

Sunridge Charter

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address: 7285 Hayden Ave.
Sebastopol, CA , 95472-4359

Principal: Karina Haedo, Principal

Phone: (707) 824-2844

Grade Span: K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Karina Haedo, Principal

📍 Principal, Sunridge Charter

Contact

Sunridge Charter
7285 Hayden Ave.
Sebastopol, CA 95472-4359

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Email: khaedo@twinhillsusd.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Twin Hills Union Elementary
Phone Number	(707) 823-0871
Superintendent	Pedersen, Dana
Email Address	dpedersen@twinhillsusd.org
Website	www.twinhillsusd.org

School Contact Information (School Year 2025–26)

School Name	Sunridge Charter
Street	7285 Hayden Ave.
City, State, Zip	Sebastopol, CA , 95472-4359
Phone Number	(707) 824-2844
Principal	Karina Haedo, Principal
Email Address	khaedo@twinhillsusd.org
Website	http://www.sunridgeschool.org
Grade Span	K-8
County-District-School (CDS) Code	49709614930350

School Description and Mission Statement (School Year 2025–26)

SunRidge Charter School is one of four schools in the Twin Hills Union School District. The school emphasizes a whole child education and strong parent involvement with a successful fundraising component that supports enrichment classes in Spanish, Handwork, Woodwork, Games and Movement, Music, and Gardening. SunRidge advances the belief that today's children need much more than cognitive skills if they are to meet the challenges of our world. Our program places equal emphasis on the education of the head(thinking), the heart (feeling), and the hands (willing/purposeful action) so that children develop their capacities for bringing imaginative thinking, appreciation of beauty, and direction to their lives. Another essential element of our program is that teachers stay with their students for multiple years and thus a strong supportive social-emotional culture is fostered. By framing its academic components within an artistic hands-on, relationship-based, holistic context, SunRidge strives to provide a stimulating and supportive learning environment that allows each child's full potential to unfold.

Vision

The vision for students and the school community that supports them is to create a safe and caring educational environment where parents, teachers, staff, children, and the land we share come together to nurture each student's intellectual, artistic, emotional, social, and physical development.

Students will graduate with a love of learning well-prepared to pursue further academic and personal goals, and motivated to make positive contributions to the world.

Mission

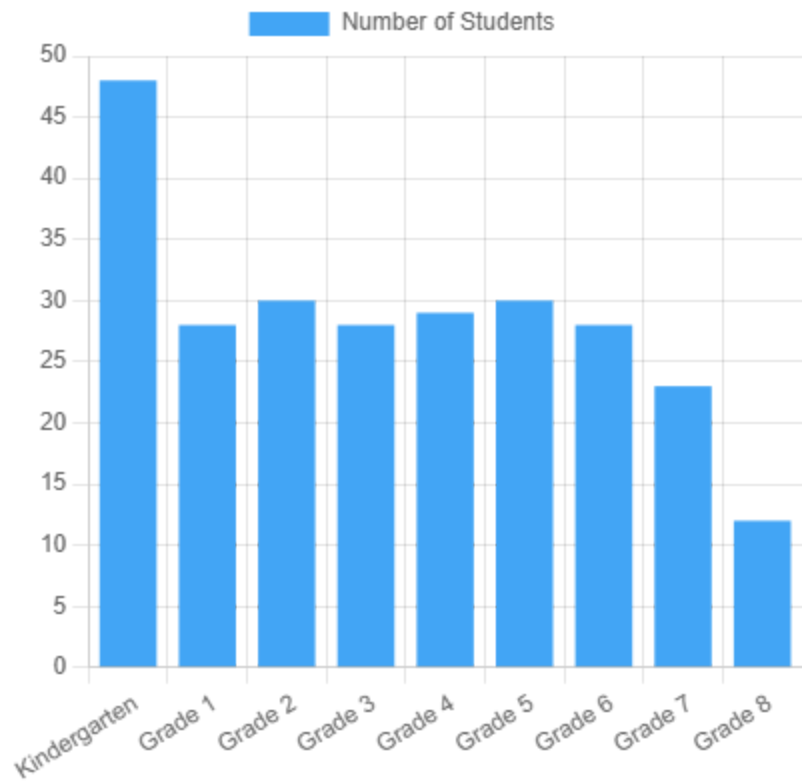
Our Mission is to work in community to educate the whole child to become a responsible global citizen.

