

Tree of Life Charter

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Tree of Life Charter
Street	241 Ford Rd.

City, State, Zip	Ukiah, CA 95482-3440
Phone Number	(707) 462-0913
Principal	Stacy S Strauss
Email Address	stacystrauss@treeoflifeschool.net
School Website	www.treeoflifeschool.net
County-District-School (CDS) Code	23 65615 6117386

2023-24 District Contact Information

District Name	Tree of Life Charter School
Phone Number	(707) 472-5000
Superintendent	Debra Kubin
Email Address	dkubin@uusd.net
District Website	www.uusd.net

2023-24 School Description and Mission Statement

Tree of Life Charter School is a free, public Montessori educational environment for children ages 5-13. The school was founded in 2000 by parents and teachers who wanted the benefits of a Montessori education to be available in the Ukiah area for any family who wanted it. They also wanted a school that was small in size so that each child would be known individually and personally. Currently the school has five classrooms and a capacity of 90 students.

The school runs Before School and After School Care programs that are free for all students for a total of 10 hours of programming per day. It has free tutoring for 30 minutes afterschool on Mondays and an hour on Wednesdays. Certificated staff also do individual tutoring afterschool on Mondays, Tuesdays, Thursdays, and Friday for students who need extra support. Beginning in summer of 2021, the school began offering free summer programming. Tree of Life provides 30 days of 9 hour programming outside of the regular school year. Tree of Life is a National Green School, so it uses only environmentally safe cleaning products and pest deterrents. It has an active reduce, reuse, recycle program, as well as school vegetable gardens. The school's peace curriculum includes peacemaking and restorative justice, as well as behavioral and social skill training and practice with Non-Violent Communication and Move This World.

It's the parents/guardians and staff, working together and investing their time, energy, and attention to the children, to the school community, and to facility remodeling and maintenance, who have made this school a treasure. When one visits or works in a classroom and hears the children's exclamations about their discoveries, sees them collaborating on projects, or listens to their ideas and questions about the universe, the effectiveness of this educational method that honors the uniqueness of each individual is evident.

Vision Statement

Like parents everywhere, we care about our children, want what's best for them, and know that their experience in school can have a great impact on the quality of their life. We want them to have an education that is worthy of their beauty and potential. We want them in a place where they are known, not as part of a pack or as faces in a crowd, but individually and personally. We want them in a school where they receive direct, high-quality attention, where their actual needs are met, where their potential is being realized. We want them in a classroom where they are engaged, interested, and happy, a place where they have a say about what they learn and how they learn it, where their education means something to them and to us, and where they have a vote and voice in class decisions. We want them in an environment where they are respected and where they are expected to respect each other and are held accountable for it. We believe these simple but far-reaching desires can be the basis of an education that helps children grow into creative, truthful, compassionate, useful adults who go on learning, and who contribute meaningfully to the society that makes their education possible.

Our Mission

Utilizing the Montessori philosophy, we will work and learn with our children, with our school staff, with each other, and with the community to develop confident, creative, fruitful citizens of a world made better by their having the opportunity to fully develop.

2023-24 School Description and Mission Statement

Montessori Philosophy

Over a century ago, Dr. Maria Montessori began to demonstrate that the natural curiosity of very young children could be the center of an education that effectively explores, reveals, and develops their true capacities. The wonderfully flexible educational method she developed was based not on theories or dogmatic beliefs, but on actual observation of children's real nature and activities. She filled their educational environment with materials they could discover and work with to learn. And she supplied both the guidance needed to get a child started at the right time with the right activity and the direct personal supervision needed to help the child succeed. The Montessori Method was eventually expanded to include older children and adolescents. The careful, loving observation that is the key to her method has always focused on the individual child—not on age, or on peer group, or on preconceived standards of readiness, but on seeing and respecting each and every child.

