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SunRidge School Charter Renewal Petition 1

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)]

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- **The Twin Hills Union School District shall ensure that teachers in the Charter School hold the appropriate certificates, permits, or other documents required for the teacher's certificated assignment.** The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- **The Twin Hills Union School District shall at all times maintain all necessary and appropriate insurance coverage.**
- **The Charter School shall offer the minimum number of instructional minutes and days required per grade level**, pursuant to Education Code Section 47612.5(a)(1)(A)-(D). *(see Appendix A)*
- **If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason**, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. [Ref. Education Code Section 47605(e)(3)]
- **The Charter School may encourage parental involvement**, but shall notify parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- **SunRidge School shall maintain accurate and contemporaneous written records that document all pupil attendance** and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- **SunRidge School shall consult with its parents and teachers on a regular basis** regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)] • **SunRidge School shall comply with all applicable jurisdictional limitations to the locations of its facilities.** [Ref. Education Code Sections 47605 and 47605.1]
- **SunRidge School shall comply with all laws establishing the minimum and maximum age for public school enrollment.** [Ref. Education Code Sections 47610 and 47612(b)] • **SunRidge School shall comply with all applicable portions of the Elementary and Secondary Education Act**

(“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

- **SunRidge School shall comply with the Public Records Act.**
- **SunRidge School shall comply with the Family Educational Rights and Privacy Act (“FERPA”).**
- **SunRidge School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.**
- **Twin Hills Union School District shall comply with the Political Reform Act.** • **Twin Hills Union School District shall comply with the Ralph M. Brown Act.** • **SunRidge School shall meet or exceed the legally required minimum number of school days.** [Ref. Title 5 California Code of Regulations Section 11960]

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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

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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

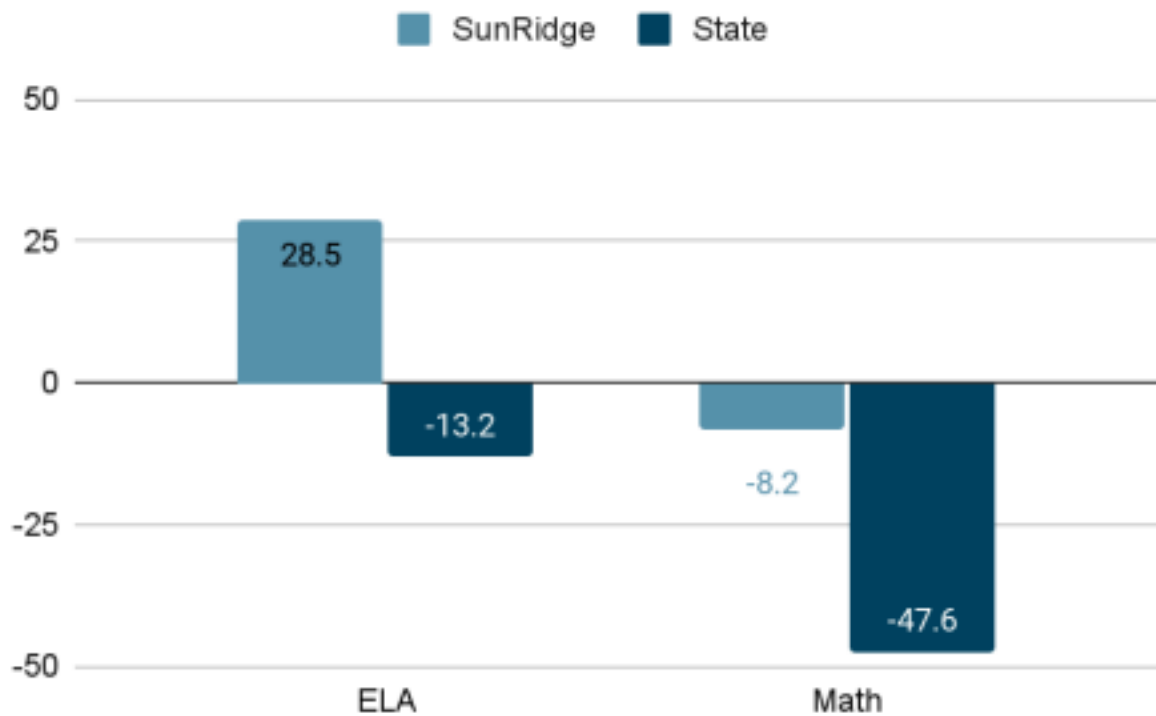
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for chronic absenteeism. In 2024, the Charter School’s performance was within the two levels on the Dashboard – green and yellow.

