

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

LAUREL TREE CHARTER SCHOOL

**4555 Valley West Blvd
Arcata, California 95521**

Northern Humboldt Union High School District

April 19-21, 2021

Visiting Committee Members

Patricia Agles

Board Member, Wheatland Union High School District

Mr. J Orellana

Math Teacher, Anderson High School, Anderson

Mrs. H. Noble

Academic Coordinator, Shasta View Academy, Redding

Chapter I

Laurel Tree Charter School is located on the outskirts of Arcata, a rural town in Humboldt County, Northern California. Laurel Tree is an independent public charter school. The Northern Humboldt Union High School District is the authorizing agency. The primary school campus is located next to low-income housing, a shopping complex, and a city park. The students come from Arcata, McKinleyville, Fortuna, and Trinidad. The population of Humboldt County is primarily White. About five percent is Asian-American, with seven percent African-American, twelve percent Hispanic/Latino, and fourteen percent Native American. There is one English Language Learner. Thirty percent of the students have IEPs, Fifty percent of the students are economically disadvantaged. There is an even number of males and females.

Laurel Tree Charter School is a teacher-run K-12 school with a current enrollment of 150 students. It began 27 years ago as a daycare/private school. The school has been through several incarnations. In 2011, Laurel Tree's own charter was approved through the Northern Humboldt Union High School District. The agreed-upon mission is that all students would be prepared for college. In the last 6 years, Laurel Tree has graduated 42 students, 81% going on to college. Their mission was to create a sustainable model of education, providing all students with an accessible curriculum based on college preparatory standards. The focus is on developing life and social skills in a mixed-age setting. Through programs like Laurel Tree Wild and Forest Kindergarten students experience hands-on learning with a foundation in academic standards. The LCAP is their goal-setting tool and school-wide action plan.

Like other schools, COVID has had a significant impact on Laurel Tree Charter. One of the goals of the last WASC team was to recommend a search for a new location. The school found a four-acre property located in McKinleyville. However, when COVID and the recession hit, everything stopped. Today, the land paid for by the staff is moving forward with their permaculture design with input from their stakeholders.

Test scores put Laurel Tree Charter in the lower half of California students, but an upward trend emerged. One goal is to increase their math and English scores. The real mission became apparent as all grades recently returned to school. Students are resuming their individual education plans with standards and goals in place. A more formal assessment is planned for future growth.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): Highly Effective x Effective Somewhat Effective Ineffective

Chapter II

To write the self-study, the Laurel Tree Charter staff broke into teams based on their area of interest and worked over several weeks on one of the self-study sections. The drafts were shared with other teams with input from the whole school group at the mid-year retreat. The School Board helped brainstorm and

draft self-study section A. A draft of each section was shared via Monday Note, and parents provided their input and assessment of all sections.

One of the pandemic results has been excitement on the part of the staff as they realized they were in a period of significant transition. They create a new kind of schooling that will focus on documenting the process as they institutionalize these changes.

Using the prior Visiting Committee report results, the staff has found a new site, improved the Wi-Fi capabilities (still a significant problem), established a formal evaluation procedure, increased staff development, and now has the mandated financial reserve.

Laurel Tree Charter integrates Sustainability and Forest School principles with academically rigorous instruction. Students are being prepared for college/careers as well as an unknown future. The pandemic allowed the staff to reimagine school and refocus on their Five Rs: Relationships, Relevance, Rigor, Responsibility, and Regeneration.

The assessment of the entire program is ongoing. Evaluation takes place daily, weekly, monthly, and as needed during retreats. The focus is always on the student, how they are learning, and how the programs are meeting their educational, personal needs and goals.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

The staff addressed each of the previous growth areas, completing most, but others (the new location) are ongoing and part of their LCAP.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

With input from all stakeholders, the entire staff completed this study, and it is an accurate analysis and aligned with the school's goals.

Chapter III: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

Visiting Committee Comments

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile:

The school has established a mission (purpose) of what students should know and demonstrate; it is based upon standards and is congruent with specific research, practices, the student/community profile data, a belief that all students can learn, be college and career ready, and aligned with district goals for students. There is no distinct difference between a vision and a mission statement.

The school does not appear to have a vision statement but does have a strong and unique mission. Laurel Tree's mission is to create a sustainable model of education that provides all students with an accessible curriculum based on college preparatory standards while developing life and social skills in a mixed-age setting. This mission is based on their community's belief that sustainable education is critical to their children's future. Thirty percent of the students have an IEP. They believe the curriculum should be accessible to all students, regardless of academic level. They believe that all students have the ability to succeed and pursue higher education or careers. They strive to have an accessible, rigorous, relevant curriculum with rich content.

The administrative team creates curriculum and structures that incorporate ideas of sustainability and principles of permaculture, projects that combine relevant content and common core standards, coursework that prepares students for college, and skills in mediation, democratic practices, mindfulness, and restorative justice.

Schoolwide learner outcomes and LCAP goals are created by the administrative team in collaboration with the board and parents. They strive to have an alignment between the mission above and the goals they set.

A1.2 Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:

There are effective processes to ensure the involvement of all stakeholders in the development and periodic refinement of the mission and schoolwide learner outcomes.

