

SunRidge Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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

The strength of the K-8 SunRidge community is one of the school's most valued assets. Respect and inclusion are at the core of the harmony that characterizes SunRidge. As I visit classrooms and work with students and teachers, I see countless examples of academic lessons taught through movement, imagination and artistic expression. SunRidge also offers a Waldorf-based K-5 homeschooling program. Our faculty is dedicated and collaborative in their blending of Common Core standards and Waldorf pedagogy. Parents participate in bringing the school's mission and vision to vibrant life through volunteering in the classroom, and on councils, committees and special events, creating a unique school culture. Our 10+ acre town campus provides beautiful classrooms, a full size sports field, multi-purpose room and library.

Contact

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

Phone: 707-824-2844
E-mail: kwood@twinhillsusd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Twin Hills Union Elementary
Phone Number	(707) 823-0871
Superintendent	Barbara Bickford
E-mail Address	bbickford@twinhillsusd.org
Web Site	www.twinhillsusd.org

School Contact Information (School Year 2016-17)	
School Name	SunRidge Charter
Street	7285 Hayden Ave.
City, State, Zip	Sebastopol, Ca, 95472-4359
Phone Number	707-824-2844
Principal	Kalen Wood, Director
E-mail Address	kwood@twinhillsusd.org
Web Site	www.sunridgeschool.org
County-District-School (CDS) Code	49709614930350

Last updated: 1/30/2017

School Description and Mission Statement (School Year 2016-17)

SunRidge Charter School is one of four schools in the Twin Hills Union School District. Now in its 15th year of operation, SunRidge offers a curriculum based on the core principles of Public Waldorf Education to 280 students in grades K-8. The school emphasizes whole child education and strong parent participation, with a successful fund-raising component that supports enrichment classes in Spanish, handwork, woodworking, 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 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 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

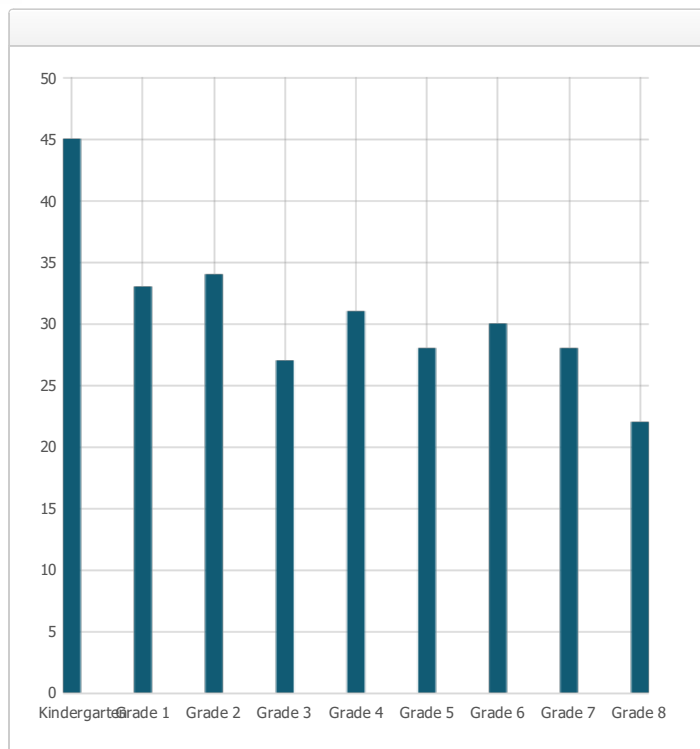
We progress towards our vision for our students and our school community by:

- Providing a curriculum based on the core principles of public Waldorf Education, we strive to meet the educational needs of each child at every stage of his or her growth.
- Supporting our students in developing the 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 towards 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: 1/30/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	45
Grade 1	33
Grade 2	34
Grade 3	27
Grade 4	31
Grade 5	28
Grade 6	30
Grade 7	28
Grade 8	22
Total Enrollment	278