In response to the increase in chronic absenteeism, while the performance color continues to be in yellow it did decline by 3.9%. SunRidge increased parent communication regarding the definition of chronic

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

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



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

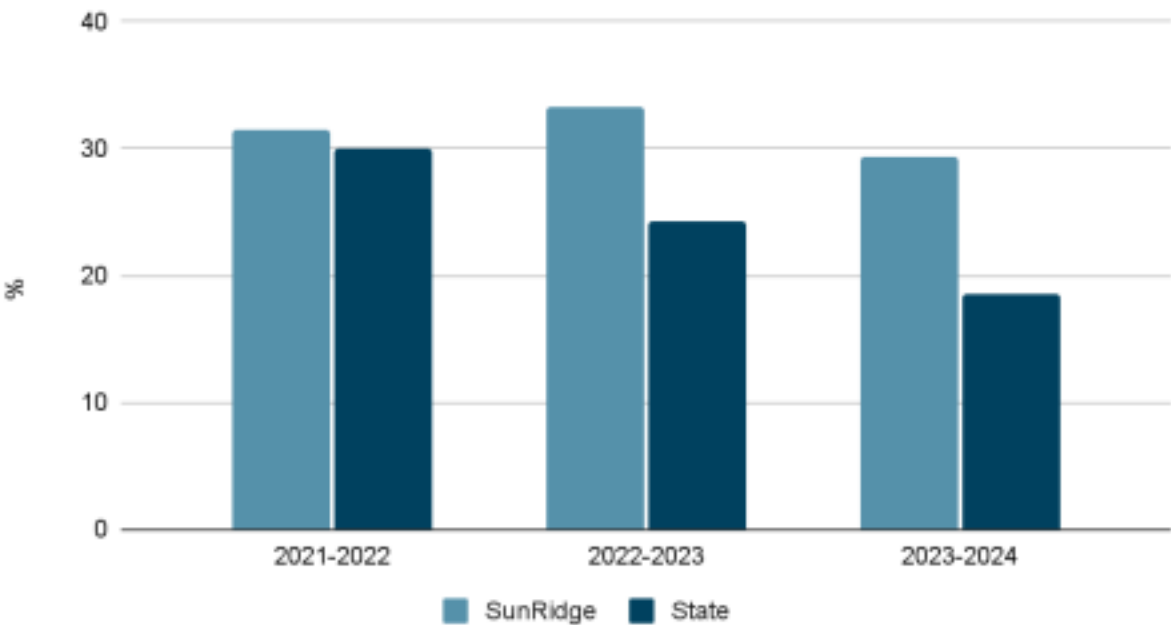
SunRidge School Charter Renewal Petition 6 outperformed the state's average DFS performance. Whereas the State's DFS average is negative, because on average, the State's students are not meeting the standards tested on CAASPP; the Charter School's ELA average DFS is positive, because its students are 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

