

Tree of Life International Charter School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School 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
School Website	treeoflife.school
Grade Span	K-8
County-District-School (CDS) Code	45699140135624

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

The Tree of Life International Charter School (TLCS) is a Dual Immersion TK-8th grade school where Love is our First Language.

Our Mission: Empowering students to become bold, compassionate leaders who embrace and champion the value of all cultures.

In 2024-25 We have Full day in person instruction for 400 students in Grades TK-8th. We have 62% Low Income students and 25% English Learners.

All students become bilingual and biliterate in the Dual Immersion Model where they begin in TK or Kinder with 90% of the instruction in Spanish and gradually add more English each year up through Grade 8. About 1/3 of our students are native

2025-26 School Description and Mission Statement

Spanish and 2/3 are native English speakers.
Besides core instruction, TK-4th grade students participate in PE, Music, Art, Technology, Dance and 3rd language exploration class such as French or Sign language. 5th-8th graders choose from a number of 3rd language, visual and performing arts or CTE electives.
All students TK-5th participate in Heart Smart SEL program weekly, and Hope Rising Curriculum is used for SEL in grades 6-8. Tree of Life has a strong commitment to PBIS and a team that meets monthly to review student behavior data and set goals for improvement. We use Reflection sheets and restorative practices to help resolve conflicts and build connection with one another.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	44
Grade 2	53
Grade 3	52
Grade 4	50
Grade 5	45
Grade 6	35
Grade 7	23
Grade 8	22
Total Enrollment	402

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
American Indian or Alaska Native	1
Asian	1.2
Black or African American	0.7
Filipino	0.2
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2
White	34.1
English Learners	21.6
Homeless	9.2
Socioeconomically Disadvantaged	51.7
Students with Disabilities	7.5

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.

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)	5	33.65	45.3	61.61	234405.2	84
Intern Credential Holders Properly Assigned	0	0	4	5.44	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.6	58.28	15.3	20.88	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.9	5.4	11953.1	4.28
Unknown/Incomplete/NA	1.1	8.01	4.8	6.65	15831.9	5.67
Total Teaching Positions	14.8	100	73.5	100	279044.8	100

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.

2022-23 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	20	46.6	62	231142.4	83.24
Intern Credential Holders Properly Assigned	1	6.67	6	7.97	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9	60	17.8	23.78	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	6.67	2.8	3.84	11746.9	4.23
Unknown/Incomplete/NA	1	6.67	1.8	2.39	14303.8	5.15
Total Teaching Positions	15	100	75.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	6	37.5	54.6	72.15	230039.4	100
Intern Credential Holders Properly Assigned	1	6.25	4	5.28	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9	56.25	13.2	17.49	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	1.07	12112.8	4.34
Unknown/Incomplete/NA	0	0	3	4	13705.8	4.91
Total Teaching Positions	16	100	75.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	8.60	9	9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	8.60	9	9

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	62.5	60	60
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

No insufficiency noted

Year and month in which the data were collected

October 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Adelante (Spanish)(2017-18); Benchmark WorkShops (English) 4th-5th grds (2023-24); National Geographic 6th-8th-- (2022-23); iReady Reading 2nd-8th-- (2019-20)	0
Mathematics	Everyday math Grades TK-5th (2021-22); Stem Scopes Math Grades 6-8 (2022-23); iReady Math 3rd-8th (2019-20)	0
Science	Mystery Science K-3rd (2019-20); TWIG Science 4th-5th (2019-20); Stem Scopes 6th-8th (2021-22)	0
History-Social Science	Benchmark Adelante Grds K-5 (2017-18) McMillan MacGraw Hill Grd 3-5 (2019-20); National Geographic 6th-8th (2021-22)	0
Foreign Language	Imagine Learning Español /2017-18 Grd TK-1; Carnegie Learning En voz Alta Spanish 6th-8th; French 5th-8th	0
Health	HEART -Health Education and Relationship Training Grades 6=8 2020-21	0
Visual and Performing Arts	Quaver Music /2017-18; Essential Elements for Strings; Standards of Excellence for Band	0
Science Laboratory Equipment (grades 9-12)	na	

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

School Facility Conditions and Planned Improvements

TLC received a New Construction and Rehabilitation grant in 2023-24. A new 8 classroom middle school wing was opened in October 2024-25 which included a new septic system and restrooms. Plans are in place to refurbish the portable wing which includes Rooms 15-18 and restrooms.