Laurel Tree involves stakeholder input in the refinement of their mission and learner outcomes. They include staff, parents, and community members. The Monday Note is sent out weekly to communicate and invite participation.

Weekly staff meetings have an agenda that all full-time staff collaborates on. At the bi-yearly retreats, the staff has input into changes and improvements. Yearly, students have opportunities to amend the school constitution and by-laws.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, other members of the school, and community demonstrate understanding of and commitment to the mission, the schoolwide learner outcomes, and the district LCAP.

The Monday Note, back-to-school information packet, and website are accessible to all stakeholders. They strive to make meetings welcome and accessible. Parents and students can access grades and behavior data on various platforms. Older students are involved in policymaking and yearly spend time

revising the constitution and developing school systems.>

***Vision and Purpose* that supports high achievement for all students. Defining of the school’s vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.**

Visiting Committee Rating (select one): Highly Effective xEffective Somewhat Effective Ineffective

Narrative Rationale:

There is a very good mission statement that addresses high achievement for all as their purpose. There is no vision statement but is addressed in the LCAP.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

Visiting Committee Comments

<A2.1. Understanding the Role of the Governing Board and District Administration:

The school community understands the governing authority’s role, including how stakeholders can be involved. The policies and procedures for selection, composition and duties of the governing board are clearly laid out in the Charter and the Board Policy, as are the number and frequency of meetings. Full-time staff (administrative team) share power with the Board. Parent and community stakeholders are given opportunities to give input and be involved via the Monday Note.

A2.2. Relationship between Governing Board and School:

The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the school’s work. The administrative team reports to the Board. The Board reviews and updates policy and procedures, usually written by the administrative team. The administrative team reviews policies and procedures as part of their weekly meetings and bi-annual staff retreats.

A2.3. Uniform Complaint Procedures:

The school leadership understands and utilizes the Uniform Complaint Procedures from the district. A Uniform Complaint Procedure is included with board policies and parent handbook but is not easy to find on the school website.>

Governance that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective x Effective Somewhat Effective Ineffective

Narrative Rationale:

<A Uniform Complaint Procedure is not clearly posted on the school website. Agenda for next meeting not readily found on main page landing.>

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

Visiting Committee Comments

<A3.1. Broad-Based and Collaborative:

The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses various data to determine student needs, b) collaboratively determines and implements strategies and actions, and c) monitors results and impact on student success.

The school uses several structures that support their collaboration and cycle of continuous improvement: team teaching, weekly staff meetings, and staff retreats. Students have a team of three or four core teachers. The weekly staff meetings have designated time for student concerns, attendance, discussion, and decision making. All staff creates the agenda, and the meeting is facilitated on a rotating basis. The summer staff retreat is a week-long with time devoted to planning for the upcoming school year. The mid-year staff retreat is a check-in to monitor progress and make changes. Decisions are made on staffing, schedules, student groups, curriculum units, and professional development. They finalize the LCAP document and make sure that goals are still relevant. The entire staff can propose agenda items.

A3.2. School Action Plan/SPSA Correlated to Student Learning:

The school uses the school's schoolwide action plan as the district LCAP. The school's LCAP has six goals and an average of three to five actions for each goal. All goals address student learning either directly or indirectly.

A3.3. Collective Accountability to Support Learning:

The school leadership and staff demonstrate shared decision-making, responsibility, self-reflection on actions, and accountability for implementing services that support student learning. Laurel Tree supports learning through a collaborative approach. There are small teams of teachers dedicated to grade-level bands, and staff meetings generally meet as a whole group. The teacher-run aspect of the school creates school accountability. In addition to state test data, the school uses formal and informal curriculum-based assessments, public performances, and anecdotal evidence to develop a full picture of student learning.

A3.4. Internal Communication and Planning:

The school has effective existing structures for internal communication, planning, and resolving differences. The staff uses a product called Slack to communicate with each other around safety issues immediately. The product allows secure sharing of images and information. Staff can add ideas and agenda items to the weekly shared agenda. The staff has received training in facilitation and mediation to resolve issues and focus on solutions to concerns. There is a Uniform Complaint Procedure board policy.>

Leadership: *Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.*

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective
Laurel Tree continually works on this to ensure all students achieve.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

Visiting Committee Comments

<A4.1. Qualifications and Preparation of Staff:

The school has expressed some concerns about school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. They are working on these procedures and processes to assign staff members and provide appropriate orientation for all assignments that maximize the expertise of the staff members in relation to impact on quality student learning.

Laurel Tree is doing some work to align staff credentials to the courses they are teaching. The teaching staff is fully credentialed but sometimes teaches in areas where a single subject credential may be a better fit. Specifically, an example was given about the need for a World Language teacher. Teachers are encouraged to add to their single-subject credentials. They have an LCAP action item to “develop a list of any teachers that are not appropriately assigned or fully credentialed and create a plan to bring ... into full compliance.”

A4.2. Professional Development and Learning:

The school effectively supports professional development/learning with time, personnel, material, fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards and the schoolwide learner outcomes.

At the summer staff retreat, the staff makes training plans for the upcoming school year. Teaching staff writes goals for their own professional development on their annual contracts. At the mid-year retreat, staff monitor informal and formal assessment data and make adjustments as needed.