- Respect and dignity for children and their amazing abilities provide the foundation of the Montessori Method. Our environment and our staff present children with many opportunities for developing their physical abilities, social skills, intellectual curiosity, emotional awareness, and spiritual connection.
- Community interaction is a daily occurrence at our school. Within the school itself, you will not find children segregated by age or gender but working in a multi-age mini community. Children spontaneously help each other and, in the process, develop a sense of empathy for others with different abilities.
- Enthusiasm and curiosity are the inner motivations for each child's exploration of the universe. Sparked by their own curiosity, a question about a lesson presentation, or the inner need to master a skill, children work with enthusiasm and interest that is self-motivated. You will not find grades, competitions, rewards, or punishments used to manipulate motivation in our program.
- Freedom to choose from a variety of meaningful activities, freedom to move about the environment, and freedom to work for extended periods of time help children to develop inner discipline and the ability to concentrate. Because the children are free to move and choose activities suited to their needs, they do not develop the fatigue that other schools need to relieve with "recess." Because they are not required to change activities frequently according to a schedule predetermined by a teacher, they can work for long periods without interruption, thus developing concentration and focused attention.
- Activities suited to the child's development at each stage help the child to develop the skills needed for the following stage. Children have sensitive periods when they are especially receptive to learning particular skills. Younger children are sensorial explorers of their immediate environment, while older children are capable of exploring the universe with their imaginations. The oldest children are explorers of society and relationships. Each child works at a pace and level uniquely suited to that child's capabilities and potential, making continual progress. There are no grade levels and no labels of "gifted" or "disabled."
- Nurturing adult staff are the catalyst between the child and the environment. These special people have a sincere respect and love for children, providing guidance and limits when necessary, and they are dearly loved by the children.
- Peace through humane education was one of Dr. Maria Montessori's hopes for the world. In our program the development of cooperation, friendship, tolerance and appreciation of human differences, and peace are direct outcomes of this sensible educational method.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	17
Grade 1	13
Grade 2	15
Grade 3	12
Grade 4	7
Grade 5	9
Grade 6	13
Total Enrollment	86

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37.2%
Male	60.5%
American Indian or Alaska Native	1.2%
Asian	2.3%
Hispanic or Latino	29.1%
Two or More Races	7%
White	55.8%
English Learners	1.2%
Homeless	4.7%
Socioeconomically Disadvantaged	59.3%
Students with Disabilities	9.3%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	85.71	245.80	70.79	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	10.40	2.99	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	14.29	66.60	19.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.50	3.61	12115.80	4.41
Unknown	0.00	0.00	11.80	3.41	18854.30	6.86
Total Teaching Positions	3.50	100.00	347.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.50	100.00	238.90	67.55	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	17.80	5.04	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	47.30	13.39	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.60	3.02	11953.10	4.28
Unknown	0.00	0.00	38.90	11.01	15831.90	5.67
Total Teaching Positions	3.50	100.00	353.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners	0	0

(a percentage of all the classes with English learners taught by teachers that are misassigned)

No credential, permit or authorization to teach

(a percentage of all the classes taught by teachers with no record of an authorization to teach)

25

0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>As a Montessori school, Tree of Life does not use traditional textbooks and instructional materials in its classrooms for grades TK-6. Instead, it uses a rich variety of resource materials and Montessori instructional materials, which are standards-aligned though not on the state-approved list. Many of the materials and lessons are purposely designed to support a curriculum in which the subjects are integrated, which follows principles of the new Common Core Standards. Below are listed the materials that are mainly or specifically used for reading/language arts. There are sufficient materials for each classroom.</p> <p>For reading/language arts lessons, the following Montessori materials are used:</p> <p>Geometric Metal Insets (preparation for writing)</p> <p>Tactile Alphabet</p> <p>Movable Alphabets</p> <p>Phonetic Reading Boxes and Cards, Lists</p> <p>Phonetic Story Books</p> <p>Phonogram Reading Boxes and Cards, Lists, Packets</p> <p>Phonogram Story Books</p> <p>Phonetic Environment and Labels for Grammar</p> <p>Grammar Symbols</p> <p>Puzzle Words/Sight Words</p> <p>Non-phonetic Nomenclature Cards in All Subjects</p> <p>Non-phonetic Environment and Labels for Grammar</p> <p>Grammar Box Activities for Parts of Speech</p> <p>Grammar Commands</p> <p>Grammar Parsing Boxes</p> <p>Sentence Analysis Charts</p> <p>Noun and Adjective Classification Charts</p> <p>Detective Adjective Exercise</p> <p>Symbolic Grammar Literature Selections</p> <p>Verb Conjugation Set</p> <p>Verb Mood, Voice, and All Tenses Set</p> <p>Rhyming and Sequencing Activities</p> <p>Similes and Analogies Exercises</p> <p>Syllabication Exercises</p>	Yes	0

