

Approved by Charter Council: March 14, 2017

Approved by Twin Hills Board: April 13, 2017

SunRidge School

A dependent charter school in the Twin Hills Union School District

Charter Renewal Term: July 1, 2017 to June 30, 2022

I. EDUCATIONAL PROGRAM

Vision and Mission

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 toward our vision for our students and our school community by:

- Striving to meet the educational needs of each child at every stage of his or her growth through a curriculum based on the core principles of Public Waldorf Education (see Appendix).
- Supporting our students in developing capacities for independent and creative thinking, self-confidence, self-directed learning, and 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.

Learning Environment

SunRidge School broadens the educational choices for children in the Twin Hills Union School District and surrounding areas. SunRidge seeks to maintain a cooperative and mutually

supportive working relationship as a member of the district, building upon our common goals of providing the best possible educational opportunities for the children we serve. SunRidge seeks to create an involved community of parents, teachers, and staff who actively support children's healthy development. Parents and other family members will be involved in all aspects of the school: governance, the educational program, events, and activities, the beautification and development of school facilities and grounds, links with the larger community, and the ongoing evaluation of the educational program. SunRidge will honor and value parental input, and will also encourage and offer continuing parent education.

Whom the School Intends to Educate

SunRidge School serves children in kindergarten through eighth grade, including a HomeSchool Program, and may expand to include a preschool. The school best serves families who seek an educational program based on the values and principles described in our mission and vision statement and further delineated in the remainder of this charter. SunRidge School is nonsectarian in all aspects of its curriculum and its operations, including admission policies and employment practices. The school does not discriminate against any student on the basis of race, ethnicity, national origin, gender, sexual orientation, perceived orientation, home language, or disability, nor does it charge tuition.

What It Means to Be an Educated Person in the 21st Century

SunRidge School is committed to supporting the development of students who will achieve academic and personal habits and attitudes desired of an educated person in the 21st century – a lifelong learner who has developed competence, self-motivation, confidence, and responsibility. Each student's capacities should unfold uniquely, not according to a uniform standard.

The Academic Attributes of an Educated Person in the 21st Century Include:

- Literacy
- Ability to communicate clearly, both orally and in writing
- Ability to communicate in more than one language
- Understanding of the scientific process and the various scientific disciplines
- Knowledge of history
- Ability to think creatively, analytically, and logically
- Ability to understand the uses of technology in our society
- Ability to observe, gather, organize, analyze, and synthesize information
- Understanding of the mathematical processes and their application
- Ability to critically assess data

The Personal Attributes of an Educated Person in the 21st Century Include:

- Ability to work cooperatively with others

- Concentration, focus, and perseverance
- Adaptability and mental flexibility
- A strong sense of connection to and responsibility for the world
- Ability to value relationships, and have respect for others and for authority
- Ability to honor differences including cultural, ideological, and philosophical
- Ability to solve problems by analyzing issues from multiple perspectives
- Resourcefulness, confidence, and motivation
- Enthusiasm, a sense of wonder, and curiosity
- A passion for lifelong learning
- Clearly developed emotional intelligence
- Self respect, self control and self actualization
- Ability to communicate with respect and compassion
- Respect for the environment

How Learning Best Occurs

SunRidge School holds that learning best occurs when teaching methods and structures include the following elements, all part of an education based on the core principles of Public Waldorf Education (see Appendix):

- A model asserting that children have identifiable stages of development upon which curriculum content and teaching methods should be based
- Academic development in an environment that supports the unfolding of emotional and social aspects of the individual child
- A curriculum designed to foster attitudes and habits that promote responsibility and confidence
- Whole-to-part learning, from synthesis to analysis
- Academic components framed within an artistic, creative, and imaginative context
- An approach that strives to increase capacities for self-motivated learning as opposed to one that focuses on an information-based model
- A partnership between home and school where parents are deeply involved in a variety of aspects of their child's education and school decision-making
- The creation of a community wherein all members—including parents, teachers, children, and participants from the larger community—make a commitment to lifelong learning
- Educational models that weigh process and outcome equally
- Staff that are sensitive to each child's personal rhythm and development
- Protection from the negative influences of electronic media in modern society
- A cooperative non-competitive environment where each child's uniqueness is honored
- Educational experiences both in and out of the classroom setting that engage the child intellectually, emotionally, socially, and physically

- Teaching methods that place a high value on relational experiences and inter- and intrapersonal interactions

“One of the strengths of the Waldorf curriculum is its balance and depth: the emphasis on the arts....the rich use of the spoken word through poetry and storytelling...Above all, the way the lessons integrate traditional subject matter is, to my knowledge unparalleled.”

-Ernest Boyer, President, Carnegie Foundation for the Advancement of Teaching

Description of the SunRidge Educational Program

SunRidge educates the whole child by providing a balanced education based on Waldorf teaching methods and curriculum. Waldorf methods emerged from a pedagogical model of the child that emphasizes the developmental stages of childhood. At the heart of the philosophy is the conviction that education is an art. Whether the subject is arithmetic, history, or physics, the presentation must be alive, must speak to the child’s world, through direct experience, and is often filled with art, music, movement, and imagination. The goal is to teach children in a safe, protective, and naturally beautiful environment using methods that fill them with delight, wonder, and enthusiasm.

Waldorf teaching methods stress a nurturing, multisensory, nature-based learning environment. The stimulation of the child’s imagination and creativity is a high priority. Daily, weekly, and seasonal rhythms help provide consistent structure to the educational process. Multiple learning modalities are integrated into daily lessons to create a learning atmosphere that is supportive, challenging, and meaningful to each student. Waldorf teaching methods emphasize imaginative and creative play in the kindergarten and build in complexity as the child progresses. Opportunities for artistic expression abound throughout the grades.

One valuable aspect of a Waldorf-methods education is that it builds capacities for analytical thinking, problem solving, and creativity. Imaginative play, emphasized in the kindergarten, develops into imaginative thinking as a child matures through the grades. The capacity for imaginative thinking enables students to perceive events with clarity, to comprehend complex situations fully, and then to envision creative solutions for life’s challenges.

Waldorf methods are implemented at SunRidge in the following ways:

Starting in the 1st grade, the class teacher remains with the same group of students for multiple years/grades (ideally from 1st through 8th), teaching all the main lesson subjects. This provides the child with a feeling of connection and commitment, and affords the teacher the opportunity to work more deeply with the children and their families. For the teacher, this means

time to really know the children and help them develop their particular abilities. The heart of the education is the creative, trusting, and respectful relationship between the student and teacher. All SunRidge teachers have a responsibility of being deeply engaged in self-development, modeling the process of active learning and personal growth for the students. This model offers stability and continuing guidance to each child.

Each school day begins with the “Main Lesson,” a two-hour period in which the core curriculum is presented. The main lesson subjects, such as Introduction to Consonants, the Four Math Processes, Greek history, Botany, or Acoustics, are taught in two- to four-week blocks, integrating the material with speech, movement, memory work, art, writing, and music. This approach allows for freshness, enthusiasm, and concentrated in-depth experience, and gives the children time to assimilate what has been learned. Many blocks are continued later in the term for more in-depth learning.

