated Students and Students with Special Needs

Implementation: Support programs were provided as identified in Actions and Services.

Effectiveness: Tailored support has helped address the specific needs of unduplicated students and those with special needs, promoting equity in educational opportunities. However, the lower math performance indicates a need for more effective support in this area.

Common Core Implementation

Implementation: Teachers have been developing and implementing units and lesson plans aligned with Common Core State Standards, using existing curriculum and exploring new materials.

Effectiveness: While progress has been made, the ongoing process of integrating new materials suggests that the full potential of Common Core implementation is yet to be realized.

Substantive Differences in Planned Actions and Actual Implementation

Math Interventions:

Planned Actions: Implement targeted math interventions and professional development for teachers to enhance math instruction.

Actual Implementation: The interventions and professional development provided were insufficient to achieve the desired improvement in math proficiency, as reflected in the CAASPP results.

Common Core Materials:

Planned Actions: Fully integrate new Common Core-aligned materials into the curriculum.

Actual Implementation: The exploration and integration of new materials are ongoing, indicating a delay in fully implementing this action.

Dashboard Data Analysis

Safety Perceptions:

Parent Survey (January 2023): 83% of parents feel the school is a safe place to learn.

Student Survey (January 2024): 63% of students feel the school is a safe place to learn.

Effectiveness: There is a disparity between parent and student perceptions of safety, indicating that while parents generally feel the school is safe, a significant portion of students do not share this sentiment. This highlights the need for improved safety measures and communication with students.

Attendance and Chronic Absenteeism:

Attendance (2022-2023): 93.4%

Chronic Absenteeism: 33.4%

Effectiveness: While overall attendance is relatively high, the high rate of chronic absenteeism indicates that the actions taken to address absenteeism were not sufficiently effective.

Suspension Rate:

Data: 2 students were suspended in the 2023-2024 school year, resulting in a 1.7% suspension rate.

Effectiveness: The low suspension rate suggests effective behavior management and a positive school climate.

Staff Perceptions:

Faculty Survey (January 2024):

100% of staff believe there are clear rules for students against hurting others.

95% of staff feel safe from harm while at school.

90% of staff feel adults at school try to stop bullying and harassment.
Effectiveness: These high percentages indicate that staff feel confident in the school's safety measures and disciplinary policies, reflecting effective actions in this area.

Conclusion
Overall, the actions taken during the three-year LCAP cycle have been effective in several key areas, including ELA performance, maintaining teacher qualifications, ensuring broad course access, and creating a safe and supportive environment for staff. However, the ineffectiveness in improving math performance, the high rate of chronic absenteeism, and the lower sense of safety among students indicate areas where the current strategies need enhancement. Addressing these gaps with targeted actions will help achieve the desired goals more effectively and ensure a better learning environment for all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Expense differences are immaterial.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Analysis of Effectiveness of Specific Actions During the Three-Year LCAP Cycle

Parent and Student Safety Perceptions
Parent Survey (January 2023): 78% of parents feel the school is a safe place to learn.
Effectiveness: This indicates a relatively high level of parental satisfaction with school safety, suggesting that safety measures and communication with parents have been effective.

Student Survey (January 2024): 65% of students feel the school is a safe place to learn.
Ineffectiveness: A lower percentage of students feeling safe compared to parents indicates a potential gap in the perception of safety measures or their implementation, suggesting a need for enhanced strategies to improve students' sense of safety.

Suspension Rate
Data: In the 2023-2024 school year, 2 students were suspended for a total of 3 days, resulting in a 1.7% suspension rate.
Effectiveness: The low suspension rate indicates effective behavior management and a positive school climate. This suggests that disciplinary actions are effective and that proactive measures to address student behavior are working.

FIT Survey
Data: All ratings are "GOOD."

Effectiveness: The positive FIT survey results indicate that the physical fitness standards are high and students are achieving the desired outcome.

Attendance and Chronic Absenteeism

Data: 2022-2023 Attendance was 93.4%, with Chronic Absenteeism at 33.4%.

Ineffectiveness: While overall attendance is fairly high, the chronic absenteeism rate is a significant concern. This indicates that while many students attend regularly, a substantial number are frequently absent, necessitating targeted interventions to address the underlying causes of chronic absenteeism.

Faculty Survey (January 2024)

Data:

100% of staff believe there are clear rules for students against hurting other people.

95% of staff feel safe from harm while at school.

90% of staff feel adults at school try to stop bullying and harassment.

Effectiveness: These high percentages indicate that staff feel confident in the school's safety measures and disciplinary policies. This suggests that the actions taken to create a safe and supportive environment for staff have been highly effective.

Summary of Grouped Actions and Metrics

Effective Actions and Metrics

Parent and Faculty Perception of Safety:

High percentages of parents and staff feeling that the school is a safe place reflect effective safety policies and communication.

Behavior Management:

A low suspension rate indicates effective behavior management strategies and a positive school environment.

Ineffective Actions and Metrics

Student Perception of Safety:

A lower percentage of students feeling safe compared to parents and staff indicates a need for improved student-targeted safety measures and communication.

Chronic Absenteeism:

The high rate of chronic absenteeism suggests that current attendance interventions are not sufficiently effective and need to be revised or enhanced to better support students who are frequently absent.

Conclusion

Overall, the specific actions taken during the three-year LCAP cycle have been effective in several key areas, such as ensuring safety perceptions among parents and staff, maintaining low suspension rates, and managing school facilities. However, the lower sense of safety among students and the high chronic absenteeism rate indicate areas where the current strategies are less effective and need improvement.