	<p>Word Study Box Activities (compound, root, prefix, suffix, synonym, antonym, homonym, homograph, homophone, contractions, punctuation, phrase and sentence, classification, dictionary guide words, thesaurus usage)</p> <p>Punctuation Paragraphs</p> <p>Interpretive Drama Paragraphs</p> <p>Phrase and Clause Charts</p> <p>History of Language and Writing Timeline and Materials</p> <p>Montessori reading paragraphs and cards in a variety of subjects</p> <p>Other instructional resources include:</p> <p>A wide variety of fiction and non-fiction books of multiple reading levels and various genres</p> <p>Poetry books</p> <p>Play scripts</p> <p>Dictionaries, thesauri, etymological dictionaries</p> <p>Encyclopedias</p> <p>Resource and guide books about book reports, punctuation, writing reports, handwriting, writing good paragraphs and essays</p> <p>Charts and posters about literary elements, poetry types, writing skills, proofreading and editing skills</p> <p>7th and 8th grade curriculum: Reading- Junior Great Books Foundation; History Alive: The Medieval World and Beyond, TCI (Teachers' Curriculum Institute) will be used for Social Studies and also includes many standards for Language Arts); Writing- Step Up to Writing, Voyager Sopris Learning</p>		
Mathematics	<p>Tree of Life uses the beautiful Montessori mathematics and geometry materials for TK-6 grades instead of traditional textbooks in its classrooms. Concepts are presented in the concrete with these representations of abstract mathematical and geometrical principles. As each student matures, more work is done by the student abstractly, without the materials. Many of the materials have printed exercises used for practicing and mastering the lesson concepts after the initial lesson. Many of the materials have multiple levels of lessons for which they are used. These materials are standards-aligned, though not on the state-approved list. Below are listed the materials that are mainly or specifically used for mathematics and geometry lessons. There are sufficient materials for each classroom based on the developmental level of the children in that classroom. For mathematics and geometry lessons, the following Montessori materials are used:</p> <p>Sensorial Materials for Size and Sequence (knobless cylinders, cubes, broad stair, long rods)</p> <p>Sensorial Materials for Sequence (baric tablets, thermic bottles, sound boxes, textured boards)</p> <p>Number Rods and Numerals (1-10)</p> <p>Tactile Numerals</p> <p>Movable Numerals and Mathematical Symbols</p> <p>Spindle Box (0-9)</p> <p>Numerals and Counters (odd, even)</p> <p>Golden Beads Decimal Materials and Cards</p> <p>Stamp Game</p> <p>Dot Exercise</p> <p>Junior Bank Game</p> <p>Colored Bead Stair, Chains, Squares, Cubes, and Labels</p> <p>Seguin Tens and Teens Boards</p>	Yes	0