Last year, ten teachers were certified as Forest School STEAM practitioners. One teacher was part of a several-month Math Project. The secondary team was trained in suicide prevention. In the past, the staff attended whole school training in Restorative Practices. Teams were sent to Edible Schoolyard and Permaculture for Kids in Seattle.

A4.3. Measurable Effect of Professional Development on Student Learning:

There are a few effective processes to assess the measurable effect of professional development on teacher practice and its impact on student performance. One measurable area that is monitored is in the area of restorative practices. Data regarding behavior and expulsion can be directly correlated to this professional development's effect on student performance.

A4.4. Supervision and Evaluation:

The school implements supervision and evaluation procedures to promote the professional growth of staff. Teachers are evaluated annually by the lead teacher, and teachers take time out of class to conduct peer observations annually.

A4.5. Communication and Understanding of School Policies and Procedures:

The school implements a system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and leadership relationships. The administrative team agrees that many need revision.

Parents and students have a Laurel Tree A-Z Handbook. Teachers and staff have an Employee Handbook. The self-study report states they'd like to revisit and update these documents and policies. The self-study report states they would like to renew and revisit Board Policies, as they have a new School Board. They would also desire to have the new Board attend training.

Time has been spent this year updating and writing plans for COVID-19, suicide, and drug/alcohol prevention. The school safety policy was updated last year. The board supports wrap-around services for students in danger of expulsion. The school would like to update all policies to ensure they include restorative practices and principles.>

Staff: *Qualified and Professional Development that supports high achievement for all students.*
Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective
Narrative Rationale:
<Consider finding ways to monitor the effectiveness of PD. Updating policies and documents. Qualifications of teachers in compliance.>

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan/SPSA, the school's vision, mission, the schoolwide learner

outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

Visiting Committee Comments

<A5.1. Resource Allocation Decisions:

The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP, the school's mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

As a teacher-run school, staff has direct involvement in resource allocation. Issues that are identified by the staff can be addressed, and resources can be allocated immediately or planned for. Large purchases have to be approved by a special process.

A5.2. Practices:

There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices. Laurel Tree follows the Humboldt County Office of Education's calendar to develop an annual budget and conduct the annual audit.

A5.3. Facilities Conducive to Learning:

The school's facilities are adequate to meet the students' learning needs and support the educational program (i.e., accomplish the mission and the schoolwide learner outcomes).

Due to COVID, our WASC visit was online, and students were observed in outdoor spaces. For the primary students, there are outdoor learning spaces to enhance a building that they have outgrown. There are gardens, a chicken pen, and a community garden next door. Its location to freeway noise, community park traffic, and a transient thoroughfare make it desirable to move to a different location.

A new site has been purchased. For a few months, middle school and high school students have met in outdoor tents and outdoor learning spaces. Currently, high school students are working with Engineering students at UC San Diego to plan for a new type of school.

A5.4. Instructional Materials and Equipment:

The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials, are effective.

Teachers are in charge of setting budget priorities for acquiring materials and equipment. A large curriculum investment was recently made for a new curriculum called Wit and Wisdom that is being used as an English language arts and social studies curriculum. They've also invested in equipment for the Forest School programs.

A5.5. Resources for Personnel:

Resources are available and used to enable the hiring, nurturing, and ongoing professional development

of a well-qualified staff for all programs.

Money is spent on professional development for teachers. If teachers are passionate about getting training in something, Laurel Tree supports it. They invested \$900 per teacher to send ten teachers to a Forest School STEAM program. They invested in Level 3 Forest Practitioner Certification for the Forest Kindergarten teacher. They've also sent teams of teachers to Edible Schoolyard Training and Permaculture for Children Training for the last five years. >

A6. Resources Criterion [Charter Schools only]

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

To what extent is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

Visiting Committee Comments

<A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in reviewing its long-range plan/capital needs (and other resources) concerning the school's mission and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's mission and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures:

The school has a written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices:

The school employs accountability measures to ensure that personnel follows fiscal policies and procedures.

A6.4. Budgeting Process — Transparency:

The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement. Laurel Tree follows the yearly budget schedule under the supervision of the Humboldt County Office of Education. Their authorizing agency, Northern Humboldt Union High School District, helps them develop and manage the budget and back-office service providers. Working with both HCOE and NHUHSD, they follow the yearly cycle of budget adoption, First Interim, Second Interim, etc. There is a Board-approved fiscal policy. The budget is a standing item on the Board Agenda. Resource allocation is presented to the Board by the Admin Team after staff retreat. The finalized LCAP is reported to the Board after the staff retreat, and the Board has ongoing input into the working document. Laurel Tree's finances and other areas of compliance are audited yearly.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides below-average compensation to faculty, administrators, and staff; adequate staffing for the school's program; and building up a reasonable accumulation of reserves.

The admin team sets the salary schedule. Teachers currently make \$45,000 and have full health insurance benefits paid. The Lead Teacher and SPED director make \$50,000. All support staff makes between \$16-\$20 an hour. The student employees make \$13 an hour. Teachers are underpaid compared to other teachers locally and share administrative tasks. As enrollment increases to finance the new school site, they also want to increase teacher salaries.

