

Sunridge Charter

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Kalen Wood, Director

Principal, Sunridge Charter

About Our School

Often referred to as a school "with heart", SunRidge is now in its 18th year and serves 280+ students, including a K-5 homeschool program. SunRidge is a public charter school guided by the core principles of Waldorf Education. Academic lessons are taught through movement, imagination, artistic expression, and real-world experiences. Our faculty is dedicated and collaborative in their blending of the state curriculum standards and developmental pedagogy. Parents participate in bringing the school's mission to vibrant life through volunteering in the classroom, and on councils, committees and special events, creating a unique school culture. Our 10+ acre campus provides beautiful classrooms, a full-size sports field, gardens, a multi-purpose room, a library, and an aftercare program.

Contact

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

Phone: 707-824-2844
Email: kwood@twinhillsusd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Twin Hills Union Elementary
Phone Number	(707) 823-0871
Superintendent	Barbara Bickford
Email Address	bbickford@twinhillsusd.org
Website	www.twinhillsusd.org

School Contact Information (School Year 2019—20)	
School Name	Sunridge Charter
Street	7285 Hayden Ave.
City, State, Zip	Sebastopol, Ca, 95472-4359
Phone Number	707-824-2844
Principal	Kalen Wood, Director
Email Address	kwood@twinhillsusd.org
Website	www.sunridgeschool.org
County-District-School (CDS) Code	49709614930350

Last updated: 1/26/2020

School Description and Mission Statement (School Year 2019—20)

School Description

SunRidge Charter School is one of four schools in the Twin Hills Union School District. The school emphasizes whole child education and strong parent participation, with a successful fund-raising component that supports enrichment classes in Spanish, handwork, woodwork, games, movement, music and gardening. SunRidge School 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, beauty, and direction to their lives. By framing its academic components within an artistic, hands-on, holistic context, SunRidge School strives to provide a stimulating and supportive learning environment that allows each child's full potential to unfold.

Vision and Mission

- 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

We progress towards our vision for our students and our school community by:

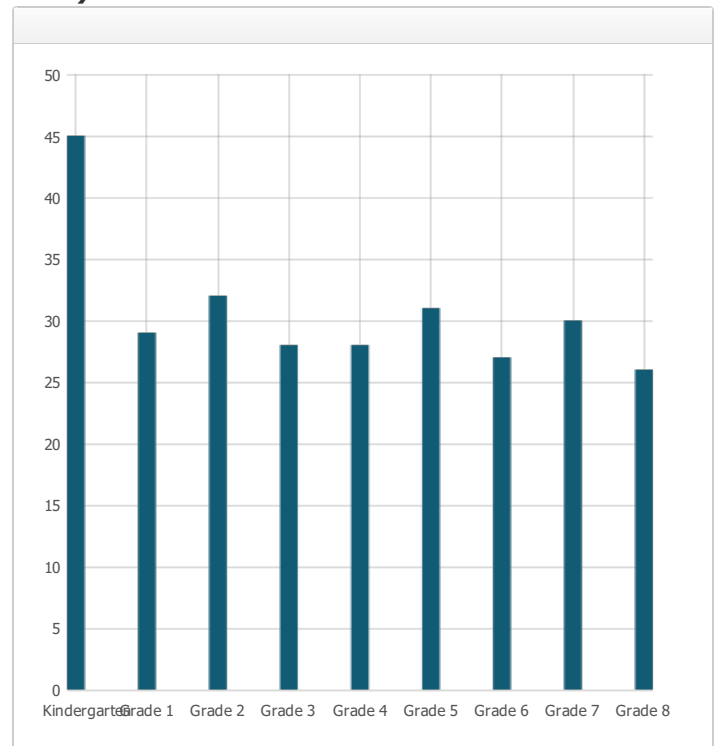
- Striving to meet the educational needs of each child at every stage of growth through a curriculum based on the core principles of Public Waldorf Education.
- Supporting our students in developing capacities for independent and creative thinking, self-confidence, self-directed learning, social and environmental responsibility, and in affirming individual and cultural diversity.
- Governing our school based on the principles of participation, collaboration, cooperation, and open communication, accountability, respect for individuality and diversity and a shared responsibility toward the life of the community.
- Attracting and supporting excellent teachers and staff.

- Cultivating and encouraging parent and school participation through education, community, and contribution.