Hundred/Pythagoras Board
 Snake Games for Addition, Subtraction, Multiplication, and Negative Numbers
 Addition and Subtraction Strip Boards
 Multiplication Bead Board
 Division Boards
 Working Charts and Boards for Addition, Subtraction, Multiplication, Division Facts
 Equation Facts Boxes
 Decanomial Bead Box
 Table of Pythagoras
 Square Root Board
 Small, Large, and Golden Bead Frames
 Multiplication Checker Board
 Geometric Hierarchy of Numbers
 Whole Number Operation Story Problems and Practice Problems
 Fraction Skittles
 Fraction Circles, Squares, Triangles
 Fraction Number Lines, Order, Equivalence, and Story Practice Sets
 Decimal Fraction Board and Exercises
 Decimal Fraction Multiplication Checker Board
 Decimal Fraction Number Lines, Order, Equivalence, and Story Practice Sets
 Centesimal Circle and Decimal and Percentage Exercises
 Classroom Money Set and Exercises
 Clock and Time Set and Exercises
 Binomial and Trinomial Cubes
 Power of 2 and Power of 3 Cubes
 Algebraic Trinomial Cube
 Algebraic Task Cards
 Square Root Pattern Cards
 Cubing and Cube Root Materials
 Multi-Base Bead Frame and Exercises
 Constructive Triangle Boxes
 Ratio and Proportion Exercises
 Irrational Number Exercises
 Mortensen Algebra Materials and Exercises
 Sets Materials and Exercises
 Probability Materials and Exercises
 Statistics and Graphing Materials and Exercises
 Geometric Cabinet, Cards, and Commands/Exercises
 Geometry Nomenclature Cards and Charts
 Tessellations
 Circle, Square, Triangle Concentric Materials
 Detective Triangle Exercise
 Protractor Circle for Angles
 Geometry Stick Box and Commands/Exercises
 Equivalent Figure Material for Area
 Yellow Triangles for Area
 Theorem of Pythagoras Materials
 Yellow Prisms for Volume
 Cubes and Prisms for Volume
 Geometric Solids
 Fillable Geometric Solids
 Measurement Exercises and Tools in Both Customary and Metric Systems
 History of Mathematics and Geometry Timeline and Materials
 Other resources used for mathematics and geometry lessons:

	<p>Books about mathematics and geometry concepts, principles, and history Games Puzzles</p> <p>7th and 8th grade curriculum: Saxon Math Course 2 and 3</p>		
Science	<p>TK- 6th grade: Montessori's Cosmic Curriculum integrates science with other subjects, such as mathematics, language arts, history, arts, and even physical education. Teachers give the Montessori Great Lessons each year, varying the follow-up key lessons with particular groups of children depending on their developmental level and previous lessons. Montessori instructional materials for science rely heavily on teacher demonstrations, student experiments, and informational materials that are readily available on the shelves in the classroom. Each classroom is equipped with the materials suitable for the developmental level of the children in that environment. Below are listed the instructional materials that are mainly or specifically used for science. For science lessons, the following Montessori materials are used: Astronomy Nomenclature Cards, Paragraphs, Booklets, Charts Moon Cycle Materials Solar System Materials Geography Charts and Reading Cards Physics Commands/Experiments Magnetics Commands/Experiments Electricity Commands/Experiments Chemistry Commands/Experiments Parts of the Atom/Types of Atoms Nomenclature Cards, Paragraphs, Booklets Periodic Table Materials Element, Compound, Mixture Materials States of Matter Classification Physical or Chemical Change Classification Light and Color Materials and Commands/Experiments Sound Materials and Commands/Experiments Parts of the Earth Chart, Nomenclature Materials, Model Who Am I? Rock and Mineral Stories Mineral Commands/Experiments Rock Classification Materials Water Cycle Nomenclature Cards, Paragraphs, Booklets, Charts Nitrogen and Carbon Cycle Nomenclature Cards, Paragraphs, Booklets, Charts Types of Clouds Nomenclature, Paragraphs, Booklets, Charts Parts of a Volcano, Mountain, River Nomenclature, Paragraphs, Booklets, Charts Clock of the Eras and Geologic Periods Materials Timeline of Life Materials, Reading Cards Kingdoms of Life Classification Chart and Exercises Plant Kingdom Classification Chart and Exercises Botany Leaf Insets and Cards Botany Nomenclature Cards, Paragraphs, Booklets, Charts Functions of Plants Materials Uses of Plants Materials Botany Science Commands/Experiments</p>	Yes	0