The school was in a good financial position before purchasing the new school site land and spring deferrals. They had a \$350,000 starting balance. \$90,000 was in the reserves. The purchase of the land cost \$225,000, and paying the project manager cost \$25,000. The reserves weren't enough to cover the spring deferrals, so the school applied to the ASAP Program to cover those deferrals and stabilize cash flow. They want to increase the reserves and state that their three-year projections show it increasing.

A6.6. Marketing Strategies:

The school has word-of-mouth and social media marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning. Marketing is generally free and by word of mouth. There is no advertising campaign, as the school has a waitlist. The Monday Notes goes out on Facebook and the website. There are strategies to gradually increase enrollment by 20 students each year for the next two years to reach a 200 student cap. They will increase the number of students in each class from 10-12 to 15.

A6.7. Informing the Public and Appropriate Authorities:

The governing authorities and school leaders inform the public and appropriate governmental authorities about the organization's financial needs. There is ongoing supervision by the authorizing district. Board minutes and agendas are kept up to date.>

Resources that supports high achievement for all students. [CHARTER SCHOOLS ONLY]
Visiting Committee Rating (select one): Highly Effective x Effective Somewhat Effective Ineffective
The staff is working on increasing the reserves as well as salaries for staff. They also actively seek out additional resources through grants and donations.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- <1. Staff is involved in a continuous cycle of reflection, planning, and development of vision and mission.
2. Staff seeks out and receives professional development to support that cycle.
3. There are good structures in place to support that cycle of improvement.
4. Governance is based on a shared power structure and includes more stakeholders in

Decision-making.

5. Mission statement is strong.>

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

<

1. Training for the new School Board.
2. Create a plan for getting teachers teaching “out of subject area” into compliance
3. Review and update of Board Policies, LT A-Z, and Employee Handbook
4. Revision of mission statement to include ideas of restorative justice, and social-emotional Wellness. **Consider making clear separate vision and mission statements.**
6. Increase safety on the primary campus.
7. **Consider investigating ways to monitor the effectiveness of Professional Development.**
8. **Consider placing Uniform Complaint Procedure and ADA accessibility on the website.>**

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

<

- Interview with Parents
- Interview with Students
- Interviews with Teachers
- Observation of Classes
- Interview with Board
- Laurel Tree Charter Self-Study>

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

Visiting Committee Comments

<B1.1. Current Educational Research and Thinking:

The school provides a rigorous, relevant, and coherent curriculum based on specific educational research and thinking that supports the revolving academic standards.

Laurel Tree’s academic structure is based on multi-graded classrooms, which allows for differentiated instruction and cross-curricular planning. It plans for student access to developmentally appropriate concepts in all subject areas. Math and English-Language Arts are based on the student’s academic ability. Social studies standards are taught in a cyclical manner focusing on community project-based themes. Science concepts/standards-based lessons are designed and created by staff that crosses

disciplines and supports the school mission.

They use research-based instruction intervention programs to target specific student and group needs. Teachers use students' current educational and developmental stages to design effective, relevant curriculum which meets student needs and scaffolds for further development. During the weekly staff meetings, the staff takes time to examine the effectiveness and relevance of the curriculum. They choose and tailor curriculum to individual student needs. Many teachers this year took continuing education courses and received Forest School Certification through the University of California San Diego. The curriculum for the K-12 classes was created and implemented to move toward the forest school model.

B1.2. Academic and College- and Career-Readiness Standards for Each Area:

The school doesn't have defined academic and college- and career-readiness indicators. It has somewhat defined standards for each subject area, course, and/or program that meet graduation requirements.

The core content courses for high school are certified a-g, as well as a few elective courses. The rigor and quality of the academic courses appear to be good. They are taught in cycles that don't follow the traditional 9th-12th grade courses of traditional high schools but allow for the standards to be taught over four years. Laurel Tree doesn't currently use college and career readiness indicators but does strive for college and career readiness.

B1.3. Congruence with Student Learner Outcomes and Standards:

There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and standards. During annual summer retreats, staff examines student needs, Common Core content standards, and Forest School principles. They are working toward creating academic standards and assessments that include Forest School Principles. With that in mind, the design and find curriculum that supports academic standards taught. The admin team looks at each student's social-emotional and academic progress when advancing students between school groups (elementary to middle school, middle to high, and graduation checklists) to ensure alignment of academic standards, social-emotional needs, and college/career-readiness standards.

B1.4. Integration Among Disciplines:

There is integration and alignment among academic and career technical disciplines at the school. Laurel Tree's focus on project-based teaching allows students to learn career skills (collaboration and presentation) and building and design skills. The high school groups have been involved in the planning and permaculture design of the new school site and will help with the implementation.

B1.5. Community Resources and Articulation and Follow-up Studies:

The school engages with community partners and resources, local colleges, and universities. The school doesn't use follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

The students and teachers collaborate with community partners and resources via classes and extracurricular days. Students engage with community gardens, PAC OUT Green city clean up days, Humboldt Bay Society, community theaters, girl scouts, Coast Guards, State Parks, the Yurok Tribe, Potawot, local farms, Friends of the Dunes, REEF, College of the Redwoods, and Humboldt State University classes. Students visit local colleges and collaborate with counselors about entrance requirements. The school keeps an informal list of our graduates and their progress to track the long-term but acknowledges that the school needs a better system to track graduates.>

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

There are plans to develop a process to follow up on graduates to learn about the effectiveness of the curricular program.