Once main lesson is complete, for the remainder of each day the children are engaged in practice periods and special subject classes. Practical work in the form of crafts and handwork are integral parts of the required curriculum from kindergarten through the eighth grade. All SunRidge students learn handwork and woodworking, instrumental music including recorders and strings, singing/choir, games and physical education, gardening, Spanish, and Eurythmy (artistically guided movement to music and speech).

Research confirms that brain function is founded on body function: learning to knit and crochet in the early grades develops motor skills that enhance intellectual development. Coordination, patience, perseverance, and imagination are also schooled through practical work. Activities like woodworking, house-building, and gardening in the elementary years also give the children an understanding of and respect for how things work in the world.

Lessons and activities blend cognitive, auditory, kinesthetic, visual, and tactile approaches to address the students’ various dominant learning styles. SunRidge places a high priority on our students “learning how to learn.”

Textbooks are not typically used, especially in the lower grades. The teacher creates a presentation and the children make their own books (“main lesson books”) for each subject, recording and illustrating the substance of lessons. These beautiful main lesson books are an important record of learning and a demonstration of how art is integrated into every subject. Some textbooks may be utilized in grades 5 and above.

The academic program integrates art, drama, movement, painting, music, drawing, and handwork into the entire curriculum. Several studies have shown significant

correlations between academic success, enhanced critical thinking abilities, and positive attitudes toward community in students who are educated in arts-integrated curricula (Catteral, 1998; Seidel, 1999; Heath 1998). This model of education through the arts awakens imagination and creativity, bringing vitality and wholeness to learning.

Reading and writing are taught in the same way as they originated in the course of human history. First graders hear stories, draw pictures, and discover letters in the gesture of pictures. They then read what they wrote. Exposure to phonics is accompanied by the use of songs, poetry, and games that help establish a joyful and living experience of language. Through the grades, reading texts are taken from the classical humanities curriculum.

Science is taught through observation and experience of our natural environment.

Through nature studies, gardening, and environmentally conscious practices, the children develop reverence and a sense of guardianship for the Earth and all of its inhabitants. In the upper grades, the teacher sets up experiments and calls upon the children to observe, ponder, discuss, and write up scientific observations. The students then draw their own conclusions. Through this process, rigorous, independent thinking and sound judgment are trained.

Technology

Ethical use of technology is introduced in the 6th grade through programs such as Cyber Civics and Common Sense Media and continues through 8th grade. Keyboarding and online research are also introduced in the middle school.

Music, both singing and instrumental, are an integral part of the SunRidge curriculum.

Singing is a part of every day's activities beginning in kindergarten. More formal choral classes begin in the 5th grade. In the first grade, children learn to play the pentatonic flute, then progress and continue with recorders in later grades on a daily basis. Violin and other string instruments are introduced in the 4th grade, leading to orchestra in the higher grades.

Multicultural and gender-balanced content are integrated throughout the curriculum

by means of biography, storytelling, history, crafts, art, music, the practice of seasonal celebrations, and through foreign language instruction. The Waldorf curriculum and everyday rhythms and routines of our school community cultivate a sense of gratitude, a respect for the dignity of all forms of life, and a responsibility for self and all living things. SunRidge builds an ecologically informed community by focusing attention and care on the ecosystems in which our school and community are embedded. Through our work with nature we unite in learning about the interrelatedness of nature, self, and community and pursue actions that are

essential for sustaining our world. SunRidge seeks to build a living connection to nature and the environment through gardening, planting, harvesting, preparing, and sharing foods grown on and off the school campus. Composting and recycling promote environmentally responsible living. Celebrating the Earth and its natural elements and rhythms supports a sense of belonging to community, reinforces the idea that our actions have meaning, and promotes responsibility and protection of all living things.

The SunRidge Curriculum by Grade

Kindergarten

Our kindergarten program offers a joyful, nurturing setting that inspires the imagination through creative play, storytelling, puppetry, music, movement, and art. Emphasis is placed on the healthy development of the physical body through practical activities that include handwork, crafts, baking, cooking, gardening, sweeping, digging, nature walks, and plenty of time outdoors.

Responsibility for self and others is encouraged through attention to sharing, caring, and taking care of our kindergarten classroom and play yard. The foundations of written language and literacy are laid with an emphasis on the oral traditions of storytelling, puppetry, and song. The foundations of mathematics are nurtured through rhythmic movement, music, and the practical activities of cooking, sewing, gardening, and carpentry. Attention to, and care of, the natural world and its beauty lay a healthy foundation for more precise scientific explorations in the later years.

We believe that kindergarten is a time to protect childhood. Through healthy imitation, imagination, and play, children learn about their world and build a solid foundation for the work to come.

The Grades

In Waldorf-methods elementary schools, the cornerstone of the day in grades 1 through 8 is the Main Lesson, a two-hour period in the morning when children are most awake and receptive to academic work. The class teacher focuses on one subject over several weeks so students have an opportunity to develop a more in-depth relationship with every subject studied.

In each main lesson block, the teacher incorporates storytelling, movement, music, poetry, drama, drawing, painting, modeling, reading, and writing, presenting vivid descriptions and experiential opportunities each day that engage the student in a harmonious and joyful way. Students record and illustrate the lesson content in their Main Lesson books.

Each Class Teacher remains with the same class for multiple years, enabling close, secure relationships with each child and a deep appreciation of individual needs. This allows a close

partnership to develop between parents and teacher as well, which fosters a much deeper understanding of the ever-changing stages of child development.

SunRidge utilizes the *Alliance for Public Waldorf Education's curriculum standards*. This comprehensive tool provides a detailed, grade-by-grade delineation of Common Core Standards aligned to the Waldorf curriculum. Academic subjects are not always taught in the same sequence or grade as specified in the Standards, but the Waldorf curriculum fully prepares students for high-school level work by the completion of the 8th grade. What follows here is a brief outline of our grades curriculum:

Grades 1-4

The Waldorf-methods curriculum is designed to give children meaningful experiences at every age. Our approach is designed to maintain the protective veil of childhood for students in the first four years of grade school. Through fairy tales, fables, legends, creation stories, and Norse mythology, the teacher slowly builds a bridge that crosses from the innocent, imaginative world of childhood to the more conscious, empirical world of adolescent life.

First Grade:

Storytelling is a large part of the first grade curriculum, encompassing fairy tales, folk tales, and nature stories from around the world. Explorations of nature, pictorial and phonetic introduction of the alphabet, word recognition, qualities of whole numbers, Roman numerals, introduction to the four processes in arithmetic, mental math games, lower multiplication tables, and form drawing.

Second Grade:

Legends, animal fables, and Native American legends and multicultural studies of noble and heroic people. Lowercase letters, reading, basic elements of grammar and sentence structure, form drawing. Broadening arithmetic processes, continued observations of natural phenomena (weather, seasons, etc.)

