

# Learning Without Limits

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

## Mr. Leo Fuchs, Principal

 Principal, Learning Without Limits

### About Our School

Learning Without Limits is the name of our school because it describes what we believe about education. Learning in school is not just for the sake of getting a good job or even going to college, though those things matter a great deal. Learning Without Limits believes in learning for the love of learning. We strive to instill in our children a sense of joy and connectedness that comes from engagement with content and ideas, and curious thought partners. Through the dedication of our staff, students, families, and community partners, we have come so far since we opened in 2007, when on day one just 12 percent of our students were reading at grade level. As we have gotten better every year, more and more students have moved out of the lower achievement rungs until, last year, 52 percent of kids reached grade level in reading. While we have received praise from others for this progress, we are not even a little bit satisfied, and are working hard every day to innovate and iterate, so we can take our students farther faster. At the same time, we are proud to help our students learn beyond academics by offering whole-child learning opportunities, from drumming and music to visual art to hands-on field trips. In all these ways we are working hard to realize the vision our school community drafted nine years ago, which our students recite every single morning before class:

*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  
E-mail: [leo.fuchs@ousd.k12.ca.us](mailto:leo.fuchs@ousd.k12.ca.us)

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Oakland Unified
<b>Phone Number</b>	(510) 434-7790
<b>Superintendent</b>	Antwan Wilson
<b>E-mail Address</b>	<a href="mailto:antwan.wilson@ousd.org">antwan.wilson@ousd.org</a>
<b>Web Site</b>	<a href="http://www.ousd.org">http://www.ousd.org</a>

School Contact Information (School Year 2016-17)	
<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>	510-879-1282
<b>Principal</b>	Mr. Leo Fuchs, Principal
<b>E-mail Address</b>	<a href="mailto:leo.fuchs@ousd.k12.ca.us">leo.fuchs@ousd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://efcps.net">efcps.net</a>
<b>County-District-School (CDS) Code</b>	01612590115592

*Last updated: 1/4/2017*

### School Description and Mission Statement (School Year 2016-17)

LWL aspires 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. LWL's 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 the new partnership with Education for Change, drives 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.

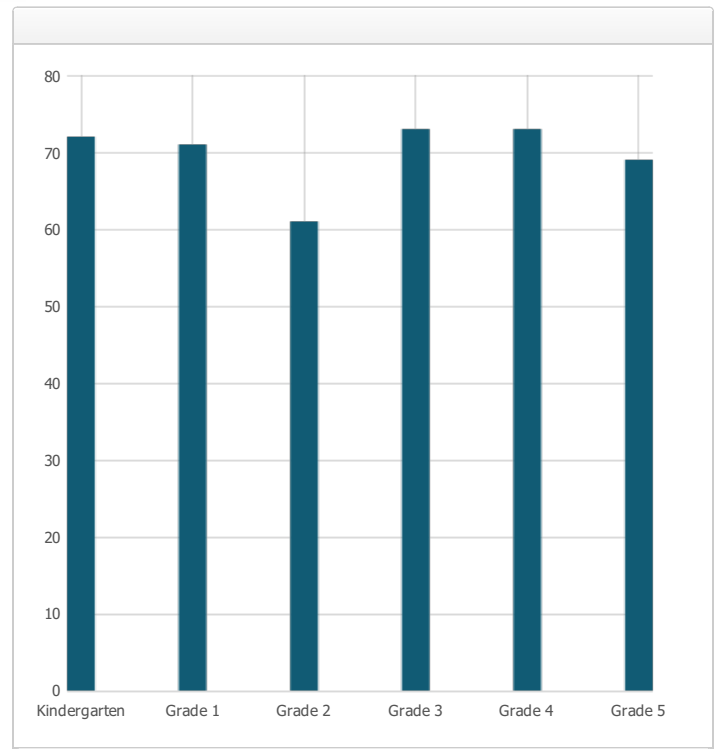
Each morning we affirm: We stand on the shoulders of those who came before us as we grow into leaders who are passionate and care about making our world better. We are equipped with skills and knowledge, filled with curiosity and we know that even when we face challenges, we will achieve.

At LWL, we are dedicated to seeing all children make dramatic progress. Students who attend LWL agree to make one another feel loved and cared about. When students feel a sense of belonging at school, they are able to give their full attention to their work and when they do that, they learn without limits!

*Last updated: 1/4/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	72
Grade 1	71
Grade 2	61
Grade 3	73
Grade 4	73
Grade 5	69
<b>Total Enrollment</b>	<b>419</b>



Last updated: 1/4/2017

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	18.4 %
American Indian or Alaska Native	0.0 %
Asian	5.3 %
Filipino	1.0 %
Hispanic or Latino	68.5 %
Native Hawaiian or Pacific Islander	1.7 %
White	1.0 %
Two or More Races	0.0 %
Other	4.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.1 %
English Learners	46.1 %
Students with Disabilities	7.2 %
Foster Youth	0.0 %