B2. Equity and Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet graduation requirements and are prepared for the pursuit of their academic, personal, and career goals?

monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Visiting Committee Comments

<B2.1. Variety of Programs — Full Range of Choices:

All students can make some choices and pursue realistic college and career and/or other educational options. The school provides career exploration, preparation for postsecondary education, and a few career technical options for all students.

They prepare students for postsecondary education with college testing support, visit schools, application writing, and counseling. High school students take part in travel, theater, permaculture training, technology courses, building/shop courses, and concurrent enrollment at College of the Redwoods. Staff help with college applications and track students' progress toward college entrance requirements.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences:

A rigorous, relevant, and coherent curriculum that includes real-world applications is accessible to all students through all courses/programs offered. All students participate in theatre, lab sciences, higher-level math, and "great" literature. Students with special needs have access to the same enriched and dynamic curriculum that all students have with the necessary support. All high school students have an academic plan that tracks their progress towards graduation and college entrance.

B2.3. Student-Parent-Staff Collaboration:

As needed, parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals. Primary teachers hold parent-teacher conferences twice a year. Secondary conferences are available as requested by families or as needed by teachers. Teachers are accessible by email and phone.

B2.4. Post High School Transitions:

The school implements strategies and programs to facilitate transitions to college, career, and other

postsecondary high school options and regularly evaluates their effectiveness. The Laurel Tree curriculum provides students who are transitioning to college or career guidance through the process. They assist students in exploring areas of interest, researching and applying for colleges, accessing appropriate support services, filling out financial aid applications, writing resumes, and searching for jobs. They have an informal job program where students are provided first jobs in janitorial, aftercare, and kitchen tasks. In school SAT testing is free to all students who wish to take it.>

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective x Effective Somewhat Effective Ineffective

Narrative Rationale:

<CTE Pathways, Career will be implemented using classes at College of the Redwoods.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

- <1. Ability to provide access for all our students to a rigorous and relevant curriculum. They provide strong academic courses for all students and the support necessary for students to access those courses.
2. Small class sizes and group planning allow the school to be sensitive to individual needs and to individualize instruction. They provide higher-level courses for high school students through concurrent enrollment at College of the Redwoods.
3. Outdoor Education provides students with social skills, practical knowledge, and resiliency. The program provides academic training in addition to the many benefits of Forest School.

Growth Areas for Continuous Improvement for Curriculum :

1. Track graduates in a more formalized manner.
2. Integrating Forest School objectives with Common Core and state standards, for each grade and subject.
3. **Consider using college and career readiness indicators to track older high school students.**

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

<

- Interview with Parents
- Interview with Students
- Interviews with Teachers
- Observation of Classes
- Interview with Board
- Laurel Tree Charter Self-Study>

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

Visiting Committee Comments

<C1.1. Results of Student Observations and Examining Work:

The students are involved in challenging and relevant work, as evidenced by observations of students working and the examination of student work. Students are placed in blended groups at the primary grade levels. Each group has around 10 to 12 students. In each outdoor classroom, the teacher is in the middle of the group with students sitting around. With the small class size, teachers observe students and help with their academic and social-emotional needs.

Laurel Tree is also in the process of transitioning towards becoming a fully outdoor Forest School. This will allow students access to using their outdoor space to support their learning. Students will learn about the tenets of permaculture, Earth stewardship, conservation, and knowledge of the world around them. One example of this is helping the Friends of the Dunes organization in Arcata learn about coastal ecosystem restoration. In previous years, they have helped with the removal of invasive plant species. Additionally, students work on small projects with their peers to build boats, bottle rockets, and other subject areas. High school students are also working with the University of San Diego on projects such as the Permaculture Design Project.

C1.2. Student Understanding of Learning Expectations:

The students understand the standards/expected performance levels for each study area to demonstrate learning and college and career readiness. Students use Jupiter Ed, Google Classroom, and Seesaw to view their grades and assignments. This also allows them to communicate with their teachers and classmates. During the COVID-19 pandemic, students relied on these platforms to receive access to their classes. The school hired additional support staff to allow flexibility when the school transitioned from a hybrid to a distance learning model. Teachers and support staff were available for one-on-one assistance.

Rubrics are used to assess students on assignments and projects. Students can read through the expectations and self-evaluate their progress. These rubrics are used to allow for transparent grading in the academic coursework provided at Laurel Tree. All curriculum has been picked or created by staff to meet the Common Core standards, in addition to meeting the University of California schools requirements.

High School students have the opportunity to take dual enrollment courses through the College of the Redwoods. A graduation plan is started at the 9th-grade level and revisited in the 11th/12th grades. Students also have access to practice the SAT and are provided with free school-day SAT testing. Additionally, students receive help with college applications>

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective x Effective Somewhat Effective Ineffective

The nature of the Forest School, outdoor premise promotes student engagement, creative thinking, and relevant learning experiences that support high achievement.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

To what extent do all teachers use various strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications?

Visiting Committee Comments

<C2.1. Teachers as Facilitators of Learning:

Teachers facilitate learning as coaches and are currently in the instructional content taught and research-based instructional methodologies, including differentiation and the integrated use of technology.