Third Grade:

Ancient legends and creation stories from many cultures. Study of practical life: farming, housing, clothing. The children grow food, cook meals, and build a simple housing structure like a garden shed or playhouse. Reading, spelling, cursive writing, original compositions, grammar, punctuation, parts of speech. Higher multiplication tables, weight, measuring, money, primary numbers, word problems.

Fourth Grade:

Stories from Norse mythology and Celtic sagas and legends. California and local history,

geography, and cartography. Study of animal kingdom. Fractions, long division, square roots, averages, factoring.

Grades 5-8

In grades five through eight, the developmental capacity for abstract, analytical thinking radically shifts and the curriculum grows progressively more complex from year to year. The beginning of this transition is marked by the “nine year change,” a time when the child’s individuality becomes more pronounced and when a child first begins to view everything in his/her surroundings with a “critical eye.” At this time, many children begin to question their place in the world, which was previously taken for granted.

Fifth Grade:

Ancient Civilizations of India through Classical Greece. Participation with other Waldorf-methods fifth grades in a spring Pentathlon (demonstrating and celebrating the original five Olympic events). Composition and poetry, spelling, reading, grammar. U.S. Geography related to vegetation, agriculture, and economics. Decimals, ratio and proportion, freehand geometry, decimals, metric system, mixed numbers. Study of the plant kingdom/botany.

Sixth Grade:

Roman and Medieval history, composition and poetry, reading, formal letter writing, grammar, spelling, North and South American geography. Mineralogy, physics (acoustics, electricity, magnetism, optics, and heat), astronomy. Percentages, interest, profit and loss, ratios, proportions, geometric drawing with instruments.

Seventh Grade:

Renaissance, Reformation, and Age of Discovery, literature and poetry (Chaucer and the Crusades, Arthurian legends), biographies. Composition, complex grammar, spelling. World geography and ocean currents. Physics (mechanics and electricity), physiology, research, inorganic chemistry. Business math in depth, graphing and powers of numbers, pre-algebra.

Eighth Grade:

Shakespeare and Elizabethan Age to modern poetry, writing short stories, dramatic scripts and journalism, spelling, grammar. Continue world geography and climatology. Age of Revolution to Current Events. Physics (hydraulics), physiology, organic chemistry, meteorology. Applied mathematics (review of solids and measurements), set concepts, algebra, solid geometry.

Special Education Students and Students with Disabilities

All students participate in the above curriculum. Students with disabilities or special needs remain with their classes for main lesson and most other specialty classes. When needed or

stipulated in an Individual Education Plan (IEP), supports and services are provided by the Educational Specialist and Special Education assistants through both in-class and “pull-out” arrangements, as best serves the student’s needs.

SunRidge complies with all applicable state and federal laws in serving students with disabilities, including but not limited to Section 504 of the Americans with Disabilities Act and the Individuals with Disabilities in Education Act. In general, SunRidge works in cooperation with THUSD and other Local Education Agencies (LEAs) to ensure that students with exceptional needs are served pursuant to Education Code Section 47641(b). In practice, SunRidge and THUSD annually and in good faith negotiate and enter into a memorandum of understanding or other written agreement to more clearly specify each party’s responsibilities with respect to special education funding and services to be provided.

II. MEASURABLE PUPIL OUTCOMES

As stated above, the goal of SunRidge School is to provide a balanced education and nurture the whole child, through the curriculum and program described. This process allows children to recognize and achieve their full individual potential eighth grade students at SunRidge demonstrate proficiency in:

Core Academic Skills

Language Arts

- Master significant literary works, as demonstrated through speaking, reading, and writing. Students will have strong presentation skills. By active listening, students will interpret literature from various time periods and cultures.
- Present a complex team-based project by using learned bibliographic, essay, and graphic skills.
- Demonstrate successful completion of the Language Arts program by presenting a portfolio with a satisfactory evaluation measured with an objective rubric.

Mathematics

- Reason logically and understand and apply mathematical processes and concepts as demonstrated in arithmetic and algebra lessons and tests.
- Apply critical mathematical thinking skills during problem-solving activities.
- Demonstrate successful completion of the Mathematics program by presenting a portfolio with appropriate evaluation measured with an objective rubric.

History/Social Sciences

- Demonstrate knowledge of world geography, different cultures, and governing principles.

- Act upon learned civic values, including community service.
- Demonstrate successful completion of the History and Social Sciences program as measured by teacher observation, responses in class, and appropriate completion of main lesson books.
- Demonstrate knowledge of world history from ancient times through the present as it relates to modern day cultures and the development of humankind.

Science

- Demonstrate an ability to use observational methods and materials to investigate a scientific question. Critically evaluate data based on knowledge of the dynamics of history and the workings of ecosystems.
- Present scientific information clearly in a written format from observation to conclusion.
- Demonstrate respect for the natural world and explore it with confidence, wonder, and an open mind.
- Demonstrate successful completion of the Science program as measured by teacher observation, responses in class, and appropriate completion of main lesson books.

Visual and Performing Arts

- Demonstrate an awareness and understanding of a variety of styles and forms in the fine arts of music, drama, dance, and visual art.
- Demonstrate artistry, care, and accuracy in main lesson books, and participate in yearly class plays.

Physical Education

- Develop the ability to use and appreciate motor skills, develop group interaction skills, and develop the abilities to participate in and appreciate physical recreation activities.
- Participate in a variety of physical education activities that emphasize development of psycho-motor skills, team play, physical fitness, and sportsmanship.

Lifelong Learning Skills

- Develop effective study skills and habits, i.e.: note taking, library research, study strategies, and computer skills. Have the ability to persevere and complete a project, as well as to reflect on and evaluate their own and others' learning, adaptability, and resourcefulness.

- Develop the ability to collaborate and work effectively with others in cooperative groups.

Social Interpersonal Skills

- Demonstrate strong citizenship and leadership skills by working cooperatively with others to plan, initiate, and complete projects.
- Engage in responsible, compassionate peer relationships.
- Effectively access, evaluate, and integrate information from a variety of sources.
- Use a wide variety of thinking processes appropriate for the resolution of complex problems.
- Understand the consequences of choices.
- Strive to communicate clearly and articulately.
- Use non-violent conflict resolution.

III. MEASURABLE GOALS AND METHODS OF MEASUREMENT OF THE EDUCATION PROGRAM (Eight State Priorities)

SunRidge’s annual pupil and school wide goals to be achieved, pursuant to Education Code Section 47605(b)(5)(A)(ii), are described in the table below for the eight (8) State Priorities. This includes goals and specific annual actions to achieve those goals for all pupils and subgroups, as described in Education Code Sections 52052 and 52060(d). Notwithstanding, each of the goals may be revised by the SunRidge Charter Council, without need for material revision of the charter petition.