	<p> Botany Impressionistic Charts Who Am I? Plant Stories Animal Kingdom Classification Chart and Exercises Parts of Animals Nomenclature Cards, Paragraphs, Booklets, Charts Functions of Animals Materials Who Am I? Animal Stories The Great River Chart Human Anatomy Nomenclature Cards, Paragraphs, Booklets, Charts Human Physiology Materials and Commands Prokaryotes Classification and Nomenclature Materials Fungi Classification and Nomenclature Materials Protocista Classification and Nomenclature Materials Parts of a Cell Models and Nomenclature Materials Biomes of the World Maps, Cards, Paragraphs, Classification Sets Nutrition Nomenclature, Paragraphs, Classification Sets Simple Machines Models, Commands/Experiments Other instruction materials include: Science experiment resource books Science concepts and informational resource books Weather measurement and informational materials Science charts Experiment kits Puzzles, models, games </p> <p>7th and 8th grade curriculum: Bringing Science Alive! TCI (Teachers' Curriculum Institute)</p>		
History-Social Science	<p> TK-6th grade: Montessori's Cosmic Curriculum integrates history-social science with other subjects, such as mathematics, language arts, science, arts, and even physical education. Teachers give the Montessori Great Lessons each year, varying the follow-up key lessons with particular groups of children depending on their developmental level and previous lessons. Montessori instructional materials for history-social science rely on teacher presentations and discussions, directed and spontaneous student research, and informational materials that are readily available on the shelves in the classroom. Each classroom is equipped with the materials suitable for the developmental level of the children in that environment. Below are listed the instructional materials that are mainly or specifically used for history-social science. For history social-science lessons, the following Montessori materials are used: Calendar, Year and Its Parts Materials, BCE/CE Timeline Clock of Eras, Reading Cards, Research Cards Timeline of Life, Reading Cards, Research Cards The Long Black Strip, the Hand Chart Timeline of Early Humans, Reading Cards, Research Cards Fundamental Needs of Humans Charts History Questions Charts Timeline of Ancient Civilizations Migration Charts Land and Water Form T rays and Cards, Booklets, Charts Globes of Land and Water, World Parts, Continents Political and Physical World Globes Puzzle Maps of World, All Continents, United States </p>	Yes	0

	Puzzle Map for Longitude and Latitude Pin Maps of the Continents Geography Impressionistic Charts Government of the United States Nomenclature, Paragraphs Set Greek, Roman, Egyptian Alphabet and Numbers Set Greek Philosophers Nomenclature, Paragraphs Set The following additional resources are used: A wide variety of books about different historical periods A wide variety of books about important people in history A wide variety of historical fiction and non-fiction books Maps and books about various continents and countries Charts, posters, and maps about different historical periods 7th and 8th grade curriculum: History Alive: The Medieval World and Beyond, TCI (Teachers' Curriculum Institute)		
Foreign Language	Movable Alphabet for Spanish Various books and flashcards in Spanish Various books and flashcards in French Multiple Language Foreign Language Vocabulary and Sentences Software CDs Various books to teach beginning Chinese, German, Italian, French, Spanish Duolingo online learning portal	Yes	0
Health	Various books on nutrition, fitness, causes and prevention of illness and disease Nutrition Nomenclature, Paragraphs, Charts Set Fitnessgram Program Charts Physical education and sports equipment Classroom set of yoga mats and demonstration cards	Yes	0
Visual and Performing Arts	Sound boxes Bell Material and Set Staff Boards, Music Signs and Notes Music Nomenclature Cards Tone Bars Sets Orff Metallophones, Xylophones, Glockenspiels Piano and keyboards Drums Recorders and precorders Rhythm instruments Dance and drama props and costumes Music recordings Folk dance instructional recordings, videos Play scripts Music books History of music and art sets Books and recordings about art, artists, forms of drama, music, musical instruments, musicians Musical Instruments Nomenclature Set Posters and charts about music, dance, art Various art materials for drawing, painting, sculpture, needlework	Yes	0

School Facility Conditions and Planned Improvements

Tree of Life's goal is to provide a safe and beautiful environment for its children and staff. At the same time, Tree of Life is a very small school and has always relied on the efforts of its parents/guardians and staff to ensure that the school is clean, safe, and functional. To assist in evaluating this effort, the school uses the Facility Inspection Tool (FIT) supplied by the State of California. According to this survey, the school's rating is "Good" at 98.86%. The survey was done on November 30, 2023 by Mendocino County Office of Education as part of the school's Williams Inspection. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

This school has 5 classrooms, an office, a restroom facility, a resource room, and storage rooms. Two classrooms, the resource room, and storage rooms are housed in the Hunters Lodge Building on Redwood Empire Fairgrounds, which was renovated in 1980. One classroom building and the office are portable modulars leased from Mobile Modular. Two portable modular buildings are owned by the school and were built in 2000. One part time custodian, with the help of parent volunteers, Fairgrounds staff, and local contractors, help to keep the facility in good repair.