As Laurel Tree is transitioning to a Forest School, 10 of their full-time teachers have been certified as Forest School instructors through UC San Diego in 2020. Teachers have also participated in SPED training, Expertise in Math, Edible Education, Permaculture for Educators, Suicide Prevention Training, and Restorative Justice training. Both teachers and staff continue to model to students how to become lifelong learners.

Teachers model lifelong learning by using an inquiry-based approach to teaching rather than just delivering the content. This is seen more when learning occurs off-campus and the outdoors. Teachers will also use this opportunity to observe, assess, and reteach as necessary. Additionally, the small school atmosphere allows teachers to know each of their students and act as counselors for college, career, academic, and health services.

C2.2. Creative and Critical Thinking:

Students demonstrate creative and critical thinking within various instructional settings, using a variety of materials, resources, and technology beyond the textbook.

Students at Laurel Tree are given several opportunities to learn in various environments, both indoors and outdoors. Students take the Wild classes that provide students on and off-site experiences at the primary level, such as Edible education, theater, community classes, elemental art programs, and watershed explorer programs. The Forest Kindergarten program allows TK and Kindergarten classes to learn outside the classroom in all weather, where students learn through play and exploration.

High School students are offered traveling opportunities each year to learn about their surroundings. They also provide access to various electives such as Robotics, Home Economics, Music Production, and Coding. Students have also worked with UC San Diego on permaculture projects, such as designing and building the components of the forest school infrastructure.

C2.3. Application of Learning:

Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

Students work with projects and hands-on skills to demonstrate knowledge of the material. The school uses rubrics to assess student learning. This is meant to help support the project-based learning model.

C2.4. Career Preparedness and Real World Experiences:

All students have access to and are engaged in career preparation activities.

Students at Laurel Tree have the opportunity to meet with local agencies that offer school programs. In the past, students have heard from nurses, lifeguards, Coast Guardsmen to learn about the local biodiversity, conservation, water safety, and outdoor survival. The WILD program also offers students opportunities to participate in programs the community offers.

As a unit in the 11th/12th English class, students receive help with college applications. They are given access to college fairs and visit local colleges. Free access to in-school SAT testing is provided to all 11th and 12th-grade students.>

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective
Programs at Laurel Tree are student-centered and use many different strategies.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching :

1. Incorporating students into their surrounding community through various programs.
2. Teachers and staff are encouraged to further their education and knowledge.
3. The staff is willing to physically build needed infrastructure for outdoor classrooms.
4. The small class sizes allow for in-depth knowledge about students and their skills. This includes a more personal approach for each student's learning strengths and weaknesses.
5. The staff is willing to embrace alternative instructional pedagogies and delivery methods.
6. The school's budget is aligned with the learning goals and programs.

Growth Areas for Continuous Improvement for Learning and Teaching :

1. Making consistent use of assessments and tracking the data over time.
2. Having greater independence for the Wild classes in terms of transportation.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- <● Interview with Parents
- Interview with Students
- Interviews with Teachers
- Observation of Classes
- Interview with Board

- Laurel Tree Charter Self-Study>

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

Visiting Committee Comments

<D1.1. Professionally Acceptable Assessment Process:

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Laurel Tree Charter is a K-12 school, which assesses students at different grade levels using different assessments. Parents are made aware of upcoming assessments through the Monday notes that are sent weekly. Additionally, parents are informed of the mid-year parent-teacher conferences for the TK -6 grade level.

The TK-3 grade students are assessed three times a year using the Coregrowth assessment created by the Humboldt County Office of Education. This assessment is based on the Common Core Standards in math, language arts, and social-emotional development. For the 1st to 5th-grade levels, the DIBELS reading fluency assessment and phono-graphix quick assessment is given three times a year. The results are then used to create a specific plan for the student if more intensive instruction is needed. Laurel Tree uses an RTI model of small groups and 1:1 instruction to help students in need.

At the secondary level (7th to 12th), Laurel Tree relies on the CAASPP assessment for English and Math. The results are reviewed at the summer staff retreat to determine the academic needs for each grade level. CAASPP results are also related to parents via the Jupiter ED grading portal. However, due to COVID-19, CAASPP results were not available for the 2019-2020 school year.

D1.2. Basis for Determination of Performance Levels:

The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Laurel Tree uses various methods to assess their students, as outlined above. Core subjects have unit reviews and grade-level assessments throughout the year. Topics such as Language Arts use rubrics to help teach and assess specific skills related to project-based learning.

The staff uses the results from the assessments to help group students based on their areas of needs. This is done during the summer and mid-year retreat. These placements are fluid, and students may be moved to feedback from teachers during weekly staff meetings.

D1.3. Monitoring of Student Growth:

The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and

career-readiness indicators or standards.

Laurel Tree uses Edmentum, DIBELS, and Coregrowth as assessment tools to track student skills and progress. The results from these assessments are used to place students in appropriate skill groups. Jupiter ED is used as the database for all student information.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

During the summer and mid-year retreat, the staff goes through the assessment results and uses them to sort students into groups based on their learning needs. Staff also meets every week to discuss any immediate needs a student may have, such as recommendations for the SST. At the secondary level, student groupings are made with attention to their needs and graduation requirements. If a student is unable to complete the four-year requirements, they have the option of completing credits in the 5th year. Students who are on track to graduate or are ahead may take college-level classes or graduate early.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations, demonstrating a results-driven continuous school improvement process.