PRIORITIES	GOALS	ACTIONS	METHODS OF MEASUREMENT
<p>1. Basic Services <i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i></p>	<p>Teachers are required to hold a valid CA Teaching Credential or be working toward their credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing</p>	<p>District conducts credential review as part of teacher hiring process</p> <p>District informs credentialed staff when credentials are near expiration</p>	<p>Initial and annual verification of core teacher credential as reported by the CA Commission on Teaching will show 100% of teachers holding adequate credentials</p>

	Students have access to Common Core standards-aligned instructional materials	Director works with District Office to ensure adequate budget for instructional materials	Instructional materials are Common Core aligned
	School facilities are maintained, clean, safe, and in good repair	Daily general cleaning by custodial staff maintains campus cleanliness	Parent surveys
		Monthly and annual facility inspections will screen for hazards	Facility and ground safety assessments completed regularly
2. Implementation of academic content and performance standards <i>Implementation of state-adopted standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	SR teachers will be provided with materials and be trained to implement Waldorf and Common Core and all performance standards	Faculty discussions ensure ELA and Math curricula are aligned to the Waldorf and Common Core state standards as outlined in the Alliance document	Calendar of ongoing staff development
	All students will gain academic content knowledge with the implementation of the CA Common Core state standards including EL students gaining English language proficiency	All SR teachers will have access to annual professional development on the implementation of the Common Core state standards, including EL students gaining English language proficiency and to collaborative opportunities to	Block rubrics and daily class schedules will demonstrate goal met
			Ongoing formative assessments will demonstrate that students are progressing in academic knowledge that is Waldorf and Common Core aligned

		develop units based on the CCSS	
3. Parental involvement <i>Parental involvement, including parent participation and efforts to seek parent input for decision-making</i>	SR will provide opportunities for parent involvement through volunteer opportunities	SR has field trips every year that need parent participation	SR class field trip sign-up sheets for parent volunteers
		SR has parent volunteer opportunities in the classrooms	SR class sign-up sheets for reading, math, and handwork helpers
	SR will provide opportunities for parent input and decision-making	SR will have parents on the Charter Council, Parent Council, and committees	SR has parents on the Charter Council, Parent Council, and committees. SR will conduct an annual survey to the parents as part of the LCAP
4. Pupil Achievement <i>Pupil achievement, as measured by all of the following, as applicable: (A) Statewide assessments (B) the Academic Performance Index (C) Percentage of pupils who have successfully completed courses that satisfy the UC/CSU or career technical education program requirements (not applicable) (D) Percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT (E) EL reclassification rate (F) Percentage of students who have passed an AP examination with a score of 3 or higher (not applicable) (G) Percentage of pupils who participate in, and demonstrate college</i>	SR students, in all applicable grade levels, will score at an equal or higher proficiency rate than local surrounding schools in ELA/Literacy Science and Math in: (A) Statewide assessments (B) Academic Performance Index (D) Percentage of EL pupils who make progress toward English proficiency on CELDT (E) EL reclassification rate.	SR will provide instruction conducive to student learning with appropriate CCSS instructional materials throughout school year	SR academic performance reports, CA Dashboard, CELDT. The CAASPP scores will show that SR students score at an equal or higher proficiency rate than local surrounding schools
	SR will meet the annual academic targets as mandated by the State Board of Education	SR Director, Charter Council, and faculty will regularly review progress toward targets	CalMAPP Scores; CA SARC summary and/or equivalent as determined by the CA Department of Education will demonstrate goal met

<i>preparedness pursuant to, the Early Assessment Program (not applicable)</i>			
5. Pupil Engagement <i>Pupil engagement as measured by all of the following, as applicable: (A) School attendance rates (B) Chronic absenteeism rates (C) Middle school dropout rates (not applicable) (D) High school dropout rates (not applicable) (E) High school graduation rates (not applicable)</i>	SR will set and strive for a high ADA rate (93%+) to meet targets in the following areas: (A) School attendance rates	SR will provide a safe, nurturing, and positive learning environment with consistent information on the importance of school attendance to students and parents	SR monthly, quarterly, and annual ADA reports will demonstrate goal met
	SR will set and strive for a high ADA rate (93%+) and will have fewer instances in the following areas: (B) Chronic absenteeism rates	Parents and students will be informed of our attendance policies specified in our Parent Handbook given out at the beginning of every year	Monthly and annual absence reports from our Student Information System will demonstrate goal met
	(C) SR will strive for no middle school dropouts	Middle school teachers meet weekly to address departmental topics and student needs	SR monthly, quarterly, and annual ADA reports will demonstrate goal met
6. School Climate <i>School climate, as measured by all of the following, as applicable: (A) Suspension rates (B) Expulsion rates (C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	SR will set and strive to meet and decrease targets in the following areas: (a) Suspension rates of less than 3%	SR will assess Suspension policies and incidents, if any, annually	SR monthly and annual suspension and expulsion reports, such as SARC, CALPADS showing a suspension rate of less than 3% will demonstrate goal met
	SR will set and strive to meet low targets in the following areas: (b) Expulsion rates of less than 1%	SR will assess Expulsion policies and incidents, if any, annually	SR monthly and annual suspension and expulsion reports, such as SARC, CALPADS showing an expulsion rate of less than 1% will demonstrate goal met
	SR will set and strive to meet and lower targets in the following areas: (c) Absences	SR will assess absences regularly and encourage regular attendance	SR monthly attendance reports will demonstrate goal met

<p>7. Course Access <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (E.C. §42238.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable: - Grades K-8: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p>	<p>SR students, including all subgroups, will have access to and enroll in our broad educational program as outlined in this charter</p>	<p>All academic content areas will be available to all students, including student subgroups, at all grade levels</p>	<p>Course and grade level schedule as indicated in approved charter will show how all academic content is available to all students</p>
<p>8. Pupil outcomes <i>Pupil outcomes, if available, in the subject areas described in E.C. §51210(a)-(i), inclusive, of §51220, as applicable</i></p>	<p>High academic achievement in English, social sciences, foreign language, physical education, science, mathematics, and visual and performing arts</p>	<p>SR students develop a deep understanding, mastery, and application of important concepts that propel inquisitive lifelong learning and reach high levels of academic achievement</p>	<p>CAASPP reports; classroom-level reports, mid-year reports, end-of-the-year reports, and reports for all subgroups; CELDT; IEP reports will demonstrate goal met</p>
	<p>Waldorf and Common Core State Standards-based instruction</p>	<p>SR provides a school model where students acquire and practice a range of essential skills that</p>	<p>Project-based assessments; portfolios will demonstrate goal met</p>

		are Waldorf, CA, and CC standards based	
		SR implements the Waldorf curriculum and Common Core Standards, to develop and use the best instructional practices that meet the varied needs of all students	SR master schedule; charter petition and block rubrics will demonstrate goal met
	Positive student character development	SR provides socioemotional curriculum through regular schoolwide assemblies, and class meetings. Also, ethical use of technology classes and professional development	Semester and end-of-year reports will demonstrate goal met
	Community participation	SR provides a space where students have the opportunity for involvement in responsible actions and social service in their local community	Event review minutes; Faculty Meeting minutes will demonstrate goal met
		SR offers festivals that involve students, parents, and teachers	Event review portion of Faculty Meeting minutes will demonstrate goal met

Multiple Methods of Measuring Student Progress

Just as students have many different learning styles, they also respond differently to different forms of assessments. In addition, some aspects of the Waldorf curriculum do not readily lend themselves to quantitative assessments and more qualitative means are called for. SunRidge will ensure a variety of assessments (e.g., content-specific tests, qualitative observations, projects, tests, quizzes, classroom discussions, presentations) are used to determine student achievement. This multiple measures approach will improve the reliability of assessment data.