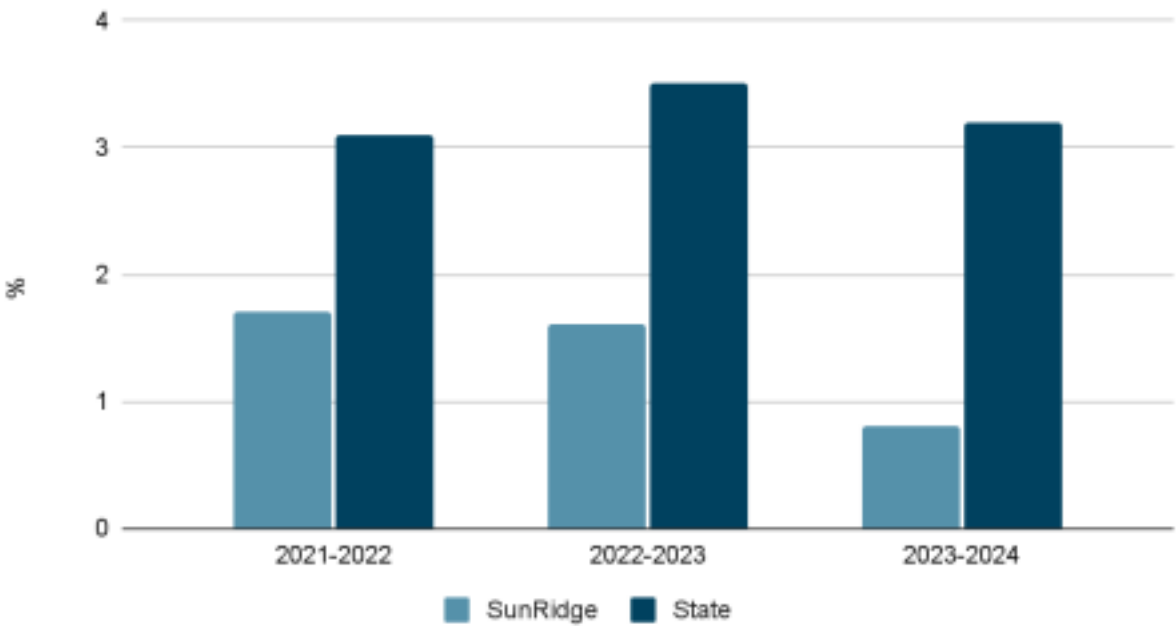
curriculum for students in grades 3-5. The student support team has also increased support for students needing targeted instructional support.

Chronic Absenteeism



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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:

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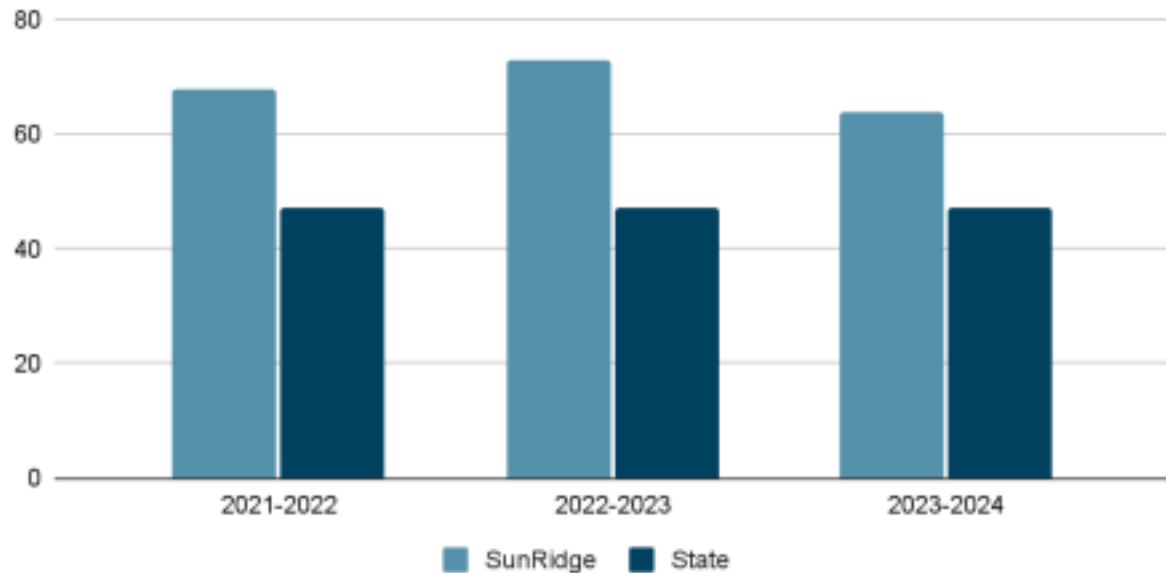
(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(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