Addressing these issues with targeted actions will help achieve the desired goals more effectively and ensure a better learning environment for all students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No significant changes were made to this planned goal, metrics, desired outcomes, or actions.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
SunRidge Charter School	Karina Haedo Principal	khaedo@twinhillsusd.org 707-824-2844

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

SunRidge is a K-8 Public Waldorf Charter School serving 240 students in beautiful rural Sebastopol, Sonoma County. We are located on a 10+ acre site that provides beautiful classrooms, a full sports field, a multipurpose room, a library, and gardens. 80.2% of our students are Caucasian, 9.5% are Hispanic, 8.2% are of multi-ethnicity, 0.8% are Asian-American 0.8% are African-American and 0.4% are Filipino. Our faculty and staff are dedicated and collaborative in blending Common Core standards with Waldorf's developmental pedagogy. Parents participate in bringing the school's mission and vision to vibrant life through volunteering in the classroom, and through councils, committees, and special events, thus creating a unique school culture that values inclusion, care, and respect. SunRidge students are well prepared academically for the high schools they matriculate to and the academic program is enhanced by a specialty program that includes Spanish, movement, handwork, art, instrumental music, and gardening. Social-emotional learning is emphasized through the multi-year relationship with main lesson teachers, a school counselor and a team of teachers that interact with students throughout the grades. Special Education and a multi-tiered system of support provide a network of instructional strategies for helping all students access learning.

Reflections: Annual Performance

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

In June of 2023, Star Renaissance assessment data indicates that 79.9% of students in grades 3-8 are proficient in Reading. More specifically

- 84.2% of 3-5th graders and 70.2% of 6-8th graders scored as proficient. This supports our understanding that while Waldorf methods start reading instruction slightly later than traditional schools, our middle school students demonstrate a high level of proficiency.
- Star

Renaissance assessment data indicates that 54.6% of all students in grades 3-8 are proficient in Math. More specifically, 58.4% of 3-5th graders and 72% of 6-8 graders scored as proficient. According to the CA dashboard data from 2023, our scores in ELA were 41.4 points above the

standard. Math results were 5.8 points below the state standard. Both these scores were an increase from the previous year's results. This increase in student scores is attributed to

an increase in curricular and instructional predictability.

SunRidge students took the CAASPP assessment during the Spring of 2023. Students in grades 3-8, 72.83% met or exceeded the standards for ELA. Students in grades 3-8, 48.3% met or exceeded the math standards.

The 22-23 attendance rate is 92.39%. We have continued to use Google Classroom for providing information and assignments in grades 6-8. The middle school has also implemented Aeries for communicating grades and assignments to students and families. This year the middle school piloted the Eureka Math Curriculum. We improved our rate of chronic absenteeism. Although the California Dashboard for 2023 designates our chronic absenteeism rate as "high." There is improvement from a 90.4% attendance rate in 2022. We work with a Multi-Tiered System of Support to support academic as well as social and emotional well-being, through monitoring systems, benchmarks, and assessments. We hired a counselor to provide additional social and emotional learning support to faculty, staff, and students. The counselor facilitated social and emotional learning sessions for grades Kindergarten through 8th and met with small groups of students and individual students with identified needs. The counselor also provided teachers with social and emotional learning activities and support. We have

initiated self-awareness skills and behavioral regulation for all students school-wide by implementing the Zones of Regulation program. We have trained our faculty and staff in recognizing signs of distress, and providing additional social and emotional support as indicated. All faculty participated in suicide prevention training to build skills in recognizing and addressing self -threat. We hired additional staff to support general education teachers to provide Response-to-Intervention support.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Star Renaissance assessments were used in the fall, winter and spring to guide instruction and identify students who needed support. A continued need to provide intervention services in addition to special education services is evident. The Youth Truth surveys indicate students are seeking more engagement and academic rigor. During the 2023-24 school year, we experienced a teacher shortage. Our 4th-grade teacher left the school mid-year and we were unable to hire a qualified teacher to fill this position for the remainder of the school year. As a result, we were however, able to hire to long term subs.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
SunRidge Charter School administrators met with educational partners, such as Parent Council, Charter Council, and community members	Attended Parent Council, Charter Council meetings to discuss our three LCAP goals and how to best achieve the eight state priorities addressed by the LCAP. We discussed these issues in charter council meetings, during weekly faculty meetings, and in parent council meetings.
In January, we conducted three surveys, the Youth Truth Parent Survey, the Youth Truth Staff School Survey, and the Youth Truth Middle School Survey.	One-hundred-sixty-nine community members participated in the parent survey, representing all grades in our school from TK through eighth. Our sixth, seventh and eighth-grade classes took the middle school survey.
Full time faculty	Worked throughout the year to develop a better understanding of the Multi-Tiered System of Support. This work helped us to refine our plan for the coming year.
Parents, Staff, Community Members	182 community members responded to surveys to define the school's core values
Parents, Staff, Community Members and Full Time faculty	Underwent an in-depth review to rework core values and the SunRidge Mission Statement

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Twin Hills district formed a Budget Advisory Committee. The committee reviewed the four different budgets for the elementary

and charter schools. The committee is composed of certificated staff, classified staff, Board Members, and community members and helped educate more community members regarding the financial situation of the school and the district.

SunRidge administrators and faculty met with educational partners, including staff, teachers, parents, students, and community members during the 2023-2024 school year to discuss our three goals and how to best achieve the eight state priorities addressed by the LCAP. We discussed these issues in parent council meetings, Charter Council meetings and during weekly faculty meetings. In January, we conducted three surveys, the Youth Truth Parent Survey, the Youth Truth Middle School Survey, and the Youth Truth School Staff Survey. One Hundred and Sixty Nine respondents took the survey. We reviewed the results in the Charter Council meeting, in faculty meetings, and in 2024-25 Local Control and Accountability Plan for Twin Hills Union School District Page 5 of 49
Parent Council meetings. faculty worked throughout the year to develop a better understanding of the Multi-Tiered System of Support. This work helped us to refine our plan for the coming year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To create and sustain a safe, supportive, and fully equipped environment for all students, including unduplicated students and students with disabilities, teachers, staff, and parents.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We recognize that for optimal learning to take place, all educational partners including students, parents, faculty, and staff must feel safe and secure, both physically and emotionally, on campus. This includes maintaining facilities in good repair and well-stocked classrooms with appropriate educational resources and training.
This goal meets state priorities 1 (Basic), 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), and 6 (School Climate)
This is a schoolwide goal, which is applicable to the same extent to all subgroups at SunRidge, including our only two numerically significant subgroups (Socioeconomically Disadvantaged and White).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Youth Truth Survey Middle School	63% of Middle School Students said they felt safe at school			80% of Middle School Students said they felt safe at school	
1.2	Youth Truth SurveyParent	83% of Families feel their students are safe at school			90% of Families feel	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					their students are safe at school	
1.3	Community Building Events	100% of community events were held on campus			100% of community events were held on campus	
1.4	Middle school students and teachers, who received training in technology.	100% of 5-8 grade students and teachers received Digital literacy training			100% of 5-8 grade students and teachers received Digital literacy training	
1.5	Faculty Trained in PBIS and SEL practices.	100% of full time faculty and staff trained in PBIS and SEL practices.			100% of full time faculty and staff trained in PBIS and SEL practices.	
1.6	SEL activities with students.	100% of teachers and counselor (TK8) facilitated monthly SEL activities with students.			100% of teachers and counselor (TK8) facilitated monthly SEL activities with students.	
1.7	Staff Trained in Emergency Preparedness Drills	100% of full time staff were trained in Emergency Preparedness			100% of full time staff were trained in Emergency Preparedness	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	School Counselor	100% of counseling support provided in SEL services			100% of counseling support provided in SEL services	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