Last updated: 1/30/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	45
Grade 1	29
Grade 2	32
Grade 3	28
Grade 4	28
Grade 5	31
Grade 6	27
Grade 7	30
Grade 8	26
Total Enrollment	276



Last updated: 1/26/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.40 %
American Indian or Alaska Native	%
Asian	0.70 %
Filipino	0.70 %
Hispanic or Latino	12.30 %
Native Hawaiian or Pacific Islander	%
White	75.40 %
Two or More Races	10.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	28.60 %
English Learners	0.40 %
Students with Disabilities	5.40 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

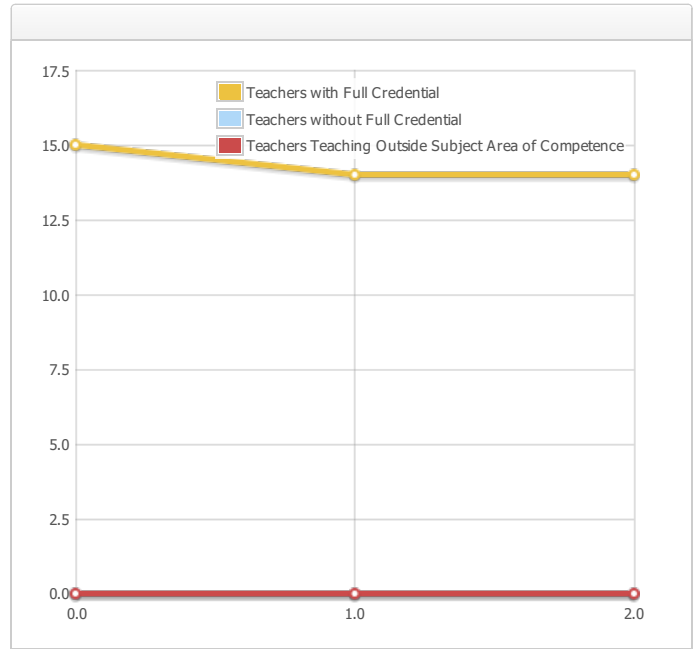
State Priority: Basic

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 Credentials

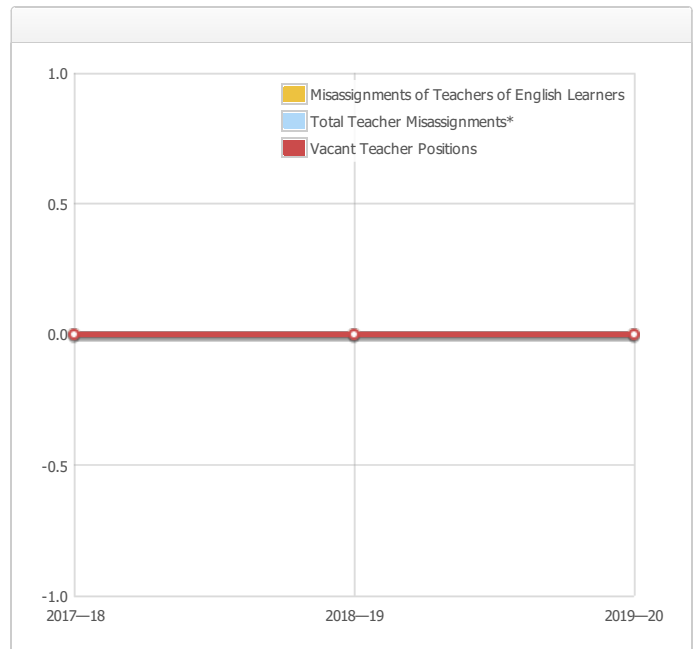
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	15	14	14	72
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/26/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/26/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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.		0.00 %
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 do not generally adopt textbooks. We piloted and adopted the use of Illuminations from Open Up Resources in the 6-8th grades.		0.00 %
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.		0.00 %
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.		0.00 %
Foreign Language	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.		0.00 %
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.		0.00 %
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.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/27/2020

School Facility Conditions and Planned Improvements

SunRidge School's current facility evaluation shows all areas including classrooms, restrooms and playgrounds were evaluated and are all rated 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.

Last updated: 1/26/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: February 2019

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: February 2019

Overall Rating	Exemplary
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Last updated: 1/26/2020

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- 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
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	83.0%	68.0%	69.0%	65.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	62.0%	45.0%	51.0%	47.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/26/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	166	151	90.96%	9.04%	68.21%
Male	65	60	92.31%	7.69%	66.67%
Female	101	91	90.10%	9.90%	69.23%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	24	22	91.67%	8.33%	68.18%
Native Hawaiian or Pacific Islander					
White	124	114	91.94%	8.06%	69.30%
Two or More Races	16	13	81.25%	18.75%	61.54%
Socioeconomically Disadvantaged	48	46	95.83%	4.17%	67.39%
English Learners	--	--	--	--	
Students with Disabilities	15	14	93.33%	6.67%	35.71%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/26/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	166	153	92.17%	7.83%	45.10%
Male	65	60	92.31%	7.69%	58.33%
Female	101	93	92.08%	7.92%	36.56%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	24	22	91.67%	8.33%	45.45%
Native Hawaiian or Pacific Islander					
White	124	114	91.94%	8.06%	43.86%
Two or More Races	16	15	93.75%	6.25%	53.33%
Socioeconomically Disadvantaged	48	46	95.83%	4.17%	36.96%
English Learners	--	--	--	--	
Students with Disabilities	15	14	93.33%	6.67%	14.29%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/26/2020