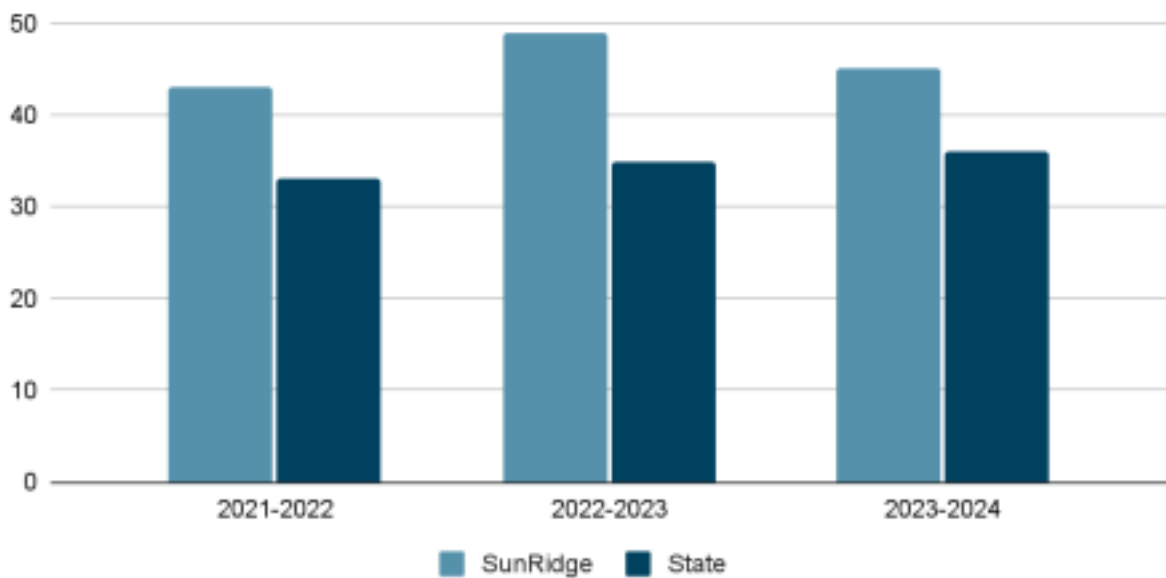
Percent students met or exceeded standard



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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

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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.

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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.

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- 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; SunRidge School

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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 SunRidge

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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

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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:

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- **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

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).

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).

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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).

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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.

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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

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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

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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:

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- 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.

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- 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.

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- 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.

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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,

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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.

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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

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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.

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,

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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

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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.

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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,

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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

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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

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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

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).

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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).

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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.

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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

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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.

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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

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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.

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- 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

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.

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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

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 SunRidge School

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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,

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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.

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- 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

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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.

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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

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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,

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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

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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

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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)

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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	Actual Instruct Minutes
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										Day	
TK/Kinder	8:30-12:45	255	0	n/a	n/a	n/a	175	255	n/a		44,625
First	8:30-2:55	385	40	8:30-12:55	265	20	133	315	42	235	52,010
Second	8:30-2:55	385	40	8:30-12:55	265	20	133	315	42	235	52,010
Third	8:30-2:55	385	40	8:30-12:55	265	20	133	315	42	235	52,010
Fourth	8:30-3:05	395	40	8:30-1:05	275	20	133	325	42	245	53,515
Fifth	8:30-3:05	395	40	8:30-1:05	275	20	133	325	42	245	53,515