Last updated: 1/30/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.0 %
Asian	1.1 %
Filipino	0.3 %
Hispanic or Latino	10.1 %
Native Hawaiian or Pacific Islander	0.7 %
White	76.0 %
Two or More Races	9.4 %
Other	2.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	17.3 %
English Learners	1.8 %
Students with Disabilities	5.4 %
Foster Youth	0.0 %

Last updated: 1/30/2017

A. Conditions of Learning

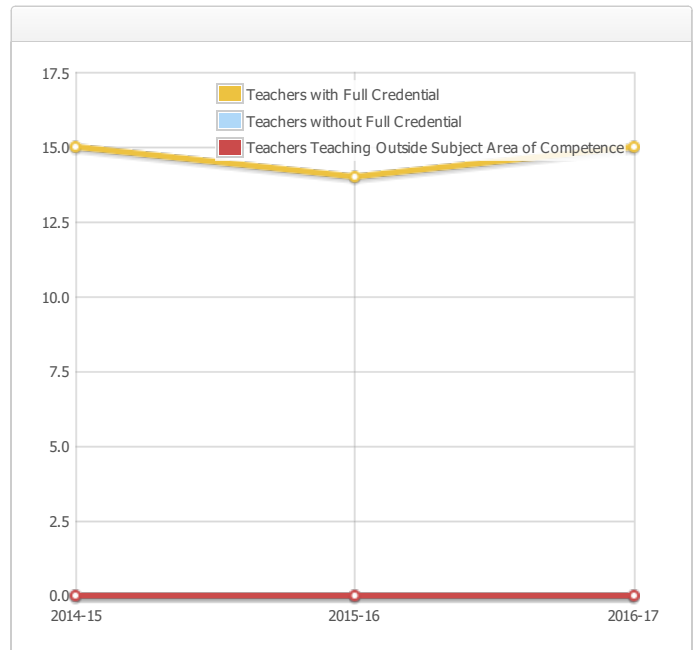
State Priority: Basic

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

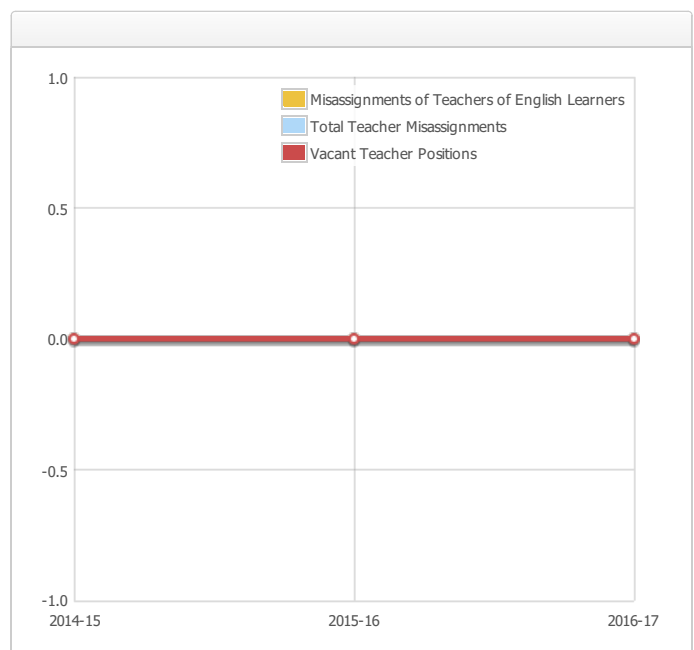
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	15	14	15	70
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/30/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/30/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SunRidge is a charter school based on the Core Principles of Public Waldorf Education as defined by the Alliance for Public Waldorf Education. Our curriculum is aligned with the Common Core standards, however we use a variety of instructional and supplementary materials and do not generally adopt text books. We do use a math text book in the middle school grades and have been researching options for purchasing a new textbook series aligned with the Common Core.		0.0 %
Mathematics	SunRidge is a charter school based on the Core Principles of Public Waldorf Education as defined by the Alliance for Public Waldorf Education. Our curriculum is aligned with the Common Core standards, however we use a variety of instructional and supplementary materials and do not generally adopt text books. We do use a math text book in the middle school grades and have been researching options for purchasing a new textbook series aligned with the Common Core.		0.0 %
Science	SunRidge is a charter school based on the Core Principles of Public Waldorf Education as defined by the Alliance for Public Waldorf Education. Our curriculum is aligned with the Common Core standards, however we use a variety of instructional and supplementary materials and do not generally adopt text books.		0.0 %
History-Social Science	SunRidge is a charter school based on the Core Principles of Public Waldorf Education as defined by the Alliance for Public Waldorf Education. Our curriculum is aligned with the Common Core standards, however we use a variety of instructional and supplementary materials and do not generally adopt text books.		0.0 %
Foreign Language	SunRidge is a charter school based on the Core Principles of Public Waldorf Education as defined by the Alliance for Public Waldorf Education. Our curriculum is aligned with the Common Core standards, however we use a variety of instructional and supplementary materials and do not generally adopt text books.		0.0 %
Health	SunRidge is a charter school based on the Core Principles of Public Waldorf Education as defined by the Alliance for Public Waldorf Education. Our curriculum is aligned with the Common Core standards, however we use a variety of instructional and supplementary materials and do not generally adopt text books.		0.0 %
Visual and Performing Arts	SunRidge is a charter school based on the Core Principles of Public Waldorf Education as defined by the Alliance for Public Waldorf Education. Our curriculum is aligned with the Common Core standards, however we use a variety of instructional and supplementary materials and do not generally adopt text books.		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: 1/30/2017