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 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.30%	36.70%	20.00%
7	17.20%	31.00%	37.90%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2020

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

One of SunRidge's primary values is its encouragement of, and dependence on, parent involvement and support. This support takes many forms, including the contribution of time to school committees, events, workgroups, and other necessary activities, as well as donations through our pledge program that support educational enrichment activities beyond what can be covered by state-provided income. All parent work and financial contributions are voluntary. We believe that when parents understand the importance of these needs to the success of the school - and understand the benefits of the enriched community life that result from participation in these efforts - that they will contribute in ways and amounts that are within their means.

Parents serve on the charter council and on the school's foundation board.

The Parent Council meets regularly to coordinate fundraising events. The school administrator, faculty, and other members of the school community are invited to participate in these meetings. Parent representatives serve one-year terms that begin in October of each year. The Parent Council will:

- Sponsor and coordinate social/cultural activities and events that nurture the healthy social life of the school.
- Approve Middle School fundraising events as outlined in Parent Council guidelines.
- Serve as the coordination hub for ensuring needed volunteer support for fundraising events, festivals, and other school needs.
- Attend class parent evenings and, in collaboration with class teachers, provide reports about parent Council business and needs.
- Foster effective understanding and communication of school organization, roles, and activities by being familiar with the Parent Handbook and reading the weekly Bulletin. Parent representatives are encouraged to act as liaisons, when needed, to direct parent topics to the appropriate person or group.

Teachers hold parent evenings several times a year to provide parents with information regarding the curriculum and school program.

SunRidge has created an annual survey for faculty, staff as well as students in 5th and 7th grades. These surveys are used to identify LCAP goals and assess progress.

State Priority: Pupil Engagement

Last updated: 1/27/2020

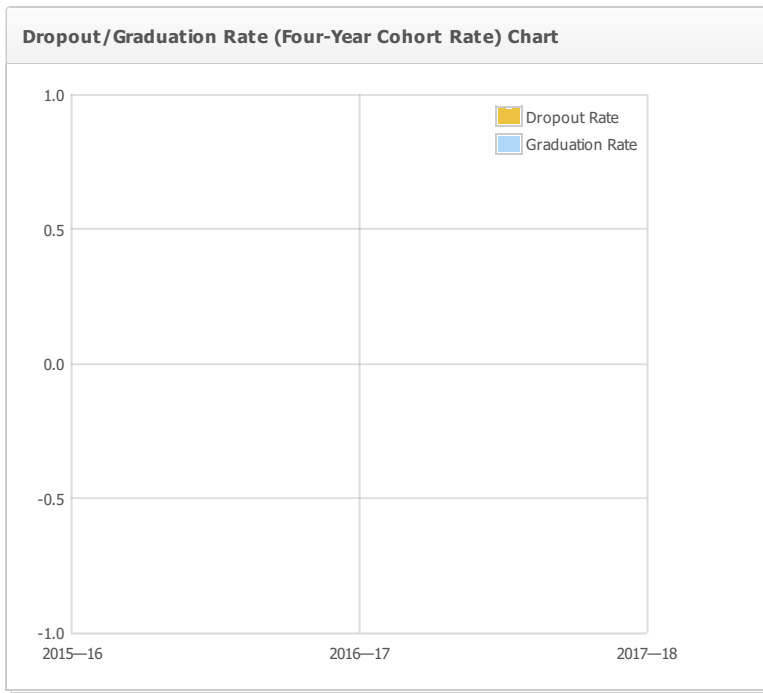
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	0.00%	9.70%
Graduation Rate	--	100.00%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	2.70%	0.00%	9.10%	9.60%
Graduation Rate	--	--	91.90%	100.00%	82.70%	83.00%



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/26/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.00%	1.40%	0.60%	1.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/26/2020

School Safety Plan (School Year 2019—20)

Please refer to our district website for our comprehensive safety plan by using this link:

<https://www.thusd.k12.ca.us/>

Use the *District* drop down, click on *Safety Plan*

Last updated: 1/26/2020

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		2	
1	26.00		1	
2	28.00		1	
3	28.00		1	
4	27.00		1	
5	26.00		1	
6	27.00		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 (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		2	
1	28.00		1	
2	26.00		1	
3	28.00		1	
4	29.00		1	
5	28.00		1	
6	27.00		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 (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		2	
1	29.00		1	
2	28.00		1	
3	27.00		1	
4	28.00		1	
5	30.00		1	
6	27.00		1	
Other**	28.00		2	

* 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.

