

Tree of Life Charter

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2017-18)

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	Celeste Beck
E-mail Address	treeoflifeschool@pacific.net
Web Site	www.treeoflifeschool.net
CDS Code	23 65615 6117386

District Contact Information	
District Name	Ukiah Unified School District
Phone Number	(707) 472-5000
Superintendent	Debra Kubin
E-mail Address	dkubin@uusd.net
Web Site	www.uusd.net

School Description and Mission Statement (School Year 2017-18)

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 100 students.

The school runs Before School Care and After School Care programs on a very reasonable fee-based schedule. 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, as well as behavioral and social skill training and practice with Non-Violent Communication, Move This World, and MindUP.

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.

The school we have created to meet our goals is based in part on proven principles that have born fruit in situations as different as the slums of Rome and the suburbs of Silicon Valley. It is also based on an element we think is relatively new --a desire to co-develop with our children, to become better, more effective, more fully human people by learning with and from them, both inside and outside their formal school setting.

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.

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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	21
Grade 1	15
Grade 2	16
Grade 3	19
Grade 4	10
Grade 5	13
Grade 6	4
Total Enrollment	98

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1
Asian	1
Filipino	0
Hispanic or Latino	15.3
Native Hawaiian or Pacific Islander	0
White	70.4
Two or More Races	8.2
Socioeconomically Disadvantaged	58.2
English Learners	1
Students with Disabilities	4.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	5.3	4.3	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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. 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. For reading/language arts lessons, the following Montessori materials are used:</p> <ul style="list-style-type: none"> Geometric Metal Insets (preparation for writing) Tactile Alphabet Movable Alphabets Phonetic Reading Boxes and Cards, Lists Phonetic Story Books Phonogram Reading Boxes and Cards, Lists, Packets Phonogram Story Books Phonetic Environment and Labels for Grammar Grammar Symbols Puzzle Words/Sight Words Non-phonetic Nomenclature Cards in All Subjects Non-phonetic Environment and Labels for Grammar Grammar Box Activities for Parts of Speech Grammar Commands Grammar Parsing Boxes Sentence Analysis Charts Noun and Adjective Classification Charts Detective Adjective Exercise Symbolic Grammar Literature Selections Verb Conjugation Set Verb Mood, Voice, and All Tenses Set Rhyming and Sequencing Activities Similes and Analogies Exercises Syllabication Exercises Word Study Box Activities (compound, root, prefix, suffix, synonym, antonym, homonym, homograph, homophone, contractions, punctuation, phrase and sentence, classification, dictionary guide words, thesaurus usage) Punctuation Paragraphs Interpretive Drama Paragraphs Phrase and Clause Charts History of Language and Writing Timeline and Materials Montessori reading paragraphs and cards in a variety of subjects <p>Other instructional resources include:</p> <ul style="list-style-type: none"> A wide variety of fiction and non-fiction books of multiple reading levels and various genres Poetry books Play scripts 	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Dictionaries, thesauri, etymological dictionaries Encyclopedias Resource and guide books about book reports, punctuation, writing reports, handwriting, writing good paragraphs and essays Charts and posters about literary elements, poetry types, writing skills, proofreading and editing skills		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Tree of Life uses the beautiful Montessori mathematics and geometry materials 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> <ul style="list-style-type: none"> Sensorial Materials for Size and Sequence (knobless cylinders, cubes, broad stair, long rods) Sensorial Materials for Sequence (baric tablets, thermic bottles, sound boxes, textured boards) Number Rods and Numerals (1-10) Tactile Numerals Movable Numerals and Mathematical Symbols Spindle Box (0-9) Numerals and Counters (odd, even) Golden Beads Decimal Materials and Cards Stamp Game Dot Exercise Junior Bank Game Colored Bead Stair, Chains, Squares, Cubes, and Labels Seguin Tens and Teens Boards 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 	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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: Books about mathematics and geometry concepts, principles, and history Games Puzzles		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>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.</p> <p>For science lessons, the following Montessori materials are used:</p> <ul style="list-style-type: none"> 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 	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Botany Nomenclature Cards, Paragraphs, Booklets, Charts Functions of Plants Materials Uses of Plants Materials Botany Science Commands/Experiments 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 Protoctista 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		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>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.</p> <p>For history social-science lessons, the following Montessori materials are used:</p> <ul style="list-style-type: none"> 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 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 <p>The following additional resources are used:</p> <ul style="list-style-type: none"> 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 	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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	Yes	0
Health	Various books on nutrition, fitness, causes and prevention of illness and disease Nutrition Nomenclature, Paragraphs, Charts Set Fitnessgram Program Charts and CD Physical education and sports equipment Exercise DVDs and CDs	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 (Most Recent Year)

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 a facility survey instrument developed by the State of California OPSC, and a school safety survey instrument developed by its insurer Northern California Schools Insurance Group. According to these surveys, the school's rating is "Good." 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. Parent volunteers and school staff, including a part time custodian, help to keep the facility in good repair. The Fairgrounds maintenance staff also does repairs for their buildings. In 2015 it replaced some of the siding on the Hunters Lodge Building, and in 2016 it replaced some bathroom fixtures and installed LED outdoor lighting.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			1 HVAC unit was replaced in 2016.
Interior: Interior Surfaces	X			ceiling tiles replaced as needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		rodent traps/removal as needed, holes caulked
Electrical: Electrical	X			
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			area that floods during storms has a pump installed to drain excess water from area; new barricade fencing installed along driveway; new fencing and gate installed around lunch area, new privacy screening installed along Ford Rd. chain link fencing