School Facility Conditions and Planned Improvements

SunRidge School's campus and facilities assessment shows all areas including classrooms, bathrooms and playgrounds were evaluated and all are rated as Good or Exemplary. There are no identified need for maintenance that has not been addressed. This year we upgraded the telephone system, repaired the public address system and installed outdoor bullhorns to increase communication and safety on campus.

Last updated: 1/30/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	We moved the air conditioning unit to the roof to minimize noise. We have troubleshooted the new thermostats so that the administration wing is properly heated.
Interior: Interior Surfaces	Good	We repaired and painted hallway bulletin boards and painted several classrooms and all the doors.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	We regularly trap for gophers to ensure the field is safe for play.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	One restroom was remodeled to provide an ADA compliant restroom.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	We repaired several minor leaks.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	We built fences to enclose the kindergarten yard and designed and implemented a hillside plan to control erosion on the hillside surrounding the playground.

Overall Facility Rate

Year and month of the most recent FIT report: June 2016

Overall Rating	Exemplary
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Last updated: 1/30/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	--	--	--	--	--	--
Mathematics (grades 3-8 and 11)	--	--	--	--	--	--

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.

Last updated: 1/30/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	26	100.0%	80.8%
Male	12	12	100.0%	66.7%
Female	14	14	100.0%	92.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100.0%	77.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	31	26	83.9%	69.2%
Male	16	13	81.3%	61.5%
Female	15	13	86.7%	76.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	18	81.8%	72.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	29	96.7%	89.7%
Male	--	--	--	--
Female	20	20	100.0%	90.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.0%	87.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	27	93.1%	96.3%
Male	15	13	86.7%	92.3%
Female	14	14	100.0%	100.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	23	92.0%	100.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	29	100.0%	86.2%
Male	11	11	100.0%	63.6%
Female	18	18	100.0%	100.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.0%	86.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	20	95.2%	60.0%
Male	11	11	100.0%	63.6%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	16	94.1%	62.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	25	96.2%	56.0%
Male	12	12	100.0%	50.0%
Female	14	13	92.9%	61.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100.0%	55.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	31	26	83.9%	61.5%
Male	16	13	81.3%	84.6%
Female	15	13	86.7%	38.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	18	81.8%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/30/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	30	100.0%	33.3%
Male	--	--	--	--
Female	20	20	100.0%	25.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.0%	30.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	27	93.1%	85.2%
Male	15	13	86.7%	76.9%
Female	14	14	100.0%	92.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	23	92.0%	82.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	29	100.0%	48.3%
Male	11	11	100.0%	27.3%
Female	18	18	100.0%	61.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.0%	45.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	20	95.2%	55.0%
Male	11	11	100.0%	72.7%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	16	94.1%	56.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	84.0%	79.0%	86.0%	82.0%	75.0%	78.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: 1/30/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	51	49	96.1%	85.7%
Male	21	21	100.0%	95.2%
Female	30	28	93.3%	78.6%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	40	38	95.0%	81.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	0	0	0.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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: 1/30/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.7%	17.9%	67.9%
7	3.4%	6.9%	75.9%