Core Values

1. **Whole Child-Head, Heart, Hands**
2. **Responsibility-Self, Community, Environment**
3. **Beauty-Arts, Nature, Deeds**
4. **Connection-Self, Community, Environment**
5. **Learning-Wonder, Inspired, Academic Rigor**

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	48
Grade 1	28
Grade 2	30
Grade 3	28
Grade 4	29
Grade 5	30
Grade 6	28
Grade 7	23
Grade 8	12
Total Enrollment	256



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	49.20%
Male	50.00%
Non-Binary	0.80%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	0.40%
Filipino	0.40%
Hispanic or Latino	14.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	8.60%
White	76.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	0.00%
Homeless	2.30%
Migrant	0.00%
Socioeconomically Disadvantaged	32.40%
Students with Disabilities	5.90%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.90	92.81%	54.60	84.90%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.90	1.54%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	12001.50	4.30%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	1.00	7.19%	8.60	13.40%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.12%	15831.90	5.67%
Total Teaching Positions	13.90	100.00%	64.30	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.90	92.25%	46.00	82.82%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	7.75%	2.40	4.37%	14938.30	5.38%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	0.00	0.00%	5.80	10.45%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	1.20	2.32%	14303.80	5.15%
Total Teaching Positions	12.90	100.00%	55.60	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.50	92.00%	46.50	83.27%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	8.00%	1.60	2.86%	16855.00	6.04%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	0.00	0.00%	7.40	13.26%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	0.30	0.59%	13705.80	4.91%
Total Teaching Positions	12.50	100.00%	55.90	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	1	1.00
Misassignments	0.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	1	1.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	1.00	0	0.00
Total Out-of-Field Teachers	1.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: Not Available

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SunRidge is a charter school guided by the Core Principles of Public Waldorf Education as defined by the Alliance for Public Waldorf Education. Our curriculum is aligned with the state curriculum standards, however, we use a variety of instructional and supplementary materials and do not generally adopt textbooks. SunRidge screens students in literacy skills two - three times a year in grades 1-8 to monitor progress and for instructional planning purposes. Star Renaissance assessments for math and reading are conducted three times a year in grades 3-8.	0
Mathematics	SunRidge is a charter school guided by the Core Principles of Public Waldorf Education as defined by the Alliance for Public Waldorf Education. Our curriculum is aligned with the state curriculum standards, however, we use a variety of instructional and supplementary materials and adopt textbooks differently across the grades. Open Up Math textbooks have been purchased for 1- 8th grades. These textbooks are being integrated into a teacher-created curriculum in grades 1-4. The textbooks have been disbursed and implemented with fidelity in grades 5-8.	0
Science	SunRidge is a charter school guided by the Core Principles of Public Waldorf Education as defined by the Alliance for Public Waldorf Education. Our curriculum is aligned with the state curriculum standards, however, we use a variety of instructional and supplementary materials and do not generally adopt textbooks.	0
History-Social Science	SunRidge is a charter school guided by the Core Principles of Public Waldorf Education as defined by the Alliance for Public Waldorf Education. Our curriculum is aligned with the state curriculum standards, however, we use a variety of instructional and supplementary materials and do not generally adopt textbooks.	0
Foreign Language	SunRidge is a charter school guided by the Core Principles of Public Waldorf Education as defined by the Alliance for Public Waldorf	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Education. Our curriculum is aligned with the state curriculum standards, however, we use a variety of instructional and supplementary materials and do not generally adopt textbooks.	
Health	SunRidge is a charter school guided by the Core Principles of Public Waldorf Education as defined by the Alliance for Public Waldorf Education. Our curriculum is aligned with the state curriculum standards, however, we use a variety of instructional and supplementary materials and do not generally adopt textbooks.	0
Visual and Performing Arts	SunRidge is a charter school guided by the Core Principles of Public Waldorf Education as defined by the Alliance for Public Waldorf Education. Our curriculum is aligned with the state curriculum standards, however, we use a variety of instructional and supplementary materials and do not generally adopt textbooks.	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

SunRidge Charter School's current facility evaluation shows all areas including classrooms, bathrooms and playgrounds were evaluated and all are rates as Good or Exemplary. This district takes great pride in maintaining the grounds and facilities. The safety of our students, parents and staff members is a district priority.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2025