During the summer and mid-year retreat, the staff goes through the assessment results and uses them to sort students into groups based on their learning needs. Students that qualify for an IEP/504 are assessed regularly. Parents are notified of each student's progress towards their goals during Annual/Triennial meetings and parent-teacher conferences. >

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective x Effective Somewhat Effective Ineffective

This is an area the staff is always working on to ensure that the programs are meeting the students' needs.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

Visiting Committee Comments

<D2.1. Demonstration of Student Achievement

Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Weekly staff meetings are used to discuss student concerns and progress. This includes discussing individual student concerns and reflecting on whole group progress. The staff may focus on curriculum planning or staff professional development if a whole group intervention is needed.

During summer and mid-year staff retreats, the staff evaluates assessment results from CoreGrowth, DIBELS, Edmentum, and CAASPP to help place students in instructional groups based on their needs. Staff will also make additional recommendations for 1:1 or small group interventions as needed.

D2.2. Teacher and Student Feedback:

Teachers provide timely, specific, and descriptive feedback to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Laurel Tree uses Jupiter ED as their grading portal and student database system. Parents and students can access the portal regarding academic progress and work completion. Additionally, the staff will use rubrics for grading projects and assignments. Students will often use these for peer review.

At the primary level, parent-teacher conferences are set up twice a year. These meetings are set up on a needed basis for middle school and high school students. Students that have been identified as needing an IEP/504 or RTI will have more regular parent-teacher conferences. The annual/triennial meetings are set up for parents and teachers to review student's goals and academic progress. The staff will inform parents when staff cannot meet the needs of students with school-based interventions. >

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Assessment has been a challenge during COVID. The staff has relied on local county assessment tools and ones included within the programs they are using (I Ready, Edmindum, etc).

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability (if any):

1. The staff meets on a regular basis and collaboration to discuss student progress and placement. There is a team approach to school improvement, and are able to respond to student needs.
2. The staff is able to respond quickly to any concerns regarding social/emotional or academic needs. Placement can be adjusted as needed to respond to student progress.
3. Parent-teacher communication occurs on a regular basis.
4. There is excellent involvement in assessing and monitoring student progress by teachers and support staff. Teachers design and implement assessments that inform progress.
5. Small group class sizes are maintained so teachers know their students and can respond to individual/whole group needs. Curriculum can be easily and rapidly adjusted to respond to student progress.
6. The assessment period was achieved by the designation of a testing coordinator and support staff provided to administer assessments. Development of this plan is included in areas of growth

as well.

Growth Areas for Continuous Improvement for Assessment and Accountability :

1. Documentation of assessment - student and curriculum outcomes.
2. School-wide plan for student progress and K-12 curriculum monitoring plan needs to be developed and written.
3. Assessment plan/Portfolio system for secondary students.
4. Organization of student progress work samples/assessment data.
5. Designation for assessment coordinator and allocation of support staff to administer assessment.
6. Explore options for administration of the CAASPP.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- <● Interview with Parents
- Interview with Students
- Interviews with Teachers
- Observation of Classes
- Interview with Board
- Laurel Tree Charter Self-Study>

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, and community involvement, especially with the learning/teaching process?

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

Visiting Committee Comments

<School culture and supporting students and families is a core strength of Laurel Tree Charter. Their team structure allows many people to have connections with and eyes on each student. For example, Friday meetings allow the staff to identify and immediately intervene when a student needs extra help.

The staff reaches out to parents using such strategies as Monday Note, Seesaw, JupiterEd, Google Classroom, phone call, and texting. Parents have willingly volunteered for field trips, camping, performances, travel, and as aides in classes. Parents are also invited to share knowledge and cultural ideas with the school. Distance learning has disrupted much of the ways parents can be involved. As activities resume and especially now with the designing and planning of the new school, parental help will be welcome and necessary.>

Parent and Community Engagement that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Parents and the community express strong support for the school, how the staff supports all students. There is much support of parents for field trips, volunteering, and when the school asks for help.

E2. School Culture and Environment Criterion

Visiting Committee Comments

<Laurel Tree has a School Safety Plan that addresses the safety and cleanliness of its facilities and the open space they currently use. Transients use the primary area regularly, and extensive cleaning and sanitizing are required each morning. The new McKinleyville property does not seem to have that issue. Board policies contain the Uniform Complaint procedures as well as requirements regarding internet safety and other legal requirements.

Academic and emotional support for all students is built into the program. It begins in Tier 1 Forest School where ACT groups (acceptance and commitment therapy) and Restorative Justice are introduced and applied. Mindfulness groups start here with the Kindness Curriculum, MindUp, Mindfulness in schools taught by an HSU teacher, and Mindfulness for educators. Social communication skills for littles, and We Thinkers are also in Tier 1. Tier 2 and 3 build on these supports with small group interventions focusing on Social Skills for all. The high degree of trust and respect is evidenced by the staff's ability to collaborate effectively in teaching the programs and the running of the school. People are free to

innovate as long as the needs of the students take priority. Focus is on high expectations for all students and maintaining strong relationships between adults and students.