Progress is measured in a number of ways to provide an assessment congruent with the mission and goals of the charter. Direct methods include:

1) State performance standards and assessments

SunRidge School conducts pupil assessments required pursuant to Section 47605(c) of the Education Code. Students completing 8th grade meet statewide performance standards at a level comparable to others in the county and state.

2) Review of student work

SunRidge School measures student progress with the whole child in mind. A broad range of measures are used to assess each student's intellectual, emotional, social, artistic, and physical development. Student work to be reviewed includes main lesson books, performances and presentations, artwork, class participation, group projects, practice papers, reports, homework, and tests. Student social/interpersonal skills are also be assessed.

3) End of year student reports

At the end of each school year, class teachers prepare student reports that provide a comprehensive assessment of each student's progress during that year. These assessments are based upon a portfolio of student work, performance assessments, enumeration of subjects adequately completed, identification of areas needing additional focus, and an assessment of social and study skills. Teachers in grades 6-8 also provide semester/trimester reports.

In addition, SunRidge School actively involves parents in the oversight of its educational program and their child's progress in the following ways: encouraging parents to volunteer in the classroom and other school activities; conducting individual parent/teacher conferences where parent input on student progress is actively sought at least twice per year; conducting class meetings for parents a minimum of 5 times per year; and surveying parents annually on their satisfaction with the educational program and its benefit to their child's development. School open houses are held at least one time each year. Parents, community members, school district members, administrators, and teachers are invited to observe student work and the school itself.

Special Needs

If any student appears to be struggling with the curriculum or classroom structure, a Student Success Team (SST) process will be initiated. The student, his/her parents and teacher and the School Director will meet to consider classroom or curricular accommodations. If recommended accommodations are not successful, the student may be referred for an assessment to determine eligibility for special education services. Any ensuing services set in place through an IEP will be provided as a support to the existing curriculum. If a student has difficulty in school with learning and does not qualify for an IEP, a Section 504 plan may be considered.

HomeSchool Program

SunRidge offers a homeschool program within the school setting. It currently serves grades K-5 and follows all rules and regulations governing Independent Study. SunRidge HomeSchool students will work toward completion of appropriate grade level curriculum goals as outlined in the California Common Core standards. Methods of study are described in the student's work assignment records. It is school policy that parents are to meet every four weeks with the supervising teacher. The SunRidge HomeSchool Program will provide a Supervising Teacher, appropriate textbooks, instructional materials, and other necessary services. Evaluation of student progress will include observation, interview, and documentation and is the professional responsibility of the Supervising Teacher.

IV. GOVERNANCE STRUCTURE OF THE SCHOOL

The Twin Hills Union School District (THUSD) Board of Trustees is the governing body for the school district, including SunRidge School. SunRidge School works cooperatively with the THUSD Board of Trustees, and operates as a school of the THUSD except for those purposes stated in this charter or in annual contracts or memoranda of understanding. SunRidge School and the District pledge to work in good faith to document the specific terms of these relationships in annual contracts or memoranda of understanding. SunRidge School anticipates continuing with the District as a "dependent" charter school but reserves the right to operate and be governed as an "independent" charter school in the future if that change is necessary in order to address essential school needs or to fulfill the expectations mandated by this charter.

SunRidge Charter Council

The SunRidge Charter Council serves as a delegate body of the THUSD to set school policies, plans, procedures, and priorities as outlined in this charter or in annual contracts or memoranda of understanding. In addition, the Charter Council acts in an advisory capacity for the school to the THUSD Board and the SunRidge Director.

The Charter Council consists of a minimum of five (5) members: two (2) teachers, two (2) parents, and one (1) community member, an interested member of the community who has no children currently enrolled at SunRidge. The Faculty selects the faculty representatives. The Charter Council selects the parent representatives with input from the Parent Council, and the Charter Council selects the community representative. Charter Council membership may be expanded as needed, with the intention of keeping the ratio of parents to faculty members equal. Elected members of the council serve staggered terms of two or three years, with the possibility of reappointment. A member's term typically begins in October.

The Charter Council meets at least monthly during the school year. One member, as selected

by the Council, works with the Director to set the agenda for upcoming meetings. In addition, one member as selected by the Council will facilitate Charter Council meetings. The Director participates in the Charter Council meetings as a non-voting member. The Director or someone else assigned to the role takes minutes at the meetings. Agendas and minutes are posted on the school's website as well as outside the office.

All Charter Council meetings are conducted in accordance with the Brown Act and applicable public meeting laws. Every effort is made to make Charter Council decisions by consensus of the members present. If the facilitator deems it necessary for the good of the school, decisions may be made by a majority vote of the members present.

The Charter Council is responsible for preparing any and all modifications to the Charter. Any Charter Council recommendations to modify the school charter must be approved by the THUSD Board of Trustees prior to implementation. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

The day-to-day operations of SunRidge School are the responsibility of the Director, working in collaboration with the Charter Council. The Charter Council approves and oversees school policies to ensure that the Director's decisions and actions are fully informed and in alignment with the charter. Areas of responsible oversight for the Charter Council include:

- Review and oversee school budget
- Evaluate and address educational program needs
- Evaluate the school's performance in meeting its mission and goals
- Ensure that the school maintains accountability to its charter
- Recommend any changes to the SunRidge Charter to the THUSD Board of Trustees
- Review and approve policies and procedures
- Recommend annual school calendar/schedule
- In collaboration with the Superintendent, evaluate the SunRidge Director
- In collaboration with the Director, evaluate the performance of the Charter Council
- With the Superintendent, select and recommend to the THUSD Board of Trustees the hiring of a new Director, or the termination of a current Director
- Ensure that all policies and significant program changes are communicated to the THUSD Board of Trustees at least annually

Director of the SunRidge School

The Director serves as site administrator of SunRidge School. The Director's duties are delineated in the Director job description and include, but are not limited, to the following:

- Inform and work collaboratively with the Charter Council on all key governance, finance, and operational matters of the school. It is the Director's role to proactively seek and integrate the Charter Council's input and recommendations into decisions made about the school
- Work collaboratively with the Faculty in implementing the school's educational program to fulfill the school's charter and to meet State educational requirements. It is the Director's role to proactively seek and integrate the Faculty's input and recommendations on school policies, procedures, and other matters that relate to school operations, the educational program, and the school environment
- Work collaboratively with the Parent Council and parent committees in implementing events and activities that support the health of the school community
- Provide clear and effective communication with the parent body and individual parents regarding school operations, activities, needs, and concerns
- Oversee fiscal management, purchasing, contracts, and day-to-day operations of the school
- Oversee the management and development of facilities and grounds
- Ensure emergency and disaster preparedness for the school
- Prepare, monitor, and balance the school's budget
- Manage the school's pledge program to ensure maximum participation and meeting of the school's financial needs for a stable Specialty program
- Manage government testing and assessment procedures
- Ensure that the school complies with all laws, regulations, and policies
- Ensure that the school's educational program is in alignment with the school's charter
- Lead the search and hiring process for all SunRidge staff, contractors, and consultants
- Supervise, train, support, and evaluate all staff either directly or through delegation to other supervisory staff or subcontractors
- Oversee the provision of parent education events and activities
- Manage and supervise student enrollment and admission procedures
- Oversee student behavior and discipline procedures
- Report to the Twin Hills Board of Trustees on key governance, finance, educational program, and operational matters
- Act as liaison between the school and the THUSD
- Provide dynamic leadership and clear guidance to the school community
- Oversee publicity and outreach to the larger community