Overall Rating	Exemplary
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	64%	64%	61%	61%	47%	48%
Mathematics (grades 3-8 and 11)	45%	49%	46%	49%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	149	149	100.00%	0.00%	63.76%
Female	73	73	100.00%	0.00%	75.34%
Male	75	75	100.00%	0.00%	52.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	19	19	100.00%	0.00%	68.42%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	119	119	100.00%	0.00%	63.03%
English Learners	0	0	0%	0%	0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	50	50	100.00%	0.00%	56.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	13	100.00%	0.00%	30.77%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a

score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	149	149	100.00%	0.00%	48.99%
Female	73	73	100.00%	0.00%	50.68%
Male	75	75	100.00%	0.00%	48.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	19	19	100.00%	0.00%	42.11%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	119	119	100.00%	0.00%	52.10%
English Learners	0	0	0%	0%	0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	50	50	100.00%	0.00%	50.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	13	100.00%	0.00%	30.77%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	66.67%	37.21%	32.43%	44.62%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	43	43	100.00%	0.00%	37.21%
Female	12	12	100.00%	0.00%	50.00%
Male	30	30	100.00%	0.00%	30.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	33	33	100.00%	0.00%	42.42%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	18	18	100.00%	0.00%	38.89%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	93%	100%	100%	100%	97%
7	100%	100%	96%	100%	96%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

SunRidge School offers numerous opportunities for parents to engage in school activities during the 2024-2025 academic year. Parental involvement is a cornerstone of the school's community, and parents can participate in various capacities:

Classroom Volunteering: Parents are encouraged to assist in their child's classroom, supporting teachers with daily activities and contributing to a dynamic learning environment.

Seasonal Festivals and Events: The school hosts seasonal festivals and special events that rely on parent participation. These gatherings foster a strong sense of community and provide enriching experiences for students.

Fundraising Initiatives: Parents can support larger fundraising events such as the Falling Leaves Festival, Move-a-thon, and the silent auction. These events are crucial for enhancing school programs and facilities.

Supportive School Committees: Parents can join several supportive school committees, including:

- **Charter Council:** This governing body oversees the school's mission and policies, ensuring alignment with its core values. Parent involvement in the Charter Council allows for direct input into school governance.
- **SunRidge Educational Foundation:** This foundation focuses on fundraising efforts to support educational programs, facility improvements, and other school needs. Parents can contribute by participating in fundraising activities and decision-making processes regarding fund allocation.
- **Parent Council:** Serving as a liaison between the parent body and the school's administration, the Parent Council addresses parent concerns, organizes volunteer efforts, and supports community-building activities. Participation in the Parent Council enables parents to actively shape the school's culture and community engagement.

By engaging in these opportunities, parents significantly contribute to the enrichment of the educational experience and the strengthening of the school community.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	260	259	67	25.9%
Female	128	127	25	19.7%
Male	130	130	41	31.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	36	10	27.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	22	4	18.2%
White	200	199	53	26.6%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	93	93	29	31.2%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	18	18	6	33.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	1.58	0.80	0.38	1.40	1.59	1.46	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.38%	0.00%
Female	0.78%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.50%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

Please refer to the THUSD district website for our Emergency Operations Plan by using this link:

<https://www.twinhillsusd.org/about-our-district/other-resources/safety-plan>

This individual school site has a comprehensive safety plan that can be requested by emailing the site administrator.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00	0	2	0
1	29.00	0	1	0
2	30.00	0	1	0
3	25.00	0	1	0
4	29.00	0	1	0
5	24.00	0	1	0
6	20.00	1	0	0
Other**	18.00	1	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	1	1	0
1	27.00	0	1	0
2	27.00	0	1	0
3	28.00	0	1	0
4	25.00	0	1	0
5	28.00	0	1	0
6	24.00	0	1	0
Other**	16.00	2	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	14.00	1	1	
1	28.00		1	
2	30.00		1	
3	28.00		1	
4	29.00		1	
5	30.00		1	
6	28.00		1	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.62
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.25
Social Worker	
Nurse	0.15
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other**	0.50

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15621.00	\$4312.00	\$11309.00	\$79140.00
District	N/A	N/A	\$1853.00	\$87714.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$85291.00
Percent Difference – School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2024–25)

Professional Development and Schoolwide Practices

Faculty and staff recently participated in professional development sessions focused on our mission statement, core values, and aligning practices with the core values of the Alliance for Public Waldorf Education.

Developmental Movement and Social-Emotional Learning

In grades K-3, we offer developmental movement classes that incorporate the Bal-A-Vis-X program, designed to enhance balance, midline integration, and rhythm. Our Multi-Tiered System of Support (MTSS) strategies are informed by Kim John Payne’s social-emotional curriculum, which guides our approach to fostering emotional intelligence and resilience.

Through our MTSS system, we provide targeted learning support via Response to Intervention (RTI) groups and offer counseling services through our school counselor.