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 Su M T W Th F Sa

July January

1 2 3 4 5 6 1 2 3 4 7 8 9 10 11 12 13 5 [6] 7 8 9 10 11 14 15 16 17 18 19 20 12 13 14 15 16 17 18 21 22 23 24 25
26 27 19 20 21 22 23 24 25 28 29 30 31 26 27 28 29 30 31 18

August February

1 2 3 1
4 5 6 7 8 [9] 10 2 3 4 5 6 7 8 11 [12] [13] [14] <15> 16 17 9 10 11 12 13 14 15 18 19 20 21 22 23 24 16 17 18 19
20 21 22 25 26 27 28 29 30 31 12 23 24 25 26 27 28 14

September March

1 2 3 4 5 6 7 1 8 9 10 11 12 13 14 2 3 4 5 6 7 8 15 16 17 18 19 20 21 9 10 11 12 13 14 15 22 23 24 25 26 27 28
16 17 18 19 20 21 22 29 30 20 23 24 25 26 27 28 29 30 31 16

October

1 2 3 4 5 April

6 7 8 9 10 11 12 1 2 3 4 5 13 14 15 16 17 18 19 6 7 8 9 10 11 12 20 21 22 23 24 25 26 13 14 15 16 17 18 19 27
28 29 30 [31] 22 20 21 22 23 24 25 26 27 28 29 30 20

November

[1] 2 May

3 4 5 6 7 8 9 1 2 3 10 11 12 13 14 15 16 4 5 6 7 8 9 10 17 18 19 20 21 22 23 11 12 13 14 15 16 17 24 25 26 27^
28 29 30 14 18 19 20 21 22 [23] 24 25 26 27 28 29 30 31 20

December

1 2 3 4 5 6 7 June 8 9 10 11 12 13 14 1 2 3 4 <5> [6] 7 15 16 17 18 19 20 21 8 [9] [10] 11 12 13 14 22 23 24 25 26
27 28 15 16 17 18 19 20 21 29 30 31 15 22 23 24 25 26 27 28 29 30 4

Date Event Date Event July 4 Independence Day January 6 Professional Development August 9, 13 & 14 Teacher Workdays January 20 Martin Luther King Jr. Day August 12 Professional Development - District & Site February 10 - 14 Presidents Break August 15 First Student Day February 17 Presidents Day September 2 Labor Day March 17-21 Spring Break October 31 Prof Development/ Conferences April 18 & 21 Local Holiday (For Emergencies) November 1 Prof Development/ Conferences May 23 Prof Development/ Conferences November 11 Veterans Day May 26 Memorial Day November 25-29 Thanksgiving Break June 5 Last Student Day December 23 -31 Winter Break June 6, 9 & 10 Teacher Workday January 1 - 3 Winter Break 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

SunRidge Charter School Curriculum by Grade

First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
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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
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
MATH Counting Quality of Numbers Addition, Subtraction, Multiplication, & Division Base Ten SCIENCE Nature Observations Seasonal Changes Seasonal Projects Planting & Harvesting FOREIGN LANGUAGE Spanish	MATH Math Facts Addition & Addition, Subtraction, Multiplication, & Division Story Problems Patterns SCIENCE Nature Observations, Plant & Animal Care Garden Care FOREIGN LANGUAGE Spanish	MATH The Four Operations Measurement of Length, Weight & Time Money Story Problems Estimation Rounding Calendar SCIENCE Life Cycles of Plants & Animals Building Structures Physical Geography Sun & Moon Cycles Fibers & Grains FOREIGN LANGUAGE Spanish	MATH Multiplication Long Division Fractions Story Problems Perimeter & Area SCIENCE Zoology Ecosystems & the Environment Landscapes FOREIGN LANGUAGE Spanish: Grammar, Reading, & Writing.	MATH Fractions Decimals The Coordinate Plane The Metric System Introduction to Geometry SCIENCE Botany Ecosystems & the Environment Physical Geography FOREIGN LANGUAGE Spanish: Grammar, Reading, & Writing.	MATH Ratios & Proportions Fractions & Negative Numbers The Coordinate Plane Conversions Geometry Statistics Economic s SCIENCE Physics Geology & Mineralogy Astronomy Biodiversity Health Education 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
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
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

