

**Learning Without Limits**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School**  
**Year**  
**California Department of Education**

**Address:** 2035 40th Ave.  
Oakland, CA ,  
94601-4203

**Principal:** Nicki Fox

**Phone:**

**Grade**  
**Span:**

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

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

### DataQuest

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

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet Access

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

## About This School

### Nicki Fox

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:  
Email: [cbo@efcps.net](mailto:cbo@efcps.net)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<b>District Name</b>	Oakland Unified
<b>Phone Number</b>	
<b>Superintendent</b>	Johnson-Trammell, Kyla
<b>Email Address</b>	<a href="mailto:kyla.johnson@ousd.org">kyla.johnson@ousd.org</a>
<b>Website</b>	<a href="http://www.efcps.org">www.efcps.org</a>

### School Contact Information (School Year 2022–23)

<b>School Name</b>	Learning Without Limits
<b>Street</b>	2035 40th Ave.
<b>City, State, Zip</b>	Oakland, CA , 94601-4203
<b>Phone Number</b>	
<b>Principal</b>	Nicki Fox
<b>Email Address</b>	<a href="mailto:cdelwl@efcps.net">cdelwl@efcps.net</a>
<b>Website</b>	<a href="http://www.efcps.org">www.efcps.org</a>
<b>County-District-</b>	01612590115592

School (CDS) Code

*Last updated: 1/30/23*

### School Description and Mission Statement (School Year 2022–23)

#### 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.

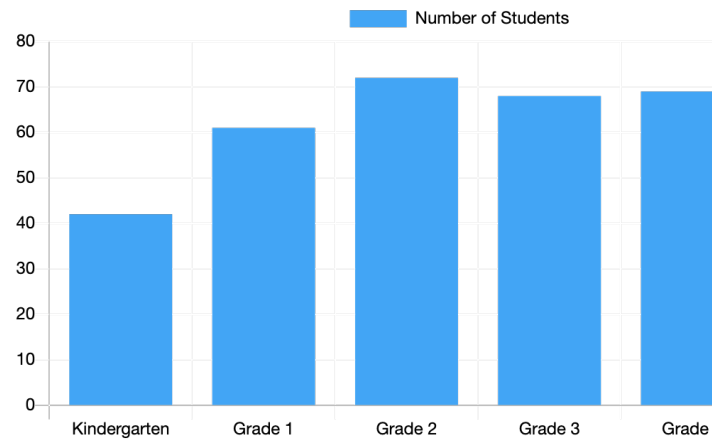
Achievement - I can succeed.

Perseverance - My ability and competence grow with my effort.

*Last updated: 1/31/23*

**Student Enrollment by Grade Level (School Year 2021–22)**

Grade Level	Number of Students
Kindergarten	42
Grade 1	61
Grade 2	72
Grade 3	68
Grade 4	69
Grade 5	66
Total Enrollment	378



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

*Last updated: 1/30/23*

**Student Enrollment by Student Group (School Year 2021–22)**

Student Group	Percent of Total Enrollment
Female	54.20%
Male	45.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	6.90%
Black or African American	10.80%
Filipino	0.30%
Hispanic or Latino	77.20%
Native Hawaiian or Pacific Islander	1.30%
Two or More Races	1.10%
White	1.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	48.10%
Foster Youth	0.50%
Homeless	1.30%
Migrant	0.00%
Socioeconomically Disadvantaged	77.20%
Students with Disabilities	7.40%

## 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 2020–21)

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)	14.90	83.32	1471.70	56.64	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.56	95.60	3.68	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	11.06	725.40	27.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	64.80	2.50	12115.80	4.41
Unknown	0.00	0.00	240.60	9.26	18854.30	6.86
Total Teaching Positions	17.90	100.00	2598.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/30/23

### Teacher Preparation and Placement (School Year 2021–22)

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						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
("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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/30/23

**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.90	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.90	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

*Last updated: 1/11/23*

**Class Assignments**

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.00	

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

*Last updated: 1/11/23*



### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

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, Reflex	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	EL Achieve	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

*Last updated: 1/31/23*

### School Facility Conditions and Planned Improvements

Learning Without Limits sits in the middle of East Oakland on 40th Avenue. We have a beautiful 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 as well as our internal custodial team. The Oakland Unified custodian is 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.

*Last updated: 1/31/23*

### 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 2023

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

### Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Good
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*Last updated: 1/30/23*

## 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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	29%	N/A	35%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	18%	N/A	25%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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

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

divided by the total number of students who participated in both assessments.

*Last updated: 1/30/23*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	204	201	98.53	1.47	28.86
Female	110	109	99.09	0.91	33.03
Male	94	92	97.87	2.13	23.91
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	15.38
Black or African American	23	22	95.65	4.35	22.73
Filipino	--	--	--	--	--
Hispanic or Latino	156	154	98.72	1.28	31.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	112	110	98.21	1.79	25.45
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	151	149	98.68	1.32	25.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	0.00

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

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

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

Last updated: 1/30/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	204	203	99.51	0.49	17.73
Female	110	110	100.00	0.00	11.82
Male	94	93	98.94	1.06	24.73
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	23.08
Black or African American	23	22	95.65	4.35	4.55
Filipino	--	--	--	--	--
Hispanic or Latino	156	156	100.00	0.00	18.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	112	112	100.00	0.00	16.96
Foster Youth	--	--	--	--	--
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	151	150	99.34	0.66	16.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	6.67