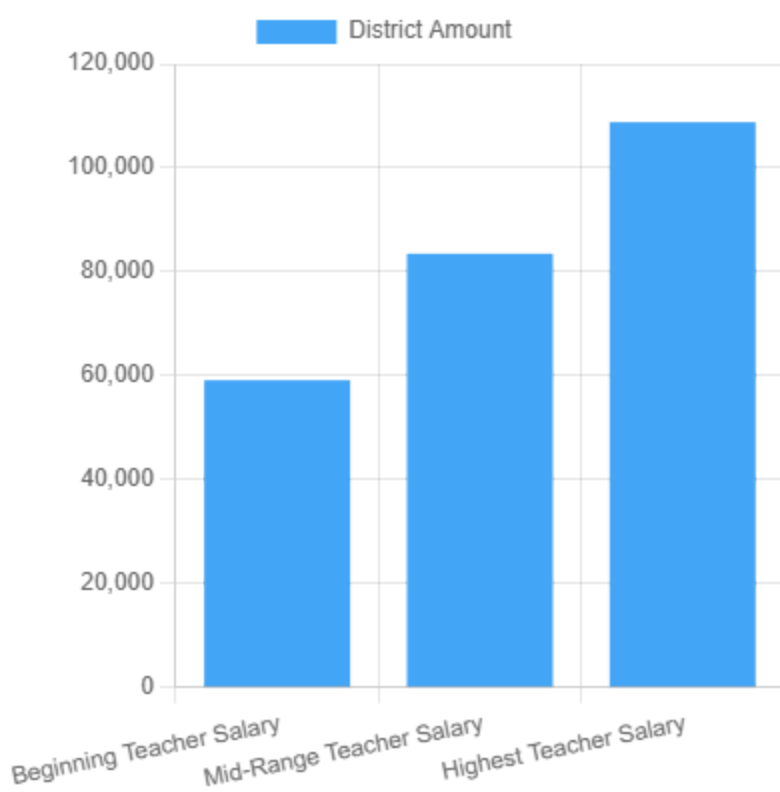
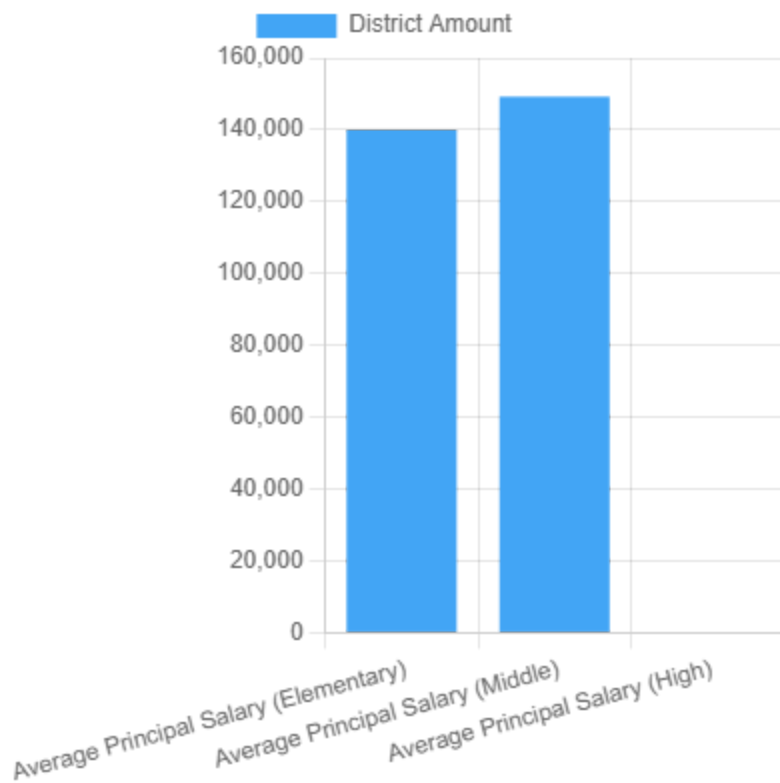
Community Building and Belonging

To strengthen our school community, we have a school-wide buddy system that pairs younger students with older students, fostering mentorship and connection. We also celebrate seasonal assemblies and festivals, where each grade shares aspects of its curriculum, promoting a sense of belonging and unity across the entire school.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59145.00	\$55247.70
Mid-Range Teacher Salary	\$83482.00	\$80745.76
Highest Teacher Salary	\$108799.00	\$109655.38
Average Principal Salary (Elementary)	\$139958.00	\$133828.44
Average Principal Salary (Middle)	\$149235.00	\$142253.44
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$218535.00	\$155953.89
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4