Year and month of the most recent FIT report	12/6/2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Plans to install new HVAC in gym 2024-25 were delayed. They are currently slated to install HVAC in the gym in 2025-26.
Interior: Interior Surfaces	X			3 Old portables refurbished and in use 2023-24. Asbestos flooring removed and replaced in Rooms 10 and 7 in 2023-24. In Summer 2025 the rest of the asbestos flooring remaining in old classroom wing was removed and replace.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			New lighting installed in some classrooms 2023-24.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			New construction and rehabilitation grants call for new MS bathrooms installed and old student restrooms to be refurbished in 2025-26.
Safety: Fire Safety, Hazardous Materials	X			New fire pump to be installed in conjunction with new construction and rehabilitation grant. 2025-26.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New fields and play areas were installed, new outdoor basketball, volleyball and tetherball courts were added, playgrounds moved and replaced, and asphalt was installed in 2024-25.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	44	48	34	37	47	48
Mathematics (grades 3-8 and 11)	34	46	27	29	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	223	213	95.52	4.48	48.36
Female	117	111	94.87	5.13	46.85
Male	106	102	96.23	3.77	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	135	127	94.07	5.93	37.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	75	73	97.33	2.67	65.75
English Learners	43	35	81.40	18.60	5.71
Foster Youth	0	0	0	0	0
Homeless	19	12	63.16	36.84	8.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	136	129	94.85	5.15	36.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	24	92.31	7.69	16.67

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	223	220	98.65	1.35	46.36
Female	117	116	99.15	0.85	40.52
Male	106	104	98.11	1.89	52.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	135	135	100.00	0.00	37.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	75	72	96.00	4.00	63.89
English Learners	43	43	100.00	0.00	25.58
Foster Youth	0	0	0	0	0
Homeless	19	19	100.00	0.00	26.32
Military	0	0	0	0	0
Socioeconomically Disadvantaged	136	136	100.00	0.00	37.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	24	92.31	7.69	16.67

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	19.3	41.27	15.91	15.74	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	63	98.44	1.56	41.27
Female	37	37	100.00	0.00	40.54
Male	27	26	96.30	3.70	42.31
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	42	100.00	0.00	30.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	19	18	94.74	5.26	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	43	100.00	0.00	32.56
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.

2024-25 California Physical Fitness Test Participation Rates					
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 requires only participation results 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	100%	100%	100%	100%	100%
Grade 7	95%	91%	95%	95%	100%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
<p>The Amigos Parent Club has an elected board, and all Tree of Life International 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 DELAC and serve as members on the Charter School Governance Board. Parents help with fundraisers to provide for additional programs, opportunities and enrichment materials not covered in the regular school budget, including paying entirely for 5th grade Science Camp each year.</p> <p>Parents are invited to monthly Coffee with the Principal to discuss school events, bring ideas and questions and build community. Once a month we also have a DELAC meeting, the District English Learner Advisory Council, which is held entirely in Spanish for parents to share idea for their EL students. In 2023-24 the DELAC took the lead in collaboration with SCOE to volunteer and provide a bimonthly Food Pantry for any family to pick up a bag of food to take home. Approximately 30 families a month participated in 2023-24 and we saw that number grow a bit in 2024-25. A monthly parent meeting is called "Dads and Donuts". The dads look into projects that they can help accomplish for the school. They helped with the Fall Festival and Christmas craft making this year. Parents have ownership of the school and are very active in volunteering at school both in and outside of the classroom. In 2024-25, 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. Parents are welcome to attend TLC Board meetings where they can give input on the LCAP, learn about Board initiatives and speak during public comment.</p> <p>The school is open for daily instruction, and parent volunteers are encouraged to participate and schedule with their classroom teacher or with the office to help in the classroom. Parent teacher conferences are held for every grade level twice a year in November and March. Every classroom teacher does provide regular communication with parents via Parent Square with bilingual written and video communication in order to keep parents informed and involved in their child's educational program. Parents are kept informed of day to day happenings at the school through a weekly link to our weekly virtual student assembly where we acknowledge Estudiantes Exitosos, students who have met academic and behavior goals, Highlight Staff of the week, make upcoming announcements and watch a weekly video.</p>