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Some electrical panels did not have 3 feet clearance. Admin let teachers know to fix it.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			A lock is needed on gate to water main.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	57	65	31	33	47	46
Mathematics (grades 3-8 and 11)	46	49	20	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	37	37	100.00	0.00	64.86
Female	15	15	100.00	0.00	80.00
Male	21	21	100.00	0.00	52.38
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	58.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	60.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP
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Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	37	37	100.00	0.00	48.65
Female	15	15	100.00	0.00	46.67
Male	21	21	100.00	0.00	47.62
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	41.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	23.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	78.57	--	19.15	19.43	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent/Guardian Participation

Tree of Life Charter School is a community of families actively working to provide the best quality of life to all of its members. As adult members of this community, parents/guardians have the responsibility of protecting and nurturing the children. To this end, there are three ways by which parents/guardians are expected to participate in Tree of Life Charter School activities: 1. Parent Council participation; 2. Parenting and family support and information meetings; and 3. Family service to the school. We expect and encourage parents/guardians to participate in all three activities!

Parent Council and Parenting and Family Support

At Tree of Life, parents/guardians are students too! Learning is a life-long activity. The best way to demonstrate this to our children (since parents are the first educators) is to continue learning and improving ourselves. This is one function of Parent Council, along with school governance, and all parents and guardians are members of Parent Council. A goal of this school is to educate and support parents/guardians so that the children will have the optimum opportunity for development both at home and at school. To accomplish this, Tree of Life School Parent Council holds a variety of Parenting and Family Support activities, such as discussion groups, speakers, workshops, and family gatherings. Parent Council also plans school events, elects a representative team to the Board Cabinet, provides input to our Local Control Accountability Plan and Title I School Plan, and holds monthly meetings to address family suggestions and concerns. We understand that there are occasionally calendar conflicts or illnesses that might prevent attendance at a Parenting and Family Support activity. In that event, we have written materials, or audio or video recordings that can be studied by those who could not attend. For the 2022-23 school year, the school has held a combination of remote and in person meetings. Recordings of the meetings were shared on Parent Square for those who could not attend. The first three Parent Council meetings for the 2023-24 school year were held with training from Non-Violent Communication certified trainer. We have a Parents' Lending Library available in the office with many good books and recordings parents may borrow. Friday Updates are sent out on Parent Square with reminders and announcements about upcoming events. Students have a communication folder that is brought home daily.

Service to the School

Service to the community is another aspect of the children's curriculum which can be modeled by its adult members. Tree of Life School gratefully acknowledges all of its members who volunteered time, energy, and skills to initially organize and create it! It will grow more beautiful through the years as each family adds its own energy to its growth. By participating in service to the school, parents/guardians become a part of the school's structure and involved in a practical way in their child's education. It is expected that most families will enthusiastically want to help the school in whatever way they can. Thirty (30) hours per year are expected per family to be performed by the adults (students are welcome to help, but hours are not counted). Service activities are noticed to the school community through our Parent Square app, and families can log their volunteer hours on the app as well. These may include classroom cleaning, grounds and building maintenance, field trip assistance, listening to children read in the classroom, helping with classroom projects, fundraisers, and promotional activities. Adults who wish to volunteer as specialty instructors (e.g., art, music, bike repair, gardening, sewing, etc.) or classroom helpers, under the supervision of classroom Guides, on a regular basis are required to attend a training session prior to working with groups of children at school. Parents/guardians should check the Friday Updates, calendar, and app notifications for Parent Council meeting dates and times, weekend workday events, help requests from staff, and fundraiser information. These are also posted on the bulletin boards in the office and the outside. Parental involvement is not a requirement for acceptance or continued enrollment at the school.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	92	86	26	30.2

Female	33	31	7	22.6
Male	57	53	18	34.0
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	1	1	1	100.0
Asian	2	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	26	24	6	25.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	1	12.5
White	51	48	16	33.3
English Learners	1	1	0	0.0
Foster Youth	0	0	0	0.0
Homeless	6	6	5	83.3
Socioeconomically Disadvantaged	56	53	19	35.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	10	10	3	30.0

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.13	5.82	6.10	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.07	0.29	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0

Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Tree of Life's Comprehensive Safety Plan is a compilation of several policies and procedures currently in place at Tree of Life Charter School. The elements of this plan were developed with the input of school staff during Staff Meetings, through site safety trainings attended by the Principal at the county office of education, through active shooter and lockdown training held at the Redwood Empire Fair for school personnel and community agencies given by local law enforcement, through consultation with California Highway Patrol officers, through consultation with CharterSAFE insurance company, and through consultation with a representative from the local and State Fire Marshall's office. The policies in this plan were updated and approved by the school's Board Cabinet in March 2022, which includes principal, teachers, parents, board member, student member, and community-at-large representatives who also provided feedback and suggestions. At the beginning of each school year in August, the staff orientation meeting includes a review of these policies and plan with all employees. The school requires new employees to have current pediatric and adult First Aid and CPR certification. The school provides opportunities for staff to renew their certificates through on-site training biennially. The school provided First Aid and CPR training for staff in September 2022. In Fall 2023, new staff and all 7th grade students participated in First Aid and CPR training. Staff also reviews school emergency policies and procedures annually during their staff training prior to the first day of instruction in August, including mandated reporter, childhood sexual assault training, and suicide prevention trainings.

Brief description of health and safety procedures followed:

Seismic safety: The school participates in the Great California Shake-Out in October, and it requires classrooms to hold earthquake drills at least once every three months. The school is housed in facilities that meet California Building Code requirements of Title 24 of the CCR.

Natural disasters and emergencies: The school has in place an Emergency Response Plan that details staff responsibilities and the procedures to be used in case of fire, earthquake, assault/fight, bomb threat, intruder/hostage, and lock down emergencies. It includes the procedures for warning and notification of families, sheltering, and evacuation. All classrooms and office rooms have emergency exit plan maps posted and fire extinguishers. All classrooms and office have smoke detectors and fire alarms. All classrooms and the office have emergency supply kits that include first aid supplies. The school holds monthly fire drills, and the principal performs monthly safety inspections. The school also holds an annual lock-down drill, and the principal participates in training for lockdowns and shelter-in-place procedures.

Immunizations, health screenings, administration of medications: Immunization records must be presented to the school staff before a child can be enrolled in school. Written verification or signed medical waiver for the following immunizations must be submitted: diphtheria, measles, mumps, pertussis, poliomyelitis, rubella, tetanus, hepatitis B, varicella, and Tdap booster for students entering 7th grade. Personal belief exemptions filed with a California school prior to January 1, 2016 will be held valid until entry into the next grade span. All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. TOLCS staff is responsible for administration of medication to students attending school during regular school hours. The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical

2023-24 School Safety Plan

professional. Medication will be administered during school hours if determined to be absolutely necessary on an ongoing basis. All prescription medication administered at school is required to be in a container labeled by a licensed pharmacist and labeled with the student's name; all over-the-counter medication must be in the original manufacturer's container with the student's name clearly written on the container; all medication requires a written statement by the medical practitioner detailing the method, amount, and time schedule the medication is to be taken; a written statement signed by the parent/guardian indicating permission for the school staff to assist the pupil in taking the medication must be on file at the school. Staff administering medication must keep a record of when it was administered and who administered it. All medication is kept in a locked storage container, and surplus medication is returned to the parent/guardian upon completion of the regimen. Tolerance for use of drugs and/or tobacco: TOLCS is committed to providing an environment free of illegal drugs, tobacco and smoking, alcohol, and weapons in order to promote safety in the workplace, employee and student health and well-being, and a work and learning environment that is conducive to attaining high work standards. Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on the school premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination for employees and suspension or expulsion for students. Smoking and ENDS are not allowed anywhere on the school campus. In 2020, TOLCS applied to be a Tobacco Free Certified school. Firearms, knives, explosives, or other dangerous weapons are not allowed on campus. TOLCS reserves the right to use appropriate means to provide a safe work environment for its employees, including search of school property, and search of employee or student property.