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

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Community Building Events	Resume community building events including festivals, field trips, and inperson parent informational meetings.	\$1,100.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Emergency and Safety Training	Emergency and safety training for all faculty and staff.		No
1.3	School counselor	Provides support services for students with disabilities and other students (Res7435)	\$48,000.00	Yes
1.4	Facility Maintenance	Maintain all facilities in good repair.	\$181,308.00	No
1.5	Anti-Bias Training	Anti-bias professional development for faculty and staff and Middle School Students		No
1.6	Training - General Ed	Total General Ed Training [Excl RTI and SpEd Training]	\$5,660.00	No
1.7	Training - RTI	Additional RTI Training will be delivered to RTI Faculty and Staff		Yes
1.8	Special Education Teacher	Provides support services for students with disabilities and other students not meeting standards in conjunction with the intervention teacher and a special education assistant.	\$110,314.00	Yes
1.9	School Learning Extension	Provide small group instruction and individual tutoring through before and/or after school support sessions, including support for students in special education program. Continue 40% RTI reading and math support.	\$70,230.00	Yes
1.10	Instructional Assistants	Provide instructional assistant support for underachieving students in Math and ELA.	\$31,474.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase educational partner (student, parent, faculty) engagement and understanding of curricular expectations in order to support student success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

The aim of this goal is to increase understanding of our curriculum and state standards and to provide meaningful and accurate reports on student achievement and progress. This goal meets state priorities 1 (Basic), 3 (Parental Involvement), 4 (Pupil Achievement), 5 (Pupil Engagement), 6 (School Climate), and 8 (Other Pupil Outcomes). This is a schoolwide goal, which is applicable to the same extent to all subgroups at SunRidge, including our only two numerically significant subgroups (Socioeconomically Disadvantaged and White).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Youth Truth Parent Survey	82% of parents feel that they receive information about what my child should learn and be able to do			90% of parents feel that they receive information about what my child should learn and be able to do	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Youth Truth SurveyParent	79% of parents feel engaged at school			85% of parents feel engaged at school	
2.3	Parent-Teacher Conferences	70% of parents met with their child's teacher at least one time to discuss student progress.			90% of parents met with their child's teacher at least one time to discuss student progress.	
2.4	Class Parent Evenings	50% of general education teachers presented and explained the curriculum through the grades in a parent meeting.			100% of general education teachers presented and explained the curriculum through the grades in a parent meeting.	
2.5	Revise Core Values	Core Values surveys were provided to 100% of faculty, parents, and staff. 33.8% responded.			80% response from faculty, staff, and parent community	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

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

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Core Curriculum/Enhanced Academics Implementation	Curriculum/Enhanced Academics (Math & Foreign Language) staff salaries and benefits costs (costs for .20 FTE Math only, cost for Foreign Language included with Goal/Action 3.6).	\$20,823.00	No
2.2	ELA and Mathematics Skills through the Grades Chart	Create a skill expectation continuum for ELA and mathematics through the grades.	\$0.00	No
2.3	Homework Expectations	Create and communicate homework expectations.		No
2.4	Parent Education	Provide quality parent education events		No
2.5	Subject Through the Grades Chart	Distribute and explain “subject through the grades” guide.		No
2.6	Parent-Teacher Meetings	Parent-Teacher Meetings		No
2.7	New Report Card Template	Create a new report card template aligned with state standards.		No
2.8	Purchase ELA Curriculum	Create vertical midline expectations and support in ELA for grades 1-8 (See Goal/Action 3.7 for available funding)		No

Action #	Title	Description	Total Funds	Contributing
2.9	Purchase Math Curriculum	Create vertical midline expectations and support in Math for grades 1-8 (See Goal/Action 3.7 for available funding)		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a high quality education aligned with the core principles of Public Waldorf Education.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As a “school of choice,” we offer an education aligned with the core principles of Public Waldorf Education. SunRidge School pedagogy aligns the view of human development according to Waldorf education with the best practices of public education. Reference: Alliance for Public Waldorf Education, <https://www.publicwaldorf.org/>
 This goal meets state priorities 1 (Basic), 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), and 6 (School Climate) This is a schoolwide goal, which is applicable to the same extent to all subgroups at SR, including our only two numerically significant subgroups (Socioeconomically disadvantaged and White).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Highly Qualified Teachers	100% of teachers are highly qualified			100% of teachers are highly qualified	
3.2	Provide fine and practical art, music, movement, Spanish, gardening, and other enrichment classes	80% of enrichment program staffed			100% of enrichment program staffed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Professional Development	50% of teachers participated in professional development regarding Public Waldorf education			100% of teachers participated in professional development regarding Public Waldorf education	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