- Recommend additional staffing positions or consulting to enhance the operation of the school
- Other responsibilities as specified in the employment contract and job description

The duties of the Director may be changed if the Charter Council determines that additional administrative staff, such as an Education Director, is needed. In such an event, the duties of the Director and the additional position(s) will be clearly delineated in separate job descriptions. The Director and any other administrative staff are evaluated annually for the first two years, then every two years, in a process outlined by the Charter Council and approved by the THUSD Superintendent.

The Director will be hired through a selection and approval process. The Charter Council and the THUSD Superintendent serve as the search and interview committee, or they may designate a hiring subcommittee comprised of not less than two parents, two faculty, and the Superintendent. The Charter Council and the Superintendent are responsible for recommending the best candidate for Director to the THUSD Board of Trustees for approval.

**The SunRidge Faculty
Faculty Composition**

The class teachers for each grade are defined as “Certificated Faculty.” The SunRidge employees who teach non-core Specialty classes are defined as “Adjunct Faculty.” When not referred to specifically with these terms, the general term “Faculty” refers to both Certificated Faculty and Adjunct Faculty.

The primary role of the Faculty is to implement a curriculum and pedagogy that meet the educational needs of their students and support the mission and vision of the school. The Faculty and the Director meet on a regular basis to discuss the life of the school and community. The Faculty work collaboratively with the Director and the Charter Council in providing input and advice on school policies, procedures, and other matters that relate to the educational program and environment for the children. The Faculty is represented on the Charter Council, act as advisors on school committees, have a representative on hiring committees, and have a representative present at Parent Council meetings. All SunRidge employees, including the Faculty, are supervised by the Director or his/her designee.

The SunRidge Parent Council

SunRidge School supports the active involvement of parents in the life of the school. To that end, a Parent Council operates at SunRidge.

The Parent Council is comprised of one parent representative from each class, selected in a manner determined by the class. The Parent Council meets monthly. School administrators, faculty members, and other members of the school community are invited to participate at meetings.

Parent representatives serve one-year terms that begin in October each year. Representatives may serve more than one term if re-selected by their class. Representatives attend meetings, become involved in Parent Council discussions and activities, report back to other parents in their respective classes at parent evenings and receive input from those other parents.

One parent representative, selected by the Council as chair, facilitates Parent Council meetings or assigns that role to another member. Another representative is selected by the Council as treasurer. Every effort is made to make Parent Council decisions by consensus of the members present. If the facilitator deems it necessary for the good of the school, decisions may be made by a majority vote of the members present.

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.
- Provide school administration and the SunRidge Educational Foundation with parent input on priorities for use of fundraised monies.
- Assist school administration and the SunRidge Educational Foundation in addressing school needs by having a representative participate on the Coordinating Committee (comprised of one representative from the Parent Council, Charter Council, Foundation, Faculty, and Administration).
- 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.

V. EMPLOYEE QUALIFICATIONS

SunRidge School employs teaching staff for core subjects who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing.

In order to provide a strong Waldorf-based educational program, SunRidge teachers are expected to have a solid understanding of, and commitment to, Waldorf philosophy, curriculum, and methods. This is typically demonstrated through completion of a recognized Waldorf teacher certification program.

Waldorf schools have traditionally held the intention that class teachers move with their class through the grades from 1st through 8th. SunRidge faculty intends to uphold this value of continuity through the grades and also recognizes that flexibility may, at times, be beneficial to the school, a class, or the teacher.

With this intention and flexibility in mind, SunRidge grades teachers move up with their class to the next grade with special consideration given to any concerns that may arise regarding the transition from 5th to 6th grade, and 8th to 1st. Teacher assignments in the 5th and 8th grades are reviewed annually in November, to ensure the best interests of the students, school, and teachers. To make the determination, the Director gathers information via teacher interviews of those affected and/or convenes an advisory committee. If the Director convenes a committee, this advisory committee makes a recommendation to the Director, who makes the final decision. The committee should be comprised of a lower-grades teacher, an upper-grades teacher, and a specialty teacher with a half-time or more position. This process is also used when two teachers request the same assignment. Decisions are announced by April of each year.

The advisory committee uses the following criteria, **equally weighted**, in making a recommendation:

- Needs of the school and district (as determined by district and site administration);
- Experience at the requested grade level, number of years teaching, and other pertinent experience;
- Applicable credentials and Waldorf certification;
- Current assignment
- Seniority (total number of full time equivalent years teaching in the district)
- Needs of the teacher (personal and professional)

Recommendations of the committee are made by consensus, if possible. If not, all information is presented to the Director as input for his/her final decision.

Teachers of non-core subjects (adjunct faculty) do not need to hold a CTC credential but are

otherwise qualified for their positions. Adjunct faculty may be hired as classified employees or through independent contractor agreements as appropriate.

SunRidge may employ a variety of administrative and support staff, including, but not limited to, Director, Education Director, School Manager, teacher aides, clerical staff, and custodial/maintenance staff. Administrative and support staff have qualifications requisite to the tasks to perform.

All employees must support the philosophy of SunRidge School; enjoy and be effective working closely with parents; be screened for a criminal record summary; provide fingerprint record; and show proof of absence of TB.

Hiring Committees

Recommendations for employment of certificated faculty are determined by a hiring committee that includes at minimum the Director and/or his/her designee, one Charter Council representative (selected by the Director), and two faculty members (selected by the Director).

The hiring of SunRidge employees other than class teachers is by a hiring committee composed of at least the Director and/or his/her designee and one faculty member.

VI. HEALTH AND SAFETY PROCEDURES

SunRidge School follows state and federal regulations and local THUSD Board policy for health and safety procedures, including the requirement that each employee of the school furnish the school with a criminal record summary and submit to a criminal background check as described in Educational Code Section 44237. SunRidge School fulfills the directives and requirements of the risk management plan, including detailed health and safety procedures, set forth by the insurance company providing service for the Twin Hills Union School District pertaining to Health and Safety issues.

An onsite designee oversees proper reporting procedures for any building/grounds safety issues, injuries, or other health/safety related problems.

VII. RACIAL AND ETHNIC BALANCE

SunRidge School strives to maintain the racial and ethnic balance among its students that is reflective of the THUSD student population by providing an open enrollment policy. SunRidge maintains statistical racial and ethnic information to be reviewed annually, and if at any time finds there to be a disparity, will find those means most effective to actively pursue balanced representation.