The school's Health and Safety Policy also include the following sections:

Preventing Spread of Illness

Exposure Control Plan for Blood-borne Pathogens

Drug-Free/Smoke-Free/Alcohol-Free/Weapons-Free Environment

Science Laboratory Instruction

Administration of Medications

Role of Staff as Mandated Child Abuse Reporters

First Aid and CPR Trained Staff

Food and Nutrition (School policy promotes organically grown, whole foods, no refined sugar or artificial sweeteners)

Cleaning and Maintenance (Earth-friendly, non-toxic cleaning whenever possible; elimination of unnecessary waste; everyone helps keep environment clean)

Playground and Restrooms

Eye Protection and Dress Code

Procedures for Students Using Tools and Science Lab

Computer and Internet Use

Field Trips, Driver//Chaperone Requirements, Use of Wheeled Vehicles

Playground Safety

Suicide Prevention Policy

Discipline Response Guide; Suspension and Expulsion Policies and Procedures

Discrimination and Harassment Policies

Procedures for Safe Ingress and Egress

Anti-Bullying Policy

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	19	3	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	1		
Other	20	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	23	2	1	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11785	1319	10,446	\$59,352
District	N/A	N/A	15,205	\$75,059
Percent Difference - School Site and District	N/A	N/A	-37.1	-23.4
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	31.5	-38.2

Fiscal Year 2022-23 Types of Services Funded

In addition to its regular Montessori educational program, Tree of Life provided extra support to students at the school by having highly qualified instructional assistants in each classroom. This allows students who need additional help or instruction to receive it in the classroom as part of their regular school day. The school also contracted with a school psychologist from the county office of education to provide counseling for students at school in addition to IEP services. The school psychologist met with each classroom weekly to provide universal SEL activities. Social-emotional learning activities were also practiced daily schoolwide through use of the Move This World online platform and Nonviolent Communication instruction and practice. Additionally, a special education teacher provided additional support and instruction to students, as well as give services to our students with IEP's. This was the fourth year that Tree of Life belonged to El Dorado Charter SELPA. Summer programming was offered free of charge to all student during July 2022 and June 2023. Certificated teachers provided customized afterschool tutoring to students who demonstrated the need. There was one full hour of open tutoring offered to any student every Wednesday afterschool. The school served free breakfast and lunch made in its certified kitchen, serving homemade, plant-based meals. The school began receiving funding from the National School Lunch Program in April of 2022. For the 2022-23 school, it received funding for breakfast AND lunch.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,086	\$54,190
Mid-Range Teacher Salary	\$72,308	\$85,111
Highest Teacher Salary	\$98,980	\$104,999
Average Principal Salary (Elementary)	\$120,382	\$132,492
Average Principal Salary (Middle)	\$135,813	\$140,987
Average Principal Salary (High)	\$151,002	\$153,884
Superintendent Salary	\$210,979	\$255,503
Percent of Budget for Teacher Salaries	29.42%	32.09%
Percent of Budget for Administrative Salaries	5.06%	5.25%

Professional Development

The staff at Tree of Life used the equivalent of 4 days for professional development before classes began in Fall that include training on school policies and procedures, as well as strategies for working with students effectively. There were two more teacher professional development days: November 1 and on June 9 for reflections of the school year after the last day of school. The entire instructional staff began Phase 3 of the MTSS training in fall 2022. This is a 50 hour online collaborative training to develop a multitiered system of support to all students. The staff plan to complete the training sometime during the 2023-24 school year. In addition, the staff meets together for professional development 1 ¼ hours each week. During the last two years, these meetings included practice with the Nonviolent Communication method for peaceful communication and conflict resolution. The school continued to use Move this World, an SEL online platform, to implement social-emotional learning, which staff felt was an important learning need based on observation of student behaviors and rise in the percentage of students with attention deficit disorders, autism spectrum disorders, and family trauma. The 2022-23 school year was the 6th year to use Move this World. A certificated teacher is permitted to request 2 days per year, and a classified staff employee may request 1 day per year, for additional training, workshops, or seminars. During 2022-23 school year, one teacher received their preliminary multiple subject credential. Clerical staff and the principal attended workshops and trainings through California Charter School Association, Charter Schools Development Center, Young, Minney, and Corr, LLP, and the Mendocino County Office of Education. These included trainings on school safety, budgets, LCFF, LCAP, CAASPP, Helping Children with Attentional Challenges, special education, and legal updates.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	