

Tree of Life International Charter School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Tree of Life International Charter School
Street	19415 Jacqueline st.
City, State, Zip	Anderson, CA 96007
Phone Number	530-378-7040
Principal	Deborah Wallace
Email Address	dwallace@treeoflife.school
Website	treeoflife.school
County-District-School (CDS) Code	45699140135624

Entity	Contact Information
District Name	Tree of Life International Charter School
Phone Number	530-378-7040
Superintendent	Deborah Wallace
Email Address	dwallace@treeoflife.school
Website	treeoflife.school

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

The Tree of Life Charter School (TLCS) is a unique TK-8th grade school that partners with parents to nurture the Heart, Mind, and Spirit of the child as they explore the world and discover their gifts. TLCS recognizes the power of Life-giving words to bring hope, establish a positive identity, and equip students to set and achieve goals of excellence for themselves. Students have the opportunity to acquire a 2nd and 3rd language, and explore global cultures through World Music and the Spanish/English Dual Immersion program. Students participate in a hands-on, Inquiry-Based Learning design which incorporates all subject matter through integrated units of study. Instruction is frequently taken out of the classroom, into the natural environment to allow for scientific exploration, observation and experimentation. TLCS employs a “Curriculum of Compassion” engaging students in a variety of service learning opportunities, allowing them to understand and help solve real-life problems and experience the satisfaction and joy of knowing they can be World Changers!

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

Grade Level	Number of Students
Kindergarten	56
Grade 1	25
Grade 2	17
Grade 3	21
Grade 4	14
Grade 5	13
Total Enrollment	146

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	2.1
Asian	1.4
Filipino	0.7
Hispanic or Latino	49.3
White	44.5
Two or More Races	0.7
Socioeconomically Disadvantaged	63
English Learners	23.3
Students with Disabilities	3.4
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	2	5	11	12
Without Full Credential	3	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Adelante/2017-18	Yes	0
Mathematics	Eureka Math/ 2017-18	Yes	0
Science	TWIG Science (Pilot Year 2019-20)		na
History-Social Science	McMillan MacGraw Hill Grd 3-5 2019-20	Yes	0
Foreign Language	Imagine Learning Español /2017-18 Grd TK-1	Yes	0
Health	none		na
Visual and Performing Arts	Quaver Music /2017-18	No	na

School Facility Conditions and Planned Improvements (Most Recent Year)

In June 2019 the middle wing was found to have mold at varying degrees in each wing. In August 2019 major repairs were made to 3 of the classrooms in the middle wing with new flooring, wall and ceiling panels where needed. Room 11 was completely modeled with all new floors, ceilings and walls to create the new staff room. Cabinets and countertops were installed, and electrical was upgraded to handle the school copy machines and create a work room.

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

Year and month of the most recent FIT report: 12/11/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	52	44	33	32	50	50
Mathematics (grades 3-8 and 11)	44	39	26	25	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	48	100.00	0.00	43.75
Male	26	26	100.00	0.00	46.15
Female	22	22	100.00	0.00	40.91
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	28	28	100.00	0.00	35.71
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	57.14

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.00	0.00	38.24
English Learners	21	21	100.00	0.00	28.57
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	49	100.00	0.00	38.78
Male	27	27	100.00	0.00	40.74
Female	22	22	100.00	0.00	36.36
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	29	29	100.00	0.00	37.93
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	50.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	34.29
English Learners	22	22	100.00	0.00	31.82
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.4	38.5	23.1

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents have a very active Amigos Parent Club with an elected board, and all Tree of Life Parents are considered members. Parents attend monthly meetings and participate in special events and fundraisers for the school. Parents serve on leadership teams including the School Site Council, the Amigos Officers, the ELAC and serve as members on the School Board of Trustees. Parents help with fundraisers to Parents are invited to monthly Coffee with the Principal to discuss school events, bring ideas and questions and build community. Parents have ownership of the school and are very active in volunteering at school both in and outside of the classroom. In addition, parents created their own weekly Spanish/English Conversation Club to meet a felt need to support parents to learn one another's language. Parents will find information on any of these opportunities on our school calendar, on our Facebook and Instagram pages, and on the website.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions		0.0	1.8	8.1	7.4	4.8	3.6	3.5	3.5
Expulsions		0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan was developed in conjunction with Cascade School District and adopted in August 2017. It was reviewed at the School Site council in January 2019. It is reviewed and updated annually by the school faculty. In October of each school year, the Student council participates in leading the annual safety month activities. This includes practicing all safety drills, student assemblies and presentations from community safety personnel such as the Stop Drop and Roll program.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K					16	2			19	2	1	
1					12	1			19	1		
2					21		1		23		1	
3									21		1	
4					23		1					
5									27		1	
Other**												

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

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,231.47	4507.50	8723.97	44,378.90
District	N/A	N/A	\$9815.00	\$64,431.00
Percent Difference - School Site and District	N/A	N/A	-11.8	-36.9
State	N/A	N/A	\$7,506.64	\$64,941.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and State	N/A	N/A	15.0	-37.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Tree of Life International Charter School opened in August, 2017 so this was the second year of operation. The services funded included: Certified Bilingual Teachers and Bilingual Instructional Assistants to support all students with 2nd language learning and academic skills in both English and Spanish. Daily Tier 1 and Tier 2 interventions are provided during scheduled Universal Access time at each grade level and trained instructional assistants support the learning. One to one chrome books in Grades 2-6; and ipads in Grades K-1; Benchmarks Adelante Curriculum for all students grade K-6; Imagine Learning Español and Estrellitas as supplemental language learning programs for all students in Grades TK-K; home to school bilingual communication system through Parent Square. In addition, Parent-Teacher conferences are held twice a year in Nov. and Mar. In Grades 4-6, these are Student Led conferences. The school adopted a bilingual report card program to provide regular reporting to parents.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,489	\$45,252
Mid-Range Teacher Salary	\$59,616	\$65,210
Highest Teacher Salary	\$82,122	\$84,472
Average Principal Salary (Elementary)	\$101,439	\$107,614
Average Principal Salary (Middle)	\$104,437	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$133,900	\$124,686
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	6%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	11	10

Before the start of the 2017-18 school year, we began with foundational Professional Development in Dual Immersion Research and Strategies and Common Core Standards in both Spanish and English. We provided Professional Development in all curricular areas including Spanish Language Arts through Benchmarks Adelante, English Language Development through Imagine Learning, Eureka Math, ELD and Dual Immersion Strategies. In order to develop a positive school culture, all staff participated in Professional Development in PBIS and Restorative Practices. Before the start of the 2018-19 school year, all staff participated in the 6-day Project GLAD training in research based strategies for standards based, integrated thematic instruction, unit design and assessment, and 1 day of Math Corner curriculum PD. Teachers are given 10 days of Professional Development before school begins in August, as well as 2 additional non-student PD days during the school year. In August 2019-20, all teachers participated in a 2-day Project GLAD refresher training, and 4 new teachers completed the entire 6 days of training in addition. Unfortunately the 2 non-student PD days were used as student days to make up for power outage school closures.

Every Wednesday, teachers meet for 3 hours for Professional Development and Collaboration. An Instructional Coach for ELD supports all teachers on an on-going basis throughout the school year, as well as a Math Coach who meets monthly with the staff for PD in Eureka Math and Math Corner implementation.