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

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Qualifications	3.1 Hire and maintain highly qualified, credentialed teachers with Waldorf teacher training.	\$1,110,450.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Alliance for Public Waldorf Education and Charter School Development Center	3.2 Continue membership with the Alliance for Public Waldorf Education and the Charter School Development Center	\$3,000.00	No
3.3	Professional Development	3.3 Continue professional development for faculty and staff in alignment with the core principles of Public Waldorf Education		No
3.4	Arts Curriculum	3.4 Maintain and strengthen arts curriculum.		No
3.5	State Standards Alignment	3.5 Confirm and analyze alignment of common core state standards as articulated by the Alliance for Public Waldorf Education		No
3.6	Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education	3.6 Faculty Salaries and Benefits for delivering Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education.	\$381,214.00	No
3.7	-Waldorf Program Class Materials and Supplies	3.7 Cost of Waldorf Program Class Materials and Supplies. Includes Enrichment Programs and Class Fund Accounts	\$33,900.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$172,233	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.726%	0.000%	\$0.00	6.726%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: School counselor</p> <p>Need: actions will address all needs including the needs unduplicated students.</p> <p>Scope:</p>	School counseling provides screening for mental wellness for all students	Increase in counseling provided to identified student

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.7	<p>Action: Training - RTI</p> <p>Need: Identify student needs in regard to targeted instruction</p> <p>Scope: Schoolwide</p>	<p>General: Multi-Tiered System of Support The Student Study Team meets weekly to ensure the Multi-Tiered System of Support (MTSS) meets the needs of all learners and that Child Find is in place to identify students in need of additional support. In addition, an MTSS tracking system is used to monitor student interventions and referrals for Special Education and 504 assessments.</p> <p>The California Department of Education has identified the implementation of an effective Multi-Tiered System of Support as instrumental in the academic, behavioral, and social success of all students. Sebastopol School's MTSS program is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school. These services are the most effective use of the funds to meet the goals for all students and in particular our unduplicated pupils. "California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students." Reference: The California Department of Education website, https://www.cde.ca.gov/ci/cr/ri/</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Multi-Tiered System of Support are provided to the entire school. Specific services for low-income students, foster youth, and English learners are action based. Low-Income student actions will include: Contact with parents/students to determine if they have special or unmet needs. Coordination with parents/students and schools as necessary for optional learning delivery of assignment materials and provision of necessary school supplies. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health or welfare needs are identified. Coordination and communication with shelters to engage students. Coordination and communication with homeless agencies to make them aware of Twin Hills Union School District's homelessness services. Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer.</p> <p>Supports specific to Foster Youth will include: Case management to support all eligible foster youth. Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail. Monitoring of attendance/engagement and communication with teachers and administrators when needed. Referrals to both district and community agencies for additional support/resources as needed. Collaboration with Student Hearing and Placement and Special Education agencies so that any new youth entering the district are placed in the appropriate</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>school in a timely manner. Supports specific to English Learners will include: Students will receive both integrated and designateLow-Income student actions will include: Contact with parents/students to determine if they have special or unmet needs. Coordination with parents/students and schools as necessary for optional learning delivery of assignment materials and provision of necessary school supplies. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health or welfare needs are identified. Coordination and communication with shelters to engage students. Coordination and communication with homeless agencies to make them aware of Twin Hills District Homeless Services.</p>	
1.8	<p>Action: Special Education Teacher</p> <p>Need: IEP Students</p> <p>Scope: Schoolwide</p>	See description for Action 1.8	See Goal 1 Metrics

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	Action: Anti-Bias Training Need: See description for Action 1.5 Scope:	See description for Action 1.5	youth truth survey
1.9	Action: School Learning Extension Need: See description for Action 1.9 Scope: Limited to Unduplicated Student Group(s)	See description for Action 1.9	See Goal 1 Metrics
1.10	Action: Instructional Assistants Need: Differentiated student support Scope: Limited to Unduplicated Student Group(s)	See description for Action 1.10	star renaissance assessments

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

These funds will be spent on the students attending SunRidge's K-8 program. A school counselor position was added and will support unduplicated students by providing academic, social-emotional, and behavioral support. Research indicates that counseling services support academic achievement in elementary school (Barna, J. Bratt, P. Professional School Counseling, 2007) Middle School students received support on anti bias training, specifically for the LGTQIA population. We found qualified applicants for the instructional aide positions last year These services are increasing for unduplicated students by providing additional instructional support for students not proficient in Math and ELA.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	
Staff-to-student ratio of certificated staff providing direct services to students	n/a	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,560,654	172,233	6.726%	0.000%	6.726%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,661,321.00	\$117,164.00	\$218,988.00	\$0.00	\$1,997,473.00	\$1,833,488.00	\$163,985.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Community Building Events	All	No					\$0.00	\$1,100.00	\$1,100.00				\$1,100.00	
1	1.2	Emergency and Safety Training	All Students with Disabilities	No												
1	1.3	School counselor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: SunRidge School tk-8		\$0.00	\$48,000.00		\$48,000.00			\$48,000.00	
1	1.4	Facility Maintenance	All Students with Disabilities	No					\$148,108.00	\$33,200.00	\$181,308.00				\$181,308.00	
1	1.5	Anti-Bias Training	All	No			All Schools									
1	1.6	Training - General Ed	All	No			All Schools		\$3,660.00	\$2,000.00		\$5,660.00			\$5,660.00	
1	1.7	Training - RTI	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income										
1	1.8	Special Education Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$70,529.00	\$39,785.00	\$70,529.00		\$39,785.00		\$110,314.00	
1	1.9	School Learning Extension	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student	English Learners Foster Youth Low Income			\$67,230.00	\$3,000.00	\$70,230.00				\$70,230.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.10	Instructional Assistants	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$31,474.00	\$0.00	\$31,474.00				\$31,474.00	
2	2.1	Core Curriculum/Enhanced Academics Implementation	All Students with Disabilities SWD	No			All Schools Specific Schools: SunRidge School tk-8		\$20,823.00	\$0.00	\$20,823.00				\$20,823.00	
2	2.2	ELA and Mathematics Skills through the Grades Chart	All Students with Disabilities SWD	No			All Schools Specific Schools: SunRidge School tk-8th grade		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Homework Expectations	All Students with Disabilities	No			Specific Schools: SunRidge School 3rd-8th grade									
2	2.4	Parent Education	All Students with Disabilities	No			Specific Schools: SunRidge School tk-8th									
2	2.5	Subject Through the Grades Chart	All Students with Disabilities SWD	No												
2	2.6	Parent-Teacher Meetings	All	No			Specific Schools: SunRidge School tk-8th									
2	2.7	New Report Card Template	All	No			All Schools Specific Schools:									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							SunRidge School tk-8									
2	2.8	Purchase ELA Curriculum	All Students with Disabilities	No			All Schools Specific Schools: SunRidge School 1-8									
2	2.9	Purchase Math Curriculum	All Students with Disabilities	No			All Schools Specific Schools: SunRidge School 1-8									
3	3.1	Teacher Qualifications	All	No					\$1,110,450.00	\$0.00	\$1,110,450.00				\$1,110,450.00	
3	3.2	Alliance for Public Waldorf Education and Charter School Development Center	All	No					\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.3	Professional Development	All	No			All Schools Specific Schools: SunRidge School k-8									
3	3.4	Arts Curriculum	All	No			All Schools Specific Schools: SunRidge School k-8									
3	3.5	State Standards Alignment	All Students with Disabilities IEP Students	No			All Schools Specific Schools: SunRidge School tk-8									
3	3.6	Enhanced/Expanded Curricular Programs - Music, Practical Arts, Physical Education	All	No			All Schools Specific Schools:		\$381,214.00	\$0.00	\$170,407.00	\$32,357.00	\$178,450.00		\$381,214.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							SunRidge School tk-8									
3	3.7	-Waldorf Program Class Materials and Supplies	All	No			All Schools Specific Schools: SunRidge School tk-8		\$0.00	\$33,900.00	\$2,000.00	\$31,147.00	\$753.00		\$33,900.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,560,654	172,233	6.726%	0.000%	6.726%	\$172,233.00	0.000%	6.726 %	Total:	\$172,233.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$101,704.00
								Schoolwide Total:	\$70,529.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	School counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: SunRidge School tk-8		
1	1.7	Training - RTI	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.8	Special Education Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income		\$70,529.00	
1	1.9	School Learning Extension	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$70,230.00	
1	1.10	Instructional Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$31,474.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,100,216.00	\$1,967,249.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Teachers	No	\$1,185,951.00	\$1,166,187
1	1.2	1.0 FTE Intervention Teacher	No	\$44,826.00	\$34,438
1	1.3	Special Education Teacher	No Yes	\$97,275.00	\$69,755
1	1.4	Departmental team collaborative planning	No	\$14,155.00	\$12,500
1	1.5	School Learning Extension	No Yes	\$118,152.00	\$101,459
1	1.6	Enrichment Program	No	\$261,168	\$269,108
1	1.7	Professional Development	No	\$6,961.00	\$2,053
1	1.8	Technology Education and Chromebooks	No	\$17,800.00	\$65
1	1.9	Counselor	No	\$62,512.00	\$57,137

