

Learning Without Limits
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	2035 40th Ave. Oakland, CA , 94601-4203	Principal:	Nicki Fox, Principal
Phone:	(510) 879-1282	Grade Span:	K-5

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

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

DataQuest

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

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.

About This School

Nicki Fox, Principal

Principal, Learning Without Limits

About Our School

LWL is a warm and loving environment where individuals are known. We believe everyone has a right to come to school and feel loved and cared about, and everyone deserves to be challenged and supported to reach their potential. Our Kinder through 5th graders experience rigorous, developmentally-appropriate curriculum to support their academic growth. Our school began twelve years ago in the Fall of 2007 as the result of many years of parents advocating for better schools for their children. We continue to partner closely with parents to ensure we constantly get better on delivering on the vision we say each morning: We stand on the shoulders of those who came before us, as we grow into leaders who are passionate and care about making our world better. We are equipped with skills and knowledge, filled with curiosity, and we know that even when we face challenges, we will achieve.

Contact

Learning Without Limits
2035 40th Ave.
Oakland, CA 94601-4203

Phone: [\(510\) 879-1282](tel:5108791282)
Email: cbo@efcps.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Oakland Unified
Phone Number	(510) 879-2551
Superintendent	Johnson-Trammell, Kyla
Email Address	kyla.johnson@ousd.org
Website	www.ousd.org

School Contact Information (School Year 2021—2022)

School Name	Learning Without Limits
Street	2035 40th Ave.
City, State, Zip	Oakland, CA , 94601-4203
Phone Number	(510) 879-1282
Principal	Nicki Fox, Principal
Email Address	cbo@efcps.net
Website	http://www.efcps.org
County-District-School (CDS) Code	01612590115592

Última actualización:
1/19/22

School Description and Mission Statement (School Year 2021—2022)

Learning Without Limits Mission Statement:

The mission of Learning Without Limits is to provide rigorous, culturally relevant and empowering education grounded in caring, leadership, achievement, and perseverance. The school is founded on the belief that caring relationships allow students to lower their affective filter, facilitating learning. When students feel valued and understood they are able to bring their full selves to the classroom. In this context, students grow into leaders who are problem solvers, who set good examples, and who know how to communicate effectively with different audiences. Learning Without Limits students are resilient, persevering through challenges because they are self-directed, self-motivated learners who can drive and advocate for their own learning.

Our school was designed through a partnership between families and teachers who shared a dream of what a school should be. This partnership, as well as our partnership with Education for Change, will drive our school's decisions as we relentlessly focus on the continuous refinement of high quality instruction, strive to close the achievement gap and raise empowered leaders who will exit our doors on the path to college.

Learning Without Limits Vision:

We stand on the shoulders of those who came before us, as we grow into leaders who are passionate and care about making our world better. We are equipped with skills and knowledge, filled with curiosity, and we know that even when we face challenges, we will achieve.

Learning Without Limits Values and Mindsets:

Caring - I belong in this academic community.

Leadership - This work has value for me.

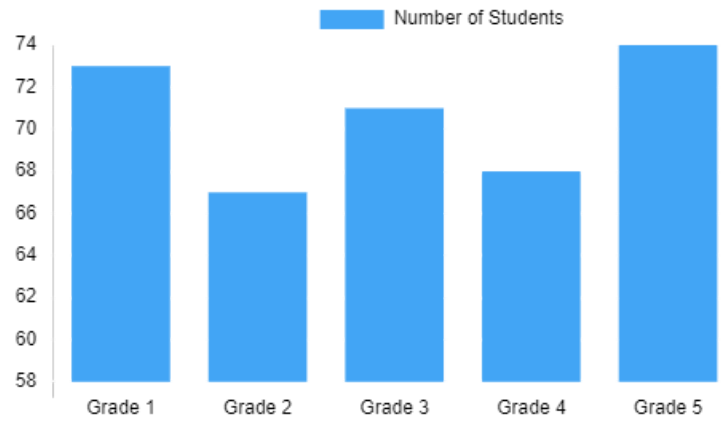
Achievement - I can succeed.

Perseverance - My ability and competence grow with my effort.

*Última actualización:
1/19/22*

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	73
Grade 2	67
Grade 3	71
Grade 4	68
Grade 5	74
Kindergarten	58
Total Enrollment	411



Última actualización:
1/19/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	54.00%
Male	46.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	6.80%
Black or African American	13.60%
Filipino	0.50%
Hispanic or Latino	75.70%
Native Hawaiian or Pacific Islander	1.20%
Two or More Races	1.50%
White	0.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	45.00%
Foster Youth	0.50%
Homeless	1.90%
Migrant	0.00%
Socioeconomically Disadvantaged	92.50%
Students with Disabilities	9.00%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020—2021)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Última actualización:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Última actualización:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Última actualización:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Última actualización:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Achieve, Center for Collaborative Classroom	Yes	0%
Mathematics	Eureka	Yes	0%
Science	Uplevel, EL Achieve	Yes	0%
History-Social Science	EL Achieve	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	Teacher-created	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Última actualización:
1/19/22

School Facility Conditions and Planned Improvements

Learning Without Limits sits in the middle of East Oakland on 40th Avenue. We have a beautiful new building and share our campus with a district school. We have two buildings: the main building and the "pod," which is a single-floor building with eight classrooms. Custodial and facilities services are provided by the Oakland Unified School District. Custodians are shared with the neighbor school, and together we collaborate to keep our campus clean and bright for our families. Sharing a campus can be challenging, and both teams are in sync to deliver good facilities.

Última actualización:
1/19/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

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

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Our lobby floors shine but there is grime under the wax. Our floors would look clean if there was a deep cleaning before adding the wax. Main building walls and stairs can benefit from paint touch up. We requested OUSD to assist us with these projects.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
----------------	------

Última actualización:
1/19/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **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.