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.

Last updated: 1/30/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

One of SunRidge School's primary foundations 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, work groups, and other needed activities, as well as donations through our pledge program that support special events and 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 participating in these efforts--that they will contribute in ways and amounts that are within their means. SunRidge was able to designate over \$200,000 for educational enrichment classes and instructional assistants in 2015-16 as a result of parent donations.

State Priority: Pupil Engagement

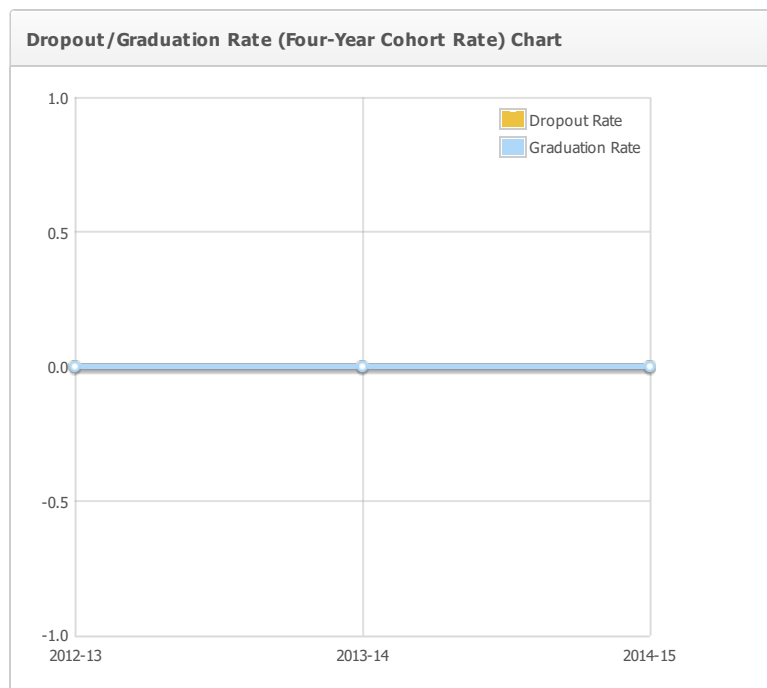
Last updated: 1/30/2017

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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	100.00	96.00	100.00	80.44	80.95	82.27