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Instructional Assistants	No	\$58,791.00	\$50,594
			Yes		
1	1.11	Technology Coordinator	No		
2	2.1	Social Emotional Learning	No	\$4,850.00	\$4,750
2	2.2	Attendance	No	\$1,825.00	\$1,825
2	2.3	Parent Outreach	No	\$15,200.00	\$15,736
2	2.4	Custodial Services	No	\$210,750.00	\$181,642

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
171,584	\$171,584.00	\$171,584.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Special Education Teacher	Yes	\$0.00	\$19,531.00		
1	1.5	School Learning Extension	Yes	\$116,081.00	\$101,459.00		
1	1.10	Instructional Assistants	Yes	\$55,503.00	\$50,594.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,486,001	171,584	0.0%	6.902%	\$171,584.00	0.000%	6.902%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
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2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.

- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023/2024	13.90	11.90	1.0	1.0				

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language			3			

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	3

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

SunRidge Charter School prides itself on the involvement of students' parents in all aspects of the school. Parent participation includes volunteers in the classroom, on field trips, and organizing festivals, fundraising, and special events. Each class teacher holds parent evenings four times a year to discuss curriculum, pedagogy, and current events in the classroom. The SunRidge Parent Council has been revitalized this year. There is a parent representative in most classes by which supports teacher appreciation events and other information is disseminated. A parent group is active and diligent in creating a stakeholder engagement document delineating the roles of parents, students, faculty, and staff during distance learning. Parent Council is able to meet monthly to discuss school issues, organize fundraising events, provide parent input to the school, and promote a healthy social and cultural life in the school. The Parent Council Chairperson updates a Facebook school community page. SunRidge is governed by a 7-9 member Charter Council comprised of 3-4 faculty members, 2-4 parents, and 1 non-parent community member that also meets monthly. The School Director attends all Charter Council meetings serving as a non-voting member of the Charter Council with whom s/he collaborates on all major school decisions. The SunRidge Charter stipulates that the school will operate in a collaborative manner, where stakeholder input is encouraged and valued. The school bulletin is issued twice a month and all school announcements provide information to the parent community. Input from educational partners on a full array of areas including the educational program, safety, operations, and social and emotional climate is gathered in annual surveys sponsored by Youth Truth. This year's surveys were given to students in grades 6-8th grades, and all parents and faculty/staff. Parents are welcome to contact the Charter Council Chairperson or the director with any questions. Contact information is located on the school website.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, our LEA has identified three primary focus areas for improvement in building relationships between school staff and families: strengthening curricular expectations, improving pupil behavior, and promoting regular school attendance. The following strategies will guide our efforts:

Strengthening Curricular Expectations:

Enhanced Communication of Curriculum Goals: We will implement regular informational sessions and distribute detailed guides that clearly outline curricular goals, expectations, and academic standards. This ensures that families are well-informed and can support their children's learning at home.

Parent-Teacher Collaboration: Establishing quarterly curriculum nights and parent-teacher workshops where families can engage directly with educators to discuss curriculum content, assessment methods, and ways to support student learning.

Interactive Learning Platforms: Introducing digital platforms in the Middle School that provide families with real-time access to student progress.

Improving Pupil Behavior:

Behavioral Expectations Workshops: Conducting workshops for families to explain school behavioral policies, expectations, and positive reinforcement strategies. This helps create a consistent approach to behavior management between home and school.

Positive Behavior Support Programs: Implementing school-wide positive behavior interventions and supports (PBIS) that involve families in recognizing and rewarding positive student behavior, thereby fostering a collaborative effort in promoting good conduct.

Behavioral Feedback System: Developing a communication system that provides regular updates to families about their child's behavior, including both positive feedback and areas for improvement, encouraging continuous dialogue and joint problem-solving.