SunRidge School may implement a student recruitment strategy that includes one or more of the following elements or strategies, to ensure a racial and ethnic balance among students that is reflective of the general population of the THUSD:

- an enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process
- the development of promotional and informational materials that appeal broadly to the various racial and ethnic groups represented in the physical district
- the distribution of promotional and information materials to a broad variety of community groups and agencies that serve the various interest groups represented in the physical district

VIII. ADMISSION REQUIREMENTS

Admission to SunRidge School is open to any child residing in the State of California. Pupils are considered for admission without regard to ethnicity, national origin, gender, family structure, or disability. The ages of the children entering the school are:

Pre-Kindergarten: Up to age 5 1/2

Kindergarten: Age five on or before December 2nd after entering Kindergarten the previous September

First Grade: Age six by June 1st prior to entering First Grade in September

The age policy described for first grade pupils continues in this manner through all grades (i.e., a child entering second grade must be age seven by June 1st prior to entering second grade in September of that year). Exceptions to this age policy may be made by consent of the class teacher and the School Director, and will be on a trial basis.

Upon enrollment, prior to admission, parents and/or guardians will be requested to complete a registration packet and sign an agreement of expectations that signifies an understanding that an education based on the core principles of Public Waldorf Education is most effective when parents provide a home environment that works in partnership with the curriculum, methods, and values of the school. This includes:

- Providing a home life for their children that supports the efforts and approach of the school, including a rhythmic daily schedule, adequate sleep, and a healthy diet
- Reading the SunRidge Electronic Media Concerns and Guidelines and making the necessary changes to be in alignment with the school and other parents in this mutual effort

- Reading the SunRidge Parent Handbook (and Kindergarten Handbook for kindergarten parents) and following the school's policies, procedures, and practices
- Reading the weekly school Bulletin to stay informed and responding as needed
- Learning about Waldorf education to understand and be able to support the approach
- Ensuring regular and punctual daily attendance by their children
- Monitoring and supporting their children's adherence to the school's dress and behavior codes
- Attending regularly scheduled class parent meetings and individual parent/teacher conferences
- Participating in community service (volunteer) activities for the school using a guideline of 40 hours per parent per year as the typical contribution
- Participating in our parent pledge program to the degree they are financially able, so that the school can continue to provide a full artistic and experiential program for all students
- Treating teachers and staff respectfully
- Communicating concerns or conflicts quickly and directly to the appropriate person; following the established procedures for healthy resolution of disagreements or conflict

If the total number of eligible students who wish to enroll exceeds the school's current capacity and attendance, then a lottery will be instituted for the remaining vacancies. The school may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.

When space is limited, the following applicants are given preference for admission to the school according to enrollment policies and procedures established by the Charter Council:

- Students presently enrolled in SunRidge (guaranteed enrollment for the following year)
- Students who are the children of SunRidge employees working at least 0.5 FTE
- Students who have siblings enrolled in SunRidge classroom-based program (siblings include children living in the same household who share at least one parent, stepparent or guardian)
- Students enrolled in the SunRidge HomeSchool Program for a minimum of 5 months as of March 1
- Children who are residents of Twin Hills Union School District or children of an employee of the Twin Hills Union School District
- All other applicants

Students who have been expelled from another school or have school records showing recurrent behavioral/disciplinary problems will require special review by the Director and Charter Council before being accepted.

IX. FINANCIAL ACCOUNTABILITY

SunRidge School receives funding pursuant to Education Code Section 47613.5 and its successors. The Twin Hills Union School District serves as the fiscal agent and responsible entity for SunRidge School. All funds due to the school flow through the Twin Hills Union School District; the District fiscal office disburses funds in accordance with the procedures agreed upon between the District and SunRidge School and outlined in a separate agreement (the District/Charter Memorandum of Understanding). This agreement will be negotiated on an annual basis.

The Twin Hills Union School District provides and/or performs the oversight or administrative tasks and duties specified and/or necessitated by this charter for the actual costs to perform such functions or for a fee not to exceed one percent of SunRidge School's cash revenues provided to the school pursuant to the terms of the Charter Schools Act. The services provided by the District include, but are not limited to, the following:

- Good faith efforts to develop any needed additional agreements to clarify or implement this charter
- Regular review, analysis, and dialogue regarding the annual performance report of the school
- Monitoring of compliance with the terms of this charter and related agreements
- Good faith efforts to implement the dispute resolution and related processes described in Section XIII of this charter
- Timely and good faith review of requests to renew or amend this charter as permitted under law

Oversight functions mandated by state law may be reimbursable through state-approved mandated costs according to applicable provisions of California law.

SunRidge School separately purchases financial and other administrative services from the Twin Hills Union School District for an agreed upon fee, which is negotiated on an annual basis and is included in the Memorandum of Understanding between the Twin Hills Union School District and SunRidge School. Unless indicated otherwise in this agreement, the District serves as the fiscal agent for SunRidge School. The services and goods purchased by SunRidge from the District may include, but are not limited to, the following:

- Financial, accounting, and fiscal support services including annual audit
- Payroll and health benefits
- Purchasing and accounts payable services
- Student information, assessment, and other data processing services
- Legal counsel, risk management, and insurance services

- Special education services
- Services related to serving exceptional needs or English language learners

Financial Audit:

The audit will verify the accuracy of the school's financial statements, attendance, and enrollment accounting practices, and reviews the school's internal controls. Any audit exceptions and deficiencies will be reviewed and reported to the School Director, Charter Council, and Superintendent with recommendations on how to resolve the findings. The School Director will report to the THUSD Board of Trustees regarding how the exceptions and deficiencies have been or will be resolved.

X. PUPIL SUSPENSION AND EXPULSION

SunRidge School maintains a comprehensive set of discipline policies that are aligned with District policies. These policies are printed and distributed as part of the school's Parent Handbook and clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. The School Director may, pursuant to the school's adopted policies, suspend students who fail to comply with these policies and/or who present an immediate threat to the health and safety of others. The Director may also recommend student suspension or expulsion to the THUSD Board as outlined in District policy and as the education code presents.

Prior to expulsion, students will be accorded due process unless the student's conduct presents an immediate threat to the health or safety of others. The school will notify the District of any expulsions and includes suspension and expulsion data in its annual performance data.

XI. RETIREMENT SYSTEM

Staff at SunRidge School participate in the Twin Hills Union School District retirement plans. The Twin Hills Union School District retirement plan includes participation in the State Teachers Retirement System (certificated faculty) or the Public Employees Retirement System (classified staff). Classified staff also participate in the federal social security system.

XII. EMPLOYEE RIGHTS

Hiring, supervising/evaluating, and terminating practices for SunRidge School employees comply with all federal and state nondiscriminatory laws and are governed by generally accepted fair labor practices.

All SunRidge School certificated staff will work under a two-year probationary status and undergo annual evaluations by the School Director or his/her designee. Permanent status is

determined by a positive evaluation and recommendation by the Director in consultation with the District Superintendent.