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	49	50	36	35	48	48
Mathematics (grades 3-8 and 11)	30	40	23	24	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	42	40	95.24	50
Male	28	26	92.86	46.15
Female	14	14	100	57.14
Hispanic or Latino	--	--	--	--
White	32	31	96.88	54.84
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.65	36.36
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	42	40	95.24	40
Male	28	26	92.86	46.15
Female	14	14	100	28.57
Hispanic or Latino	--	--	--	--
White	32	31	96.88	48.39
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.65	27.27
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	39	43	60	56

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7	41.7	

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

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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. We have a Parents' Lending Library available in the office with many good books and recordings parents may borrow. The monthly newsletter also includes information to help parents have a better understanding of their child's development. We now email most newsletters and bulletins. It is important for parents to check daily for any notices, notes from staff, or newsletters that the child may bring home. We expect parents to review and sign their child's communication folder 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 listed on the Family Service Jobs sheet posted on the bulletin boards and in the monthly newsletter. These may include classroom cleaning, grounds and building maintenance, field trip assistance, 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 monthly newsletter and calendar for Parent Council meeting dates and times, weekend work day 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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	1.0	7.5	6.9	8.7	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.4	0.3	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Tree of Life has a comprehensive set of Health and Safety Policies as well as an Emergency Response Plan. 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. The school provided First Aid and CPR training for staff in October 2016. 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 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 lock-downs 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 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. 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 safety plan and Health and Safety Policy were reviewed and updated for the 2017-18 school year by the Board on August 10, 2017.

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

Wheeled Vehicles

Eye Protection

Students Using Tools

Students and Science Lab

Computer and Internet Use

Field Trips

Playground

Suicide Prevention

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist	0.1	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8822	1769	7053	\$46,270
District	N/A	N/A		\$66,898
Percent Difference: School Site and District	N/A	N/A		-30.8
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	7.3	-37.9

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

Types of Services Funded (Fiscal Year 2016-17)

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. All classrooms had instructional assistants with at least 2 years of college, bachelor's degrees, and/or teaching credentials. 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 Marriage, Family, and Child Therapist to provide counseling for students at school in addition to services provided through special education services. Additionally, a supplemental special education teacher was hired part time to provide additional support and instruction to students three days per week. These programs were funded by Federal Title I and VI funds and state education funds as part of our Local Control Accountability Plan.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,604	\$46,511
Mid-Range Teacher Salary	\$64,549	\$73,293
Highest Teacher Salary	\$88,440	\$92,082
Average Principal Salary (Elementary)	\$100,315	\$113,263
Average Principal Salary (Middle)	\$107,423	\$120,172
Average Principal Salary (High)	\$114,746	\$131,203
Superintendent Salary	\$176,945	\$213,732
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	7%	5%

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

Professional Development (Most Recent Three Years)

The staff at Tree of Life uses the equivalent of 2 days for professional development before classes begin each Fall that include training on school policies and procedures, as well as strategies for working with students effectively. During the last two years, staff have collaborated on strategies to increase students' understanding and abilities in mathematics practical applications and communication of reasoning. This was selected based on student observations and achievement assessment results. At the end of the school year, the staff uses 1 day for professional development to reflect on the school year and make suggestions for the next 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 Non-Violent Communication method for peaceful communication and conflict resolution. In Fall 2017, staff also received training on implementing the Move This World social-emotional learning curriculum. This was selected as a more effective way 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 principal received training in how to use the iLs Integrated Learning Systems sound therapy equipment and sensory-motor exercises, specifically to use with students referred by staff and parents with attention, autism, and sensory issues. Staff consult with a MFT to learn strategies for working with students with challenging behaviors. In November 2016, staff had a day long Non-Violent Communication training workshop. Staff also support each other through peer coaching and teacher-principal coaching meetings. The principal attended a 2-day Art of Coaching workshop in 2016 at the county office of education. A certificated teacher is permitted to request 2 personal days per year, and a classified staff employee may request 1 personal day per year, for additional training, workshops, or seminars. With a combination of our Federal Title I, II, and VI funding, as well as the State's Educator Effectiveness Grant, we were able to support additional professional development in the Montessori educational method at an off-site training center for two teachers, and an on-site 4 hour webinar in November 2017 for all teachers and assistants. In addition, one teacher and the principal will be attending a 2 day PBIS in Montessori workshop in February 2018. One teacher is taking a series of workshops in 2017-18 on the Next Generation Science Standards, while another is taking a one and one-half day STEAM workshop in January 2018. The school has supported certificated teachers in completing the Montessori training for the level they are teaching during summer training. The school also supported Beginning Teachers through the CTIP program and provided a Support Provider and District Coordinator. Clerical staff and the principal attended conferences, workshops, and trainings through California Charter School Association, Charter Schools Development Center, North American Montessori Teachers Association, and the Mendocino County Office of Education. These included trainings on school safety, lockdowns and shelter in place, budgets, LCFF, LCAP, CAASPP, Prop 39, public school Montessori Common Core implementation, Helping Children with Attentional Challenges, and legal updates.