Promoting Regular School Attendance:

Attendance Awareness Campaigns: Launching campaigns that highlight the importance of regular school attendance and its impact on academic achievement. This includes distributing informational materials and hosting events that educate families on the benefits of consistent attendance.

Support Services for Attendance Barriers: Providing resources and support for families facing challenges that hinder regular attendance, such as transportation issues, health concerns, or socio-economic difficulties. This might involve collaboration with community organizations to offer comprehensive support.

Attendance Tracking and Incentives: Establishing a robust attendance tracking system that involves families by sending regular attendance reports and recognizing students and families for improved and perfect attendance records through awards and celebrations.

Through these targeted efforts, we aim to create a stronger partnership between school staff and families, thereby enhancing curricular understanding, promoting positive student behavior, and ensuring regular attendance. By fostering open communication, mutual support, and active engagement, we are committed to building a collaborative school community that supports every student's academic and personal growth.

This narrative highlights specific strategies and actions the school will take to address the identified areas for improvement, fostering a stronger partnership between school staff and families to support student success.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, our LEA has identified several strategies to improve engagement with underrepresented families from our large white socio-economically disadvantaged population. Our initiatives include:

Enhanced Communication:

Simplified Messaging: Providing clear and concise communication through multiple channels, including texts, phone calls, and printed materials, to ensure all families receive important information in an accessible format.

Flexible Event Scheduling: Scheduling parent-teacher conferences, school meetings, and events at various times, including evenings, to accommodate working families.

Family Welcome Partners: Establishing a family welcome system at the school that provides resources, support services, and a space for parents to connect with staff and each other.

Empowering Family Involvement:

Parent Advisory Committees: Creating parent advisory committees with representation from socio-economically disadvantaged families to ensure their voices are included in school decision-making processes.

Regular Feedback Collection: Conducting surveys and focus groups to gather continuous input from families, allowing the school to address their concerns and needs promptly.

Supportive Programs and Partnerships:

Parent Education and Support: Offering workshops on topics such as supporting student learning, understanding school expectations, and accessing community resources.

By implementing these strategies, we aim to create a supportive and inclusive environment where socio-economically disadvantaged families feel valued and actively engaged in their children’s education. Our goal is to build strong relationships that enhance the overall educational experience for all students.

These narratives highlight specific actions and strategies aimed at improving the engagement of underrepresented families in a school with a large socio-economically disadvantaged white population, focusing on communication, accessibility, trust-building, empowerment, and support.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	3
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	2
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	2
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	2

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, our Public Waldorf charter school has identified several key strengths and areas of progress in building partnerships for student outcomes. Our holistic and

community-focused approach has fostered strong relationships among students, families, staff, and the broader community, contributing significantly to our students' academic and personal development. The following highlights our current strengths and progress:

Holistic Education Model:

Integrated Curriculum: Our Waldorf education model, which integrates arts, academics, and practical skills, has been highly praised by educational partners for its ability to engage students deeply and holistically. This approach nurtures well-rounded individuals and fosters a love for learning.

Emphasis on Social-Emotional Development: By prioritizing social-emotional learning alongside academic achievement, we create a supportive and nurturing environment that enhances student well-being and resilience, leading to improved student outcomes.

Strong Family Engagement:

Parent Participation: Our school has a robust tradition of parent involvement, with many parents actively participating in classroom activities, festivals, and school governance. This high level of engagement fosters a strong sense of community and partnership in the educational process.

Regular Communication: We maintain open and consistent communication with families through weekly newsletters, parent-teacher meetings, and community forums. This transparency and collaboration ensure that families are well-informed and involved in their children's education.

Community Integration:

Local Partnerships: Our school has established strong partnerships with local businesses, artists, and community organizations. These partnerships enrich our educational offerings and provide students with real-world learning experiences.

Service Learning Projects: Engaging students in community service projects fosters a sense of responsibility and connection to the community, enhancing their civic awareness and leadership skills.

Professional Development:

Ongoing Teacher Training: We invest in continuous professional development for our teachers, focusing on Waldorf pedagogy, child development, and innovative teaching practices. This commitment to teacher growth ensures that our educators are well-equipped to meet the diverse needs of our students.

Collaborative Culture: Our school culture promotes collaboration among teachers, staff, and families, creating a cohesive and supportive educational environment. Regular faculty meetings and collaborative planning sessions enable us to share best practices and address challenges collectively.

Student-Centered Approach:

Individualized Learning Plans: We prioritize individualized learning plans tailored to each student's strengths, needs, and interests. This personalized approach supports academic achievement and personal growth, fostering a sense of ownership and motivation in students.

Focus on Arts and Creativity: Our strong emphasis on arts and creativity in the curriculum has been shown to enhance critical thinking, problem-solving, and emotional expression, contributing to overall student success.

Overall, our Waldorf charter school's commitment to holistic education, strong family and community partnerships, and continuous professional development has created a vibrant and supportive learning environment. These strengths and our ongoing progress in building partnerships have significantly contributed to positive student outcomes, preparing our students for lifelong success.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, our Public Waldorf charter school has identified several focus areas for improvement in building partnerships for student outcomes. Our goal is to deepen the engagement and collaboration between school staff, families, and the community to support our students' holistic development. The following areas have been identified as priorities for enhancement:

Enhanced Family Engagement:

Improving Communication Channels: While we have strong communication practices, we recognize the need to enhance the frequency and clarity of our communications. We will continue to implement more robust digital platforms, such as a dedicated school app and an updated website, to ensure families have real-time access to important information, updates, and resources.

Expanding Parent Education Programs: We will offer additional workshops and seminars focused on Waldorf education principles, child development, and effective ways parents can support their children's learning at home. This will help parents feel more connected to and involved in their children's educational journey.

Strengthening Community Partnerships:

Building Local Collaborations: Although we have some partnerships with local businesses and organizations, we aim to expand these relationships to provide more diverse learning experiences for our students.

Community Resource Integration: We will work to integrate more community resources into our school programs, such as guest speakers, local artists, and environmental experts, to enhance our curriculum and provide students with real-world learning experiences.

Professional Development for Staff:

Focused Training on Family Engagement: We will provide targeted professional development for our teachers and staff on effective family engagement strategies, including cultural competency training and techniques for fostering stronger home-school connections.