Last updated: 1/26/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/26/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.10
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	0.10
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	
Other	

*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.

Last updated: 1/26/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8350.00	\$1718.00	\$6632.00	\$58275.00
District	N/A	N/A	--	\$61810.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/26/2020

Types of Services Funded (Fiscal Year 2018—19)

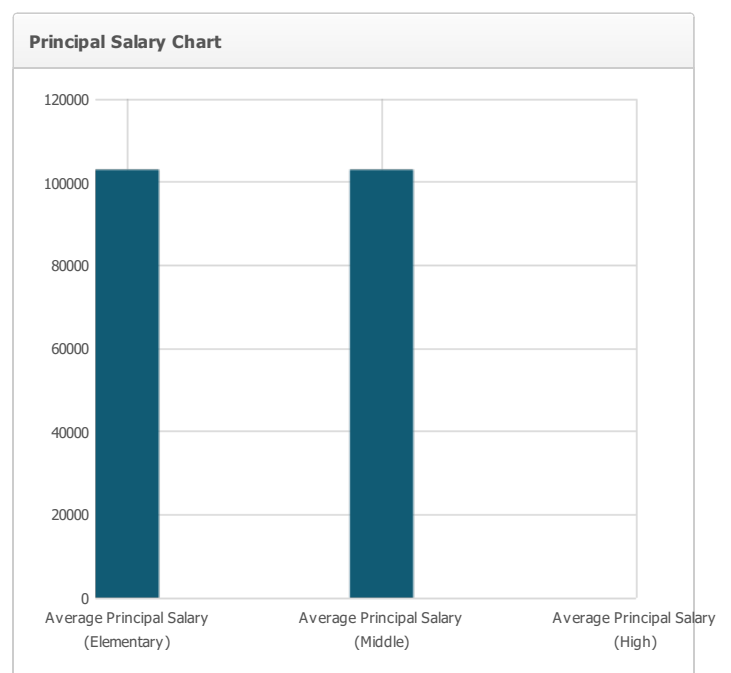
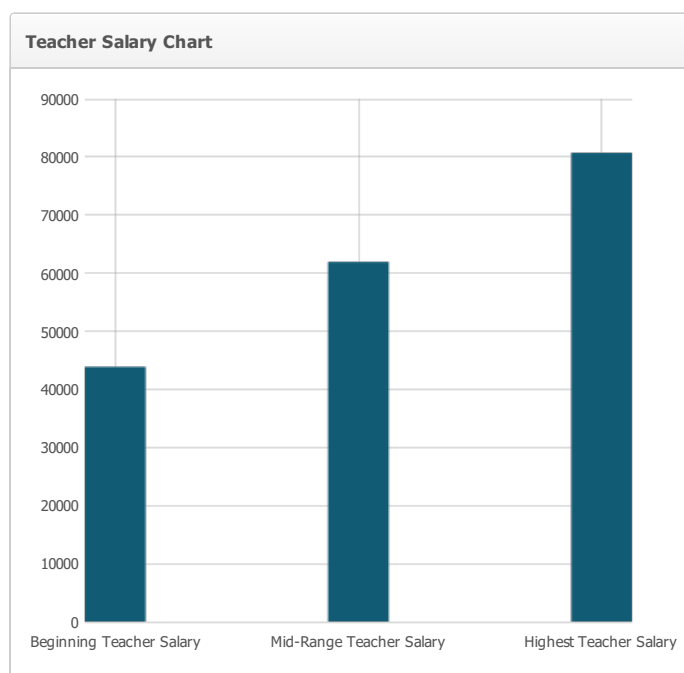
SunRidge has a full-time Educational Specialist who supports students with IEPs, 504 plans, and facilitates the Student Success team process. A part-time aide supports students in both push-in and pull-out models. We offer developmental movement classes in K-3rd grades and multi-tiered levels of support. We use the TRIBES social-emotional curriculum to guide schoolwide discipline, care, and inclusion strategies. Instructional aides in most classes provide small group and individual support. We have a strong buddy system in place that connects younger and other students and hold monthly assemblies to share images from each grade's curriculum and promote a sense of belonging as a whole school.

Last updated: 1/26/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,883	\$49,378
Mid-Range Teacher Salary	\$61,938	\$77,190
Highest Teacher Salary	\$80,723	\$96,607
Average Principal Salary (Elementary)	\$103,000	\$122,074
Average Principal Salary (Middle)	\$103,000	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$169,390	\$189,346
Percent of Budget for Teacher Salaries	47.10%	36.00%
Percent of Budget for Administrative Salaries	6.50%	6.00%

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



Last updated: 1/26/2020

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	3.0	3.0	3.0