Teachers at LTCS not only teach but are counselors for college, academic, and health services. Students have individual learning plans with high school students' plans also tracking progress toward graduation and readiness for college/careers. Friday meetings allow the whole staff to problem solve any issue that arises and target students who might need additional help. A school psychologist is on-site 3 days a week, plus behavioral aides, teachers, and other school staff are readily available. The pandemic has ended the extracurricular activities (field trips, pool excursions, river programs, etc.). Students are still able to attend college classes remotely. The staff at LTCS hope for a return to all their activities in the near future.>

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

<Enter text here>

E3. Personal, Social-Emotional, and Academic Student Support Criterion

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community?

Visiting Committee Comments

<The staff at Laurel Tree is continually searching to find more effective and challenging instructional methods to help all students achieve.>

Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

This area is incredible. The entire staff focuses on the personal, mental as well as academic needs of the students. A psychologist and behavioral aide are on campus plus the staff has been trained and are watching constantly for students that might need help.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

<1. Laurel Tree is a small school where each individual student is seen. The school is able

to make contact with families on the spot when needed. They individualize based on student needs. They have the resources to help each student be successful.

2. Laurel Tree uses Restorative Practices as a proactive way to deal with issues within the community.
3. Laurel Tree continues to evolve and adopt the practices of a Forest/Permaculture School. Connecting academics to the outdoors has been mentally engaging for students.
4. Laurel Tree has quick and flexible responses in order to keep students happy and safe.
5. Collaboration among staff and students.>

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth :

<1. Laurel Tree is working to improve comfortable learning environments for all learners; however, moving to an outdoor school model is already showing improvements in this area for many students.

2. Laurel Tree continues to develop the perception of Restorative Practices. They are continuing to teach students the concepts of restorative practices in order for them to understand the benefits of them versus “punitive” practices. We continue to work on transparency within the community balanced with confidentiality.

3. Laurel Tree needs to be aware of, plan for, and maintain organized classroom spaces; including trails, as we move forward as an outdoor school.

4. Laurel Tree will need to ensure the community supports all families in coming back together in-person after the pandemic; so that Laurel Tree can reestablish the strong relationships and connections that are integral to our school culture.>

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

<

- Interview with Parents
- Interviews with Students
- Interviews with Teachers
- Observation of Classes
- Interview with Board
- Laurel Tree Charter Self-Study>

Chapter IV: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize school wide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

<The visiting team concurs with the school's identified strengths. Additionally, the team recognizes these items are benefits of the school:

1. Collaboration of staff.
2. Student engagement.
3. Very strong mission statement.
4. Social justice lessons that promote discussions around racial equality.
5. Laurel Tree's staff was persistent in finding a new location after the last WASC visit.>

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

The visiting committee concurs with the school's identified growth areas for continuous improvement outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below:

<The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan.

Additionally, the team recognizes these items may be a benefit to the school:

1. Consider making clear separate vision and mission statements.
2. Consider updating the school's website to communicate all necessary information relating to state requirements.
3. Consider college and career readiness processes:
 - a. Consider using college and career readiness indicators to track seniors.
 - b. Consider creating one to two CTE Pathways, possibly using community college and online program options.
4. Explore options for administration of the CAASPP and other computer-based assessments.
5. Consider investigating ways to monitor the effectiveness of Professional Development.>

Chapter V: Ongoing School Improvement

<Laurel Tree Charter's school-wide action plan is embedded within their LCAP. The staff uses it to measure progress toward entire school improvement. Formally it is shared with staff at the retreats where adjustments are made. The Board evaluates it in January and April. Parents and students see it and give input in February. In the spring, the Admin Team incorporates the suggestions from the Board, parents, and students, working on the goals every Friday during staff meetings the year. They are 100% committed to all students achieving at their highest level.

The LCAP goals are comprehensive. Number one starts with improving attendance from 92% to 96% by increasing parent awareness. Having a safe building and being prepared for emergencies is goal two. 100% of staff will be current in CPR and first aid. High school students will also receive training. A new safety plan will be updated and implemented. Laurel Tree Charter hopes to have their new facility in two years. Number three is about curriculum, increasing test scores, and ways to continue supporting all students. Four involves making sure the curriculum is rigorous, uses Common Core Standards within

project-based learning. The Common Core Report Card will be used From kindergarten through fourth grade. Further goals address College/Career Readiness and continuing to improve teacher evaluations and professional development. There is such a high degree of trust, respect, and professionalism among the staff; this staff within the three-year timeline will meet these goals.>

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective
This is their LCAP and meets the above.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective
The staff has the ability and resources to implement this plan.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.	X			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.		X		
Vision and Purpose (A1)		X		
Governance (A2)		X		
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)	X			
Staff: Qualified and Professional Development (A4)		X		
Resources (A5)		X		
Resources (Charter only) (A6)		X		
Rigorous and Relevant Standards-Based Curriculum (B1)		X	X	
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		X		
Parent and Community Engagement (E1)		X		
School Culture and Environment (E2)	X			
Personal, Social-Emotional, and Academic Student Support (E3)	X			
Acceptable progress by all students		X		
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need		X		
Capacity to monitor and implement the schoolwide action plan/SPSA		X		