Increasing Student Voice and Agency:

Student-Led Conferences and Projects: We will introduce more opportunities for students to take the lead in their learning, such as student-led parent-teacher conferences and project-based learning presentations that involve family and community members.

Feedback Mechanisms: Implementing regular surveys and feedback sessions with students to understand their needs and interests better, ensuring that our partnership initiatives are aligned with their goals and aspirations.

Creating a Welcoming School Environment:

Inclusive School Culture: We aim to foster a more inclusive and welcoming school culture by celebrating diversity and promoting equity. This includes hosting multicultural events and creating spaces where all families feel valued and respected.

By focusing on these areas for improvement, our Public Waldorf charter school seeks to build stronger, more meaningful partnerships with families and the community. These efforts will enhance student outcomes by creating a supportive, collaborative, and enriching educational environment.

This response outlines specific areas where the school plans to enhance its partnerships to support student outcomes, emphasizing family engagement, community collaboration, professional development, student agency, and an inclusive school culture.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, our Public Waldorf charter school is committed to enhancing the engagement of underrepresented families in building partnerships for student outcomes. While we currently hold regular parent evenings, parent-teacher conferences, and parent education events, we recognize the importance of reaching out to all families, including those who may be underrepresented or less engaged. The following strategies will guide our efforts:

Enhanced Communication and Outreach:

Personalized Invitations: Ensuring personalized invitations are sent to underrepresented families for all parent engagement events, emphasizing the value of their participation in their child's education.

Cultural Sensitivity: Incorporating cultural sensitivity into our communications to ensure all families feel respected and welcomed. This includes translating materials into languages spoken by underrepresented families and providing interpretation services as needed.

Tailored Parent Education Programs:

Relevant Topics: Offering parent education workshops that address the specific needs and interests of underrepresented families, such as navigating the education system, understanding Waldorf principles, and supporting children's learning at home.

Community Engagement Initiatives:

Local Partnerships: Strengthening partnerships with local community organizations and leaders to facilitate outreach efforts and build trust within underrepresented communities.

Community Events: Hosting community events that celebrate diversity and showcase student achievements, inviting underrepresented families to participate and engage with school staff and other families.

Feedback and Collaboration:

Listening Sessions: Holding listening sessions or focus groups with underrepresented families to gather feedback on their needs, concerns, and ideas for enhancing family engagement. This input will inform our ongoing efforts and ensure they are responsive to community voices.

Parent Advisory Group: Continuing a parent advisory group that includes representation from underrepresented families, providing a platform for ongoing dialogue and collaboration in decision-making processes.

Celebrating Cultural Diversity:

Cultural Awareness Events: Organizing cultural awareness events that highlight the rich diversity within our school community, encouraging mutual understanding and appreciation among all families.

Student Showcases: Showcasing student performances and projects that reflect the cultural backgrounds and traditions of underrepresented families, fostering a sense of pride and inclusion.

Through these initiatives, our Public Waldorf charter school aims to strengthen partnerships with underrepresented families, ensuring they feel valued, supported, and actively engaged in their children's education. By fostering a collaborative and inclusive school environment, we believe we can enhance student outcomes and promote lifelong learning for all students.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	2
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, our Public Waldorf charter school has demonstrated strong strengths and notable progress in seeking input for decision-making processes. We prioritize gathering diverse perspectives from stakeholders to inform our educational practices and enhance student outcomes. The following highlights our current strengths and progress:

Comprehensive Parent Surveys:

Regular Administration: We conduct annual parent surveys to gather feedback on various aspects of our school's operations, curriculum, and community engagement efforts. These surveys are designed to capture insights and suggestions from parents regarding their children's educational experiences and overall satisfaction with our programs.

Actionable Feedback: The data collected from these surveys are carefully analyzed to identify trends, strengths, and areas for improvement. We use this information to make informed decisions that positively impact student learning and support our commitment to continuous improvement.

Effective Data Utilization:

Data-Driven Decision Making: Our school utilizes local data sources, including student achievement data, attendance records, and demographic information, to inform instructional strategies and resource allocation. By analyzing these data points, we can tailor our educational interventions to meet the diverse needs of our students effectively.

Educational Partner Input: We actively seek input from educational partners, including teachers, staff, and community members, through collaborative meetings, forums, and advisory committees. This input is crucial in shaping school policies, programs, and initiatives that align with our educational mission and values.

Transparent and Inclusive Processes:

Open Communication Channels: We maintain open communication channels with stakeholders through regular updates, newsletters, and public meetings. This transparency ensures that our decision-making processes are accessible and inclusive, allowing stakeholders to stay informed and engaged.

Collaborative Decision Making: Our school fosters a collaborative decision-making culture where stakeholders are encouraged to participate in discussions, share perspectives, and contribute to the development of school-wide goals and priorities.

Community Engagement Initiatives:

Community Forums and Workshops: We organize community forums and festivals to gather input from a wide range of community members, including parents, alumni, and local residents. These forums provide valuable insights and perspectives that guide our strategic planning and initiatives.

In conclusion, our Public Waldorf charter school's commitment to seeking input for decision-making is reflected in our proactive approach to engaging stakeholders, utilizing data effectively, and fostering a collaborative culture. By leveraging these strengths and continuing to refine our processes, we aim to sustainably enhance student success and strengthen our school community.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, our Public Waldorf charter school has identified several key focus areas for improvement in Seeking Input for Decision-Making. These focus areas are designed to ensure that our decision-making processes are inclusive, transparent, and reflective of the diverse perspectives within our school community.

Enhanced Communication Channels: We aim to improve our communication methods to ensure that all educational partners, including parents, teachers, students, and community members, are informed and engaged. This involves utilizing multiple platforms such as newsletters, and regular meetings to disseminate information and gather feedback effectively.

Continue to offer regular Stakeholder Meetings: We have established a routine schedule for stakeholder meetings. These meetings will continue to provide a structured forum for discussion, allowing educational partners to voice their opinions, share insights, and collaborate on school initiatives. We ensure these meetings are accessible to all, including offering virtual attendance options.