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): FastBridge aReading
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	217	214	98.62	1.38	28.97
Female	112	111	99.11	0.89	28.83
Male	105	103	98.1	1.9	29.13
American Indian or Alaska Native	0	--	--	--	--
Asian	14	14	100	0	35.71
Black or African American	38	37	97.37	2.63	24.32
Filipino	1	--	--	--	--
Hispanic or Latino	158	156	98.73	1.27	29.49
Native Hawaiian or Pacific Islander	3	--	--	--	--
Two or More Races	2	--	--	--	--
White	1	--	--	--	--
English Learners	93	92	97.92	1.08	18.48
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	195	194	99.49	0.51	26.8
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	22	91.67	8.33	13.64

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Última actualización:
1/19/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): FastBridge aMath
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	217	206	94.93	5.07	26.21
Female	112	105	93.75	6.25	23.81
Male	105	101	96.19	3.81	38.71
American Indian or Alaska Native	0	--	--	--	--
Asian	14	14	100	0	42.86
Black or African American	38	36	94.74	5.26	16.67
Filipino	1	--	--	--	--
Hispanic or Latino	158	149	94.3	5.7	27.52
Native Hawaiian or Pacific Islander	3	--	--	--	--
Two or More Races	2	--	--	--	--
White	1	--	--	--	--
English Learners	93	87	93.55	6.45	22.99
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	195	185	94.87	5.13	25.95
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	23	95.83	4.17	4.35

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Última actualización:
1/19/22

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

LWL began through a partnership with parents and teachers. Our Family Leadership Council meets once a month to plan events and provide input regarding school decisions. Teachers communicate with families regularly regarding their student's progress, and are available to parents for questions and concerns. To learn more, reach out to our Site Office Manager, Berenice Cortez at bcortez@efcps.net.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	432	425	47	11.1
Female	230	226	23	10.2
Male	202	199	24	12.1
American Indian or Alaska Native	0	0	0	12.1
Asian	30	29	0	0.0
Black or African American	64	60	14	23.3
Filipino	2	2	0	0.0
Hispanic or Latino	321	320	30	9.4
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	6	6	1	16.7
White	3	3	0	0.0
English Learners	202	202	14	6.9
Foster Youth	2	2	1	50.0
Homeless	8	8	1	12.5
Socioeconomically Disadvantaged	397	392	46	11.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	44	44	3	6.8

Última actualización:

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	0.23%		4.40%		3.47%	
Expulsions	0.00%		0.09%		0.08%	

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.89%	3.64%	2.45%
Expulsions	0.00%	0.07%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Última actualización:
1/19/22

School Safety Plan (School Year 2021-2022)

The Learning Without Limits Safety Plan was reviewed, revised and discussed with faculty and updated on September 1, 2021 that included: school site safety programs, procedures for complying with school safety laws, and Disaster/Emergency/Crisis Response procedures. The safety plan includes procedures for regular occurrences such as drills, basic first aid, and supervision schedules and expectations. It also includes emergency procedures and responsibilities for emergencies including earthquake, fire, environmental hazard, armed intruder or attack, or serious illness accident. The plan includes professional development for the staff around the procedures. We also have a safety Plan and Guidelines for staff and students around COVID-19 Protocols.

Última actualización:
1/19/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	23.00		3	
1	24.00		3	
2	23.00		3	
3	24.00		3	
4	25.00		3	
5	23.00		3	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00		3	
1	22.00		3	
2	24.00		3	
3	23.00		3	
4	24.00		3	
5	24.00		3	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	19.00	3		
1	24.00		3	
2	22.00		3	
3	24.00		3	
4	23.00		3	
5	25.00		3	
6				
Other**				

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

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0

Última actualización: 1/1/00

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

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.60
Social Worker	0.00
Nurse	0.01
Speech/Language/Hearing Specialist	0.70
Resource Specialist (non-teaching)	2.87
Other	11.43

Última actualización: 1/1/00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12936.04	\$2239.57	\$10696.47	\$58024.00
District	N/A	N/A	\$10284.90	\$57075.28
Percent Difference – School Site and District	N/A	N/A	4.00%	1.66%
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	26.68%	-31.47%

Última actualización:
1/19/22

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

Types of Services Funded (Fiscal Year 2020–2021)

Learning Without Limits allocates funding towards student success around their academics, emotional and behavioral development. We also invest in a robust tiered intervention program to support unfinished academic learning from previous grades. We also have tiered intervention system for behavioral and socio-emotional support provided by our culture and climate team and our onsite therapists. We fund a strong visual arts class for grades 1-5. LWL also strategically allocates resources to provide small class sizes k-5 (25:1), rich and rigorous Common Core aligned curriculum for language arts and math, professional development and coaching support for teachers, and a wonderful operations team to provide families the support they need. In order to support the academic and developmental needs of our youngest students, we have Kinder tutors in the classes several hours a day and 1st grade tutors in the classrooms for over an hour each day.

Última actualización:
1/19/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51500.00	\$50897.00
Mid-Range Teacher Salary	\$56292.00	\$78461.00
Highest Teacher Salary	\$90144.00	\$104322.00
Average Principal Salary (Elementary)	\$104556.00	\$131863.00
Average Principal Salary (Middle)	\$104556.00	\$137086.00
Average Principal Salary (High)	\$106000.00	--
Superintendent Salary	\$206806.00	\$297037.00
Percent of Budget for Teacher Salaries	21.84%	32.00%
Percent of Budget for Administrative Salaries	3.02%	5.00%

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



Última
actualización:

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	15	14	14