XIII. DISPUTE RESOLUTION PROCESS

The SunRidge Charter Council adopts policies and processes for airing and resolving internal and external disputes at the school level, which are publicized in the Parent and Employee Handbooks

The Superintendent and governing board of the Twin Hills Union School District agree to refer all complaints regarding SunRidge School's operations to the School Director for resolution in accordance with the school's adopted policies. The School Director involves the Charter Council in such disputes or complaints as appropriate. Parents, students, volunteers, and staff at SunRidge School are provided with a copy of the school's policies and dispute resolution process and agree to work within it. If a complaint is submitted under the uniform complaint procedure, SunRidge will follow the District policy.

Should the dispute remain, the individual(s) raising the issue and SunRidge staff will have an opportunity to present the issue to the THUSD Board of Trustees for potential resolution.

XIV. LABOR RELATIONS

The Twin Hills Union School District is the public school employer of the core teachers at SunRidge School for the purposes of the Education Employment Relations Act. Those teachers are subject to the terms of any existing district labor contracts and agree to be represented by the district-wide bargaining unit known as the Twin Hills Teacher Association. The District and SunRidge School agree to negotiate in good faith for agreements and MOUs as needed to ensure that SunRidge School can effectively provide the educational program specified in this charter.

XV. OVERSIGHT, TERM AND RENEWAL

Oversight

The Twin Hills Union School District may inspect or observe any part of SunRidge School at any time, but shall provide reasonable notice to the Director prior to any observation or inspection. The Twin Hills Union School District shall provide such notice at least forty-eight hours prior to the inspection or observation unless the school's Charter Council or Director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the Twin Hills Union School District without mutual consent of the Director and Charter Council of SunRidge.

SunRidge School and the District agree to work together to accomplish all tasks necessary to fully implement this charter, including but not limited to, the submission of any necessary and duly prepared waiver requests to the State Board of Education.

Term:

This charter shall have a five-year term beginning July 1, 2017.

Renewal:

The Twin Hills Union School District agrees to receive and review the annual fiscal and programmatic audit and performance report as specified in item IX. Within two months of the receipt of this annual review, the District must notify the SunRidge Charter Council as to whether it considers the School to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the District’s conclusions. If in its review of the school’s annual report, the District determines that the school is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, is renewed for a term of no less than five years. The SunRidge Charter Council may request from the District governing board a renewal or amendment of the charter at any time prior to expiration. The District governing board agrees to hear and render a renewal decision pursuant to the timelines and processes specified in the Charter Schools Act.

Severance:

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Twin Hills Union School District and the SunRidge Charter Council. The District and SunRidge School agree to meet and discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Kalen Wood, Director	Date
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Barbara Bickford, Superintendent	Date
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CORE PRINCIPLES OF THE ALLIANCE FOR PUBLIC WALDORF EDUCATION

Final. 11.08.16

Members of the Alliance for Public Waldorf Education are committed to the principles listed below. They ensure that Public Waldorf education is ever-evolving, and continuously renewed through practice, research, observation, and active reflection.

1. Image of the Human Being:

Public Waldorf education is founded on a coherent image of the developing human being.

- Each human being is a unique individual who brings specific gifts, creative potential, and intentions to this life. Public Waldorf education addresses multiple aspects of the developing child including the physical, emotional, intellectual, social, cultural, moral, and spiritual. Through this, each child is helped to integrate into a maturing whole, able to determine a unique path through life.
- Rudolf Steiner's educational insights are seen as a primary, but not exclusive, source of guidance for an understanding of the image of the human being.

2. Child Development:

An understanding of child development guides all aspects of the educational program, to the greatest extent possible within established legal mandates.

- Human development proceeds in approximate 7-year phases. Each phase has characteristic physical, emotional, and cognitive dimensions and a primary learning orientation.
- The Public Waldorf educational program, including the curriculum, teaching methodologies, and assessment methods, work with this understanding of human development to address the needs of the individual and the class in order to support comprehensive learning and healthy, balanced development.
- Our developmental perspective informs how state and federal mandates, including curriculum sequence, standardized testing, and college and career readiness, are met.

3. Social Change Through Education:

Public Waldorf education exists to serve both the individual and society.

- Public Waldorf education seeks to offer the most supportive conditions possible for the development of each student's unique capacities and for engendering the following qualities to work towards positive social change:
 - A harmonious relationship between thinking, feeling, and willing;
 - Self-awareness and social competence;
 - Developmentally appropriate, academically informed, independent thinking;
 - The initiative and confidence necessary to transform intentions into realities; and
 - An interest in the world, with active respect and a feeling of responsibility for oneself, one's community, and the environment.
- Such individuals will be able to participate meaningfully in society.

4. Human Relationships:

Public Waldorf Schools foster a culture of healthy relationships.

- Enduring relationships -- and the time needed to develop them -- are central to Public Waldorf education. The teacher works with each student and class as a whole to support relationship-based learning.
- Healthy working relationships with parents, colleagues, and all stakeholders are essential to the well being of the student, class, and school community. Everyone benefits from a community life that includes festivals, events, adult education, study, and volunteer activities.
- Public Waldorf education encourages collaboration in schools, within the Alliance for Public Waldorf Education, among all schools working out of a developmental approach, in conjunction with the broader field of education.

5. Access and Diversity:

Public Waldorf Schools work to increase diversity and access to all sectors of society.

- Public Waldorf schools respond to unique demands and cultures in a wide range of locations in order to provide maximum access to a diverse range of students. Schools work towards ensuring that students do not experience discrimination in admission, retention, or participation.
- Public Waldorf schools and teachers have the responsibility to creatively address the developmental needs of the students with the most inclusive possible approaches for all learners.
- The Public Waldorf program and curriculum is developed by the school to reflect its student population.

6. Collaborative Leadership:

School leadership is conducted through shared responsibilities within established legal structures.

- Faculty, staff, administration and boards of a Public Waldorf school collaborate to guide and lead the school with input from stakeholder groups. To the greatest extent possible, decisions related to the educational program are the responsibility of those faculty and staff with knowledge and experience of Rudolf Steiner's educational insights.
- Governance and internal administration are implemented in a manner that cultivates active collaboration, supportive relationships, effective leadership, consequential action, and accountability. A Public Waldorf school is committed to studying and deepening its understanding of best practices of governance appropriate to its stage of organizational development.

7. Schools as Learning Communities:

Public Waldorf schools cultivate a love of lifelong learning and self-knowledge.

- Public Waldorf education emphasizes continuous engagement in learning and self-reflective practices that support ongoing improvement. At the individual and classroom level, teachers reflect regularly on their observations of the students and of the educational process. Essential aspects of school-wide work and professional development include self-reflection, peer review, faculty and individual study, artistic activity, and research.
- Rudolf Steiner is a primary, but not exclusive, source of guidance for developing an active inner, meditative life and an understanding of the dynamics within society.
- Public Waldorf schools encourage all community members to engage in active and ongoing ways to enhance their capacities as human beings through self-reflection and conscious social engagement.