Surveys and Feedback Tools: Implementing regular surveys and feedback tools will help us gather comprehensive input from all educational partners. These tools will be designed to be user-friendly and inclusive, capturing diverse viewpoints on various school policies, programs, and decisions.

Professional Development on Collaboration: Providing professional development for our staff on effective collaboration and communication strategies will help enhance our ability to seek and integrate input from educational partners. Training will focus on active listening, conflict resolution, and fostering an inclusive environment for dialogue.

By focusing on these areas, our Public Waldorf charter school is committed to fostering a culture of collaboration and shared responsibility, ensuring that all educational partners are actively involved in shaping the future of our school. This approach aligns with our mission to create a supportive and participatory educational community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, our Public Waldorf charter school has identified several strategies to improve the engagement of underrepresented families in seeking input for decision-making. Recognizing the importance of including all voices in our community, we are committed to creating an inclusive and equitable environment that ensures every family has the opportunity to contribute meaningfully.

Targeted Outreach and Communication: We will enhance our communication strategies to reach underrepresented families more effectively. This includes personalized invitations to school events, meetings, and decision-making forums, as well as utilizing culturally relevant and multilingual communication channels to ensure accessibility and understanding.

Parent Liaisons and Community Ambassadors: We will establish a network of parent liaisons and community ambassadors who reflect the cultural and linguistic diversity of our school community. These individuals will serve as bridges between the school and underrepresented families, facilitating communication, encouraging participation, and ensuring their voices are heard.

Community Events and Informal Gatherings: Hosting regular community events and informal gatherings will provide opportunities for building relationships and trust with underrepresented families. These events will create a comfortable setting for families to share their insights and become more engaged with the school community.

By implementing these strategies, our Public Waldorf charter school aims to create a more inclusive and participatory environment for all families. This commitment aligns with our mission to foster a holistic, diverse, and supportive educational community where every family feels empowered to contribute to the decision-making process.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Overall Scores from Youth Truth
Engagement: The score is 3.23
Academic Challenge: The score is 3.56.
Culture: The score is 3.21.
Belonging & Peer Collaboration: The score is 3.41.
Relationships: The score is 3.15.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Belonging & Peer Collaboration: Scoring 3.41, this is in the 62nd percentile, indicating a stronger sense of belonging and collaboration among students.

The Relationships score is notably low, with the lowest-rated question being about teachers connecting classroom learning with students' lives outside of school.

Actions and Revisions:
Professional Development: Implement regular professional development sessions for teachers focused on building strong, supportive relationships with students and connecting curriculum content to real-life situations.
Feedback Mechanisms: Create regular opportunities for students to provide feedback on their experiences and interactions with teachers, using this feedback to improve teaching practices.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

The relationships score is notably low, with the lowest-rated question being about teachers connecting classroom learning with students' lives outside of school. Identified Needs: The lower score in relationships suggests a need for improving the quality of relationships between students and teachers, as well as among students. Building stronger, more supportive relationships could be a focus area.

Actions and Revisions:

Professional Development: Implement regular professional development sessions for teachers focused on building strong, supportive relationships with students and connecting curriculum content to real-life situations.

Feedback Mechanisms: Create regular opportunities for students to provide feedback on their experiences and interactions with teachers, using this feedback to improve teaching practices.

Areas of Strength: The relatively high score in academic challenge suggests that the curriculum is rigorous for many students, which is positive. This strength can be leveraged to further push for academic excellence. The high score in peer relationships and belonging indicates that many students feel connected and work well with their peers. This positive peer collaboration can be built upon to further strengthen the sense of community.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

In our Public Waldorf charter school, we employ a variety of locally selected measures and tools to ensure that all students have access to, and are enrolled in, a broad course of study. These measures are tailored to different grade spans, unduplicated student groups, and individuals with exceptional needs.

Measures and Tools:

Curriculum Audits and Alignment Checks:

Regular audits ensure the curriculum aligns with both Waldorf principles and state standards. Ensures coverage of core subjects and enrichment activities like arts, music, and physical education.

Enrollment Data Analysis:

Disaggregated by grade level, unduplicated student groups (such as socioeconomically disadvantaged students, English learners, foster youth), and students with exceptional needs. Tracks participation in various programs and subjects.

Individualized Education Plans (IEPs) and 504 Plans:

For students with exceptional needs, we regularly review and update IEPs and 504 Plans. Ensures these students have access to a broad curriculum tailored to their needs.

Student Surveys and Feedback:

Collects feedback on course offerings and accessibility. Identifies gaps or areas for improvement in course availability and student satisfaction.

Teacher and Staff Assessments:

Regular assessments and professional development to ensure teachers are equipped to deliver a broad and inclusive curriculum. Focus on differentiated instruction to meet diverse student needs.

Parent and Community Involvement:

Engagement through meetings and surveys to gather input on curriculum and course accessibility.
Helps in making informed decisions that reflect community needs and values.

By using these measures, our LEA ensures that all students, including those from unduplicated student groups and those with exceptional needs, have equitable access to a comprehensive and enriching educational experience.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students receive the same comprehensive Waldorf curriculum, covering core academic subjects, arts, music, physical education, and handwork.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Socioeconomic Disparities:

Accessibility: Socioeconomically disadvantaged students face barriers such as transportation issues, making it difficult for them to participate in after-school programs and enrichment activities.

Training: Teachers require ongoing professional development to effectively differentiate instruction and integrate students with exceptional needs into the regular classroom environment.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Based on the results from our locally selected measures, the LEA has implemented and will continue to implement several key revisions, decisions, and actions to ensure all students have access to a broad course of study.

Revisions and Decisions:

Enhanced Funding and Resource Redistribution:

Securing additional funding through grants and partnerships.

Professional Development:

Providing ongoing training focused on differentiated instruction and inclusive teaching practices.

Offering specialized training for integrating students with exceptional needs into the regular curriculum.

Personalized Learning Support:

Developing personalized learning plans for students needing additional support.

Establishing a system for regular monitoring and assessment of student progress.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

AGREEMENT

BETWEEN

TWIN HILLS UNION
SCHOOL DISTRICT

AND

TWIN HILLS
TEACHERS ASSOCIATION

Expires June 30, 2025

[Please see district website for current contract](#)

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

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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: _____

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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