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	Thurs
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
9:45 - 10:30 Inside Play and Practical Work	Inside play, snack preparation, practical work (table setting, etc.), 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; 3501-3699	88,495		86,972		88,711		90,486
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
Employee & Retiree Benefits -- Health & Welfare 3400-3499; 3700-3799	232,161		253,573		258,644		263,817
Employee H&W Benefits One Time Grant Funds	2,641						
Employee H&W Benefits Proposed Adjustments					-		-
Books and Supplies 4000-4999	282,678		211,723		215,957		220,276
Books and Supplies One Time Grant Funds	16,462		-		-		-
Services, Other Operating Expenses 5000-5999	570,535		545,350		556,257		567,382
Services, Other Operating Expenses One time Grant Funds	90,430		75,500		54,419		17,500
Services, Other Op Exps: Pine Crest Rent	214,380		218,676		220,863		223,072
Necessary reductions OR proposed Rent reduction							
Capital Outlay 6000-6999	-		-		-		-
Other Outgo 7100-7199 7300-7399	-		-		-		-
Total Expenditures	3,914,638		3,773,643		3,819,926		3,858,490
Excess (Deficiency)	(388,014)		(50,433)		1,020		65,557
Transfers In BAS from D53 87,8910-8929	50,000		50,000		50,000		50,000
Transfers In CRSP from D53 87,8910-8929	10,027		-		-		-
Transfers Out (enter as negative) 7610-7629							
Other Sources 8930-8979							
Other Uses (enter as negative) 7630-7699							
Contribution to Restricted Program 8980-8999							

Total Transfers/Other Uses	60,027		50,000		50,000		50,000
Net Increase (Decrease)	(327,987)		(433)		51,020		115,557
Fund Balance Beginning Balance	1,200,095		872,108		871,675		922,695
Beginning Fund Balance Transfers (restricted program carryovers)							
Net Ending Balance	872,108		871,675		922,695		1,038,252
Components of Ending Balance:							
Revolving Cash (nonspendable) 9711	4,000		4,000		4,000		4,000
Stores (nonspendable) 9712							
Restricted (Res 2000-9999) 9740	569,099		622,042		728,383		875,343
Lottery Res 1100 Unrestricted 9740	-		-		-		-
Committed 9760							
Assigned: 9780							
Assigned - RESIG deductible, 8th grade field trip	18,000		18,000		18,000		18,000
Assigned - Per Board Policy 3100 (17%)	647,600		621,665		628,545		634,055
Assigned - Balance After Above: GASB54 - *See Notes Below	(366,591)		(394,032)		(456,233)		(493,146)
Unasgn/Unappr Amount (not for charters) 9790							
Net Ending Balance	872,108		871,675		922,695		1,038,252
Beginning 2011-12 Charter Schools were no longer allowed Unassigned/Unappropriated Ending Amounts and the ending balance must be assigned (see Assigned Balance After Above GASB54).							
Pledge issue which began in 20-21 continues. If actual pledge revenue is below the necessary amount needed to cover specialty expenses, the fund balance and Actual Reserve percentage below will decrease as unrestricted funds are used to pay those expenses. *The Assigned Balance After Above are negative amounts and will reduce the amount available for the Assigned BP3100 17% Reserve. Please see Fund 01 for an Assigned amount that equals the negative amount each year.							
Actual Reserve percentage based on Assigned Balance divided by Total Expenditures and Transfers Out:	7%		6%		5%		4%