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

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

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

Last updated: 1/30/23

**CAASPP Test Results in Science for All Students  
 Grades Five, Eight and High School  
 Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2020-21</b>	<b>School 2021-22</b>	<b>District 2020-21</b>	<b>District 2021-22</b>	<b>State 2020-21</b>	<b>State 2021-22</b>
Science (grades 5, 8, and high school)	NT	13.43	NT		28.72	29.47

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

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

*Last updated: 1/31/23*

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	67	67	100.00	0.00	13.43
Female	38	38	100.00	0.00	13.16
Male	29	29	100.00	0.00	13.79
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	9.09
Filipino	0	0	0	0	0
Hispanic or Latino	49	49	100.00	0.00	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	27	100.00	0.00	11.11
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100.00	0.00	5.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

*Last updated: 1/30/23*



**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

**California Physical Fitness Test Results (School Year 2021–22)  
Percentage of Students Participating in each of the five Fitness Components**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

*Last updated: 1/30/23*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2022–23)

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](mailto: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;
- High school graduation rates; and
- Chronic Absenteeism

**Chronic Absenteeism by Student Group**  
**(School Year 2021–22)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	400	388	191	49.2
Female	213	209	101	48.3
Male	187	179	90	50.3
American Indian or Alaska Native	0	0	0	0.0
Asian	28	28	5	17.9
Black or African American	47	43	28	65.1
Filipino	1	1	1	100.0
Hispanic or Latino	307	299	148	49.5
Native Hawaiian or Pacific Islander	5	5	4	80.0
Two or More Races	4	4	2	50.0
White	3	3	0	0.0
English Learners	207	204	85	41.7
Foster Youth	3	3	1	33.3
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	322	311	156	50.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	33	33	22	66.7

*Last updated: 1/31/23*

**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 for School Year 2019–20 Only**

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	3.64%	2.45%
Expulsions	0.00%	0.07%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

**Suspensions and Expulsions**

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	1.10%	5.00%	0.03%	3.92%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.06%	0.00%	0.07%

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.

*Last updated: 1/31/23*

**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.00	0.00
Female	2.35	0.00
Male	8.02	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	3.57	0.00
Asian	0.00	0.00
Black or African American	21.28	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.45	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.97	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.15	0.00

*Last updated: 1/31/23*

**School Safety Plan (School Year 2022–23)**

The Learning Without Limits Safety Plan was reviewed, revised and discussed with faculty and updated on August 15, 2022 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.

*Last updated: 1/31/23*

## 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 2019–20

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 2020–21

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.

**Average Class Size and Class Size Distribution (Elementary) School Year 2021–22**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	1	
1	20.00	2	1	
2	24.00		3	
3	23.00		3	
4	23.00		3	
5	22.00		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.

**Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.60
Social Worker	0.00
Nurse	0.01
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	3.00
Other	8.25

\* 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.

*Last updated: 1/30/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13322.79	\$3065.88	\$10256.91	\$68257.12
District	N/A	N/A	--	\$69144.00



Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	21.84%	3.02%

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

*Last updated: 1/30/23*

**Types of Services Funded (Fiscal Year 2021–22)**

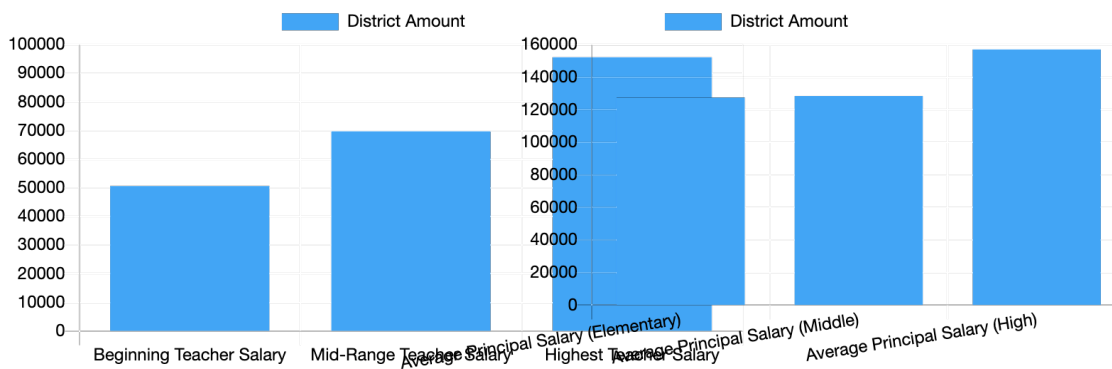
Learning Without Limits allocates funding towards student success around their academics, emotional and behavioral development. We also invest in a robust tiered intervention program to support unfinished academic learning from previous grades. We also have tiered intervention system for behavioral and 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.

*Last updated: 1/31/23*

**Teacher and Administrative Salaries (Fiscal Year 2020–21)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50639.00	\$51080.95
Mid-Range Teacher Salary	\$69726.00	\$77514.16
Highest Teacher Salary	\$95590.00	\$105763.62
Average Principal Salary (Elementary)	\$127560.00	\$133420.78
Average Principal Salary (Middle)	\$128442.00	\$138593.75
Average Principal Salary (High)	\$157012.00	\$153391.60
Superintendent Salary	\$335300.00	\$298376.74
Percent of Budget for Teacher Salaries	28.19%	31.60%
Percent of Budget for Administrative Salaries	8.96%	4.97%

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



*Last updated: 1/30/23*

**Professional Development**

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14

*Last updated: 1/30/23*