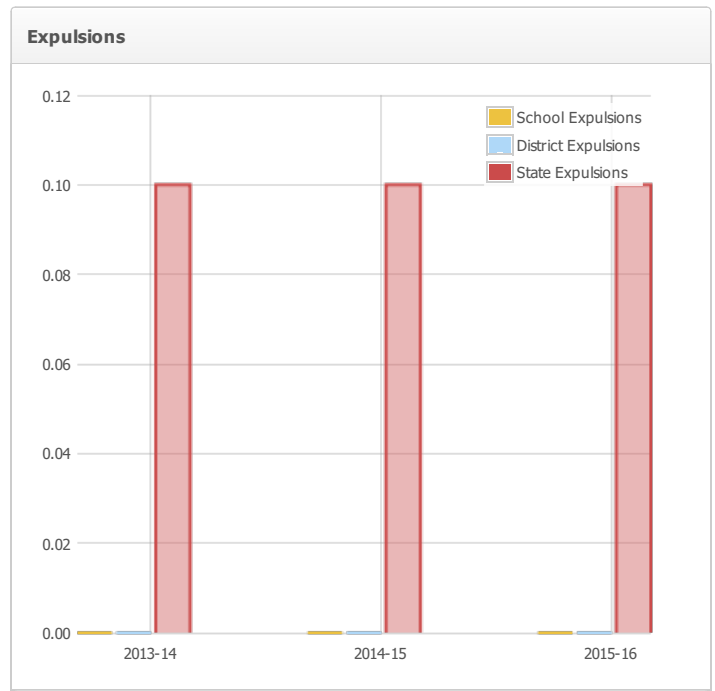
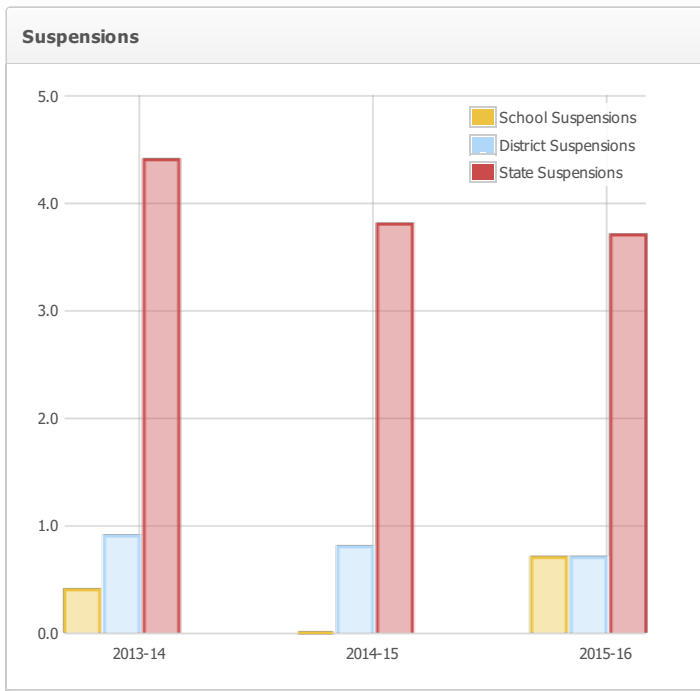
State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.4	0.0	0.7	0.9	0.8	0.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/30/2017

School Safety Plan (School Year 2016-17)

Please review our School Safety Plan on our District Website. Here is the [Link](#):

http://thusd-ca.schoolloop.com/cms/page_view?d=x&pid=&vpid=1330250584216

Last updated: 1/30/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/30/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.0	0	2	0	18.0	2	0	0	18.0	2	0	
1	28.0	0	1	0	28.0	0	1	0	28.0		1	
2	28.0	0	1	0	28.0	0	1	0	28.0		1	
3	28.0	0	1	0	28.0	0	1	0	28.0		1	
4	28.0	0	1	0	28.0	0	1	0	28.0		1	
5	28.0	0	1	0	28.0	0	1	0	28.0		1	
6	28.0	0	1	0	28.0	0	1	0	28.0		1	
Other	28.0	0	2	0	28.0	0	2	0	28.0		2	

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

Last updated: 1/30/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.1	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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: 1/30/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8102.0	\$1883.0	\$6219.0	\$55620.0
District	N/A	N/A	\$5676.0	\$57460.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/30/2017

Types of Services Funded (Fiscal Year 2015-16)