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	421	417	40	9.6
Female	219	216	27	12.5
Male	202	201	13	6.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	252	250	30	12.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	143	141	8	5.7
English Learners	93	93	7	7.5
Foster Youth	--	--	--	--
Homeless	40	40	2	5.0
Socioeconomically Disadvantaged	258	256	28	10.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	43	43	3	7.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.58	1.32	1.9	7.91	9.28	11.59	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.13	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.90	0.00
Female	0.91	0.00
Male	2.97	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.98	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.10	0.00
English Learners	3.23	0.00
Foster Youth	0.00	0.00
Homeless	5.00	0.00
Socioeconomically Disadvantaged	2.71	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.65	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The School Safety Plan was developed in conjunction with Cascade School District. It is reviewed and updated annually in March by the school safety team which includes parents, staff and reviewed and approved at the March meeting of the Governance Board. 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 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.

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	23	0	3	0
1	25	0	2	0
2	23	0	2	0
3	22	0	2	0
4	19	2	0	0
5	25	0	1	0
6	21	0	1	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
TK	20	1	0	0
K	25	0	2	0
1	25	0	2	0
2	25	0	2	0
3	23	0	2	0
4	21	0	2	0
5	20	1	1	0
6	24	0	1	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	19	2	0	0
K	19	2	0	0
1	22	0	2	0
2	27	0	2	0
3	26	0	2	0
4	25	0	2	0
5	23	0	2	0
6	18	2	0	0
Other	14	1	0	0

2024-25 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	359

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.75
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.2
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	.5
Other	0.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$13,719	\$2,211	\$11,508	\$53,882
District	N/A	N/A	\$11,508	\$71,626
Percent Difference - School Site and District	N/A	N/A	0.0	-25.0
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	6.6	-38.3

Fiscal Year 2024-25 Types of Services Funded

Tree of Life International Charter School opened in August, 2017 so this was the 8th 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 1-8; and ipads in Grades TK-K; Benchmarks Adelante Curriculum for all students grade K-5; 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. Special Education staff includes Sped Director, part-time intervention teacher, Psychologist, Speech teacher, OT, Behavior Support Professional, and full time bilingual paraeducator.

PE, Dance, Art and Music instructors provide daily instruction for students TK-4th, with 5th-8th Grade being offered a number of daily electives including French, Shop, ASL, Band, Strings, Choir, Drama and Techno English.

In addition, a part-time school counselor was hired to work with individuals for crisis counseling and referrals, and teach social emotional lessons to whole classes and small groups. A bus is provided for students who live in Anderson and south Redding. The Before and After School Programs run daily until 5:30pm and are free for students who qualify based on income. All students have the opportunity to try out for competitive sports teams in grades 6-8. This year we also offered basketball and

Fiscal Year 2024-25 Types of Services Funded

soccer for all grades 1st-5th through the Rec League.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$51,421	\$61,516
Mid-Range Teacher Salary	\$70,488	\$95,479
Highest Teacher Salary	\$100,010	\$125,208
Average Principal Salary (Elementary)	\$123,484	\$152,668
Average Principal Salary (Middle)	\$123,484	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$174,666	\$242,781
Percent of Budget for Teacher Salaries	26.29%	29.76%
Percent of Budget for Administrative Salaries	5.87%	5.74%

Professional Development

Professional Development is focused on schoolwide initiatives of AVID, GLAD and Dual Immersion. In addition, teachers participate in SCOE funded and outside grant funded staff development for: TK/K teachers, Math, Building Thinking Classrooms, PBIS and Restorative Practices, Imagine Learning, IReady

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8