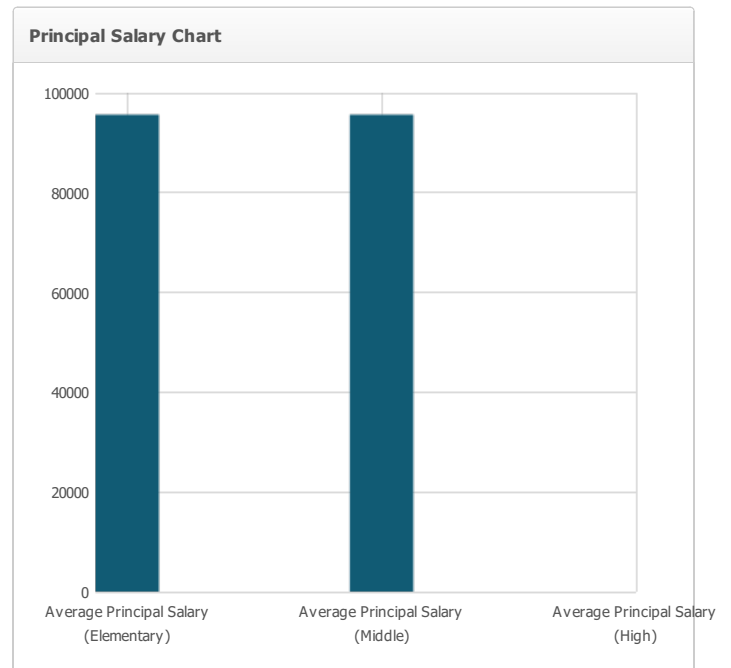
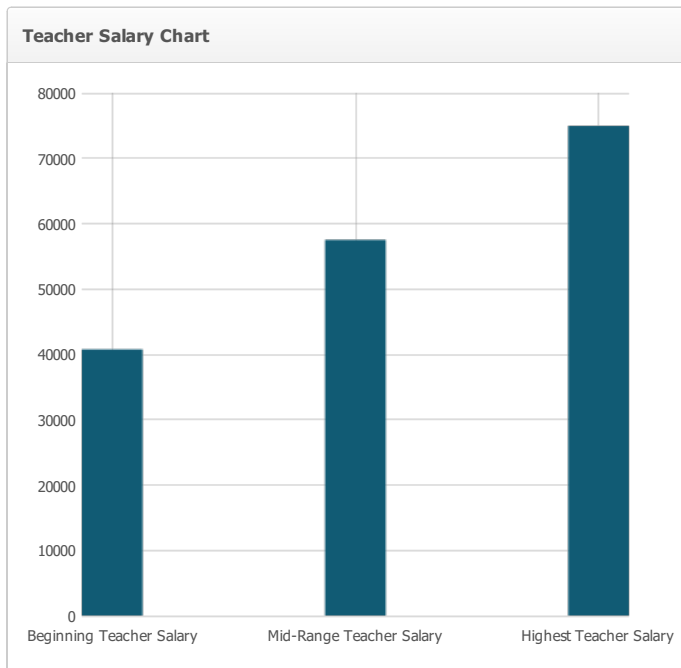
SunRidge provides a number of supplemental programs to support students who are in academic need. These programs include a developmental movement program, small group targeted reading and math intervention, reading screenings completed school-wide three times a year, in school and after school homework support, behavior plans, and Student Success Team meetings.

Last updated: 1/30/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,753	\$44,507
Mid-Range Teacher Salary	\$57,520	\$68,910
Highest Teacher Salary	\$74,964	\$88,330
Average Principal Salary (Elementary)	\$95,653	\$111,481
Average Principal Salary (Middle)	\$95,653	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$145,391	\$169,821
Percent of Budget for Teacher Salaries	46.4%	39.0%
Percent of Budget for Administrative Salaries	6.8%	6.0%

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



Last updated: 1/30/2017

Professional Development

Professional development at SunRidge is both school-wide and individualized. All teachers are expected to attend at least 3 days of professional development annually in areas of designated need, such as classroom management, curriculum development, individualizing instruction, students with special needs, etc. Professional trainers and consultants are brought in to work with staff both individually and in groups. Teachers are encouraged to attend professional development opportunities offered by SCOE and other agencies and trainers.

Individual teachers also received extensive training in the Math program, Making Math Real. All staff receive annual training in health and safety practices and procedures. Many SunRidge teachers attend one of two multiple day trainings in Waldorf methods and curriculum. Grades teachers also attend a 6-day summer training in how to teach the curriculum for the grade they will be teaching the upcoming year.

Last updated: 1/30/2017