Last updated: 1/4/2017

## A. Conditions of Learning

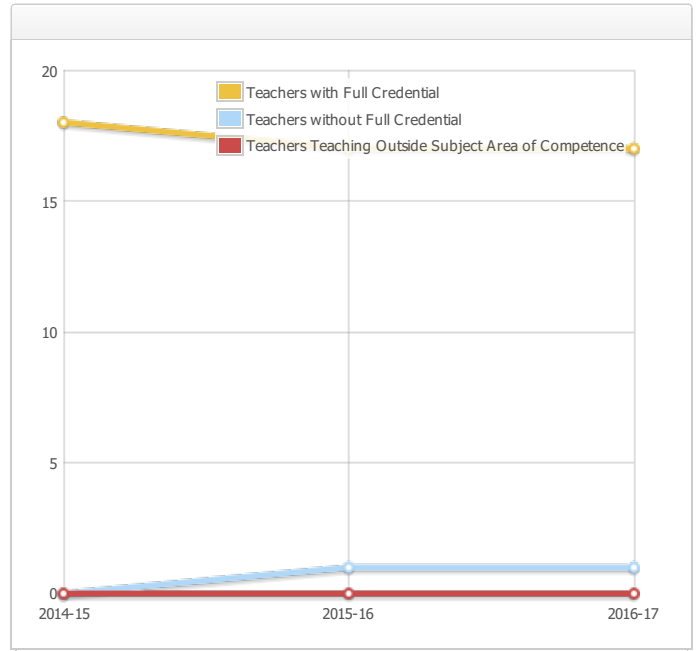
### State Priority: Basic

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

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

#### Teacher Credentials

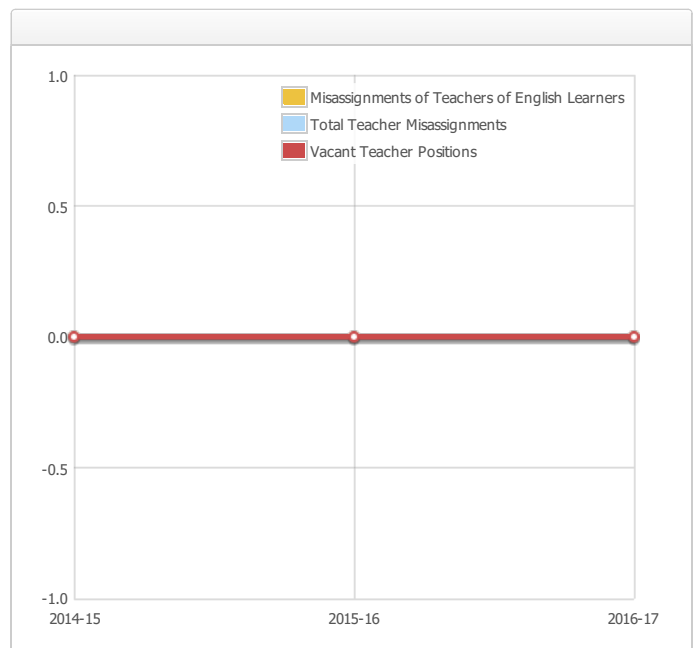
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	17	17	
Without Full Credential	0	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/4/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/4/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	80.0%	20.0%
High-Poverty Schools in District	79.0%	21.0%
Low-Poverty Schools in District	95.0%	5.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 1/4/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lucy Calkins Writing Leveled libraries Guided reading libraries (Scholastic) Primary Phonics	Yes	0.0 %
Mathematics	MyMath EngageNY	Yes	0.0 %
Science	FOSS	Yes	0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/4/2017*

## School Facility Conditions and Planned Improvements

LWL is housed in a modernized facility. All systems and structures are in great condition.

*Last updated: 1/4/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

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

## Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Good
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*Last updated: 1/4/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	24.0%	31.0%	31.0%	33.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	26.0%	27.0%	26.0%	27.0%	34.0%	36.0%

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.

*Last updated: 1/4/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	72	70	97.2%	31.4%
Male	38	37	97.4%	35.1%
Female	34	33	97.1%	27.3%
Black or African American	11	11	100.0%	36.4%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	51	49	96.1%	28.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	65	98.5%	30.8%
English Learners	27	27	100.0%	7.4%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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: 1/4/2017*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	74	72	97.3%	34.7%
Male	30	30	100.0%	30.0%
Female	44	42	95.5%	38.1%
Black or African American	14	14	100.0%	21.4%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	53	100.0%	39.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	65	100.0%	35.4%
English Learners	28	27	96.4%	25.9%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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: 1/4/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	71	69	97.2%	27.5%
Male	35	34	97.1%	17.7%
Female	36	35	97.2%	37.1%
Black or African American	12	12	100.0%	8.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	43	42	97.7%	35.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	67	67	100.0%	26.9%
English Learners	27	26	96.3%	3.9%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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: 1/4/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	71	98.6%	32.4%
Male	38	38	100.0%	34.2%
Female	34	33	97.1%	30.3%
Black or African American	11	11	100.0%	27.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	51	50	98.0%	36.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	65	98.5%	32.3%
English Learners	27	27	100.0%	14.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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: 1/4/2017*

**Mathematics - Grade 4**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	72	97.3%	29.2%
Male	30	30	100.0%	30.0%
Female	44	42	95.5%	28.6%
Black or African American	14	14	100.0%	21.4%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	53	100.0%	32.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	65	100.0%	27.7%
English Learners	28	27	96.4%	18.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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: 1/4/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	71	69	97.2%	18.8%
Male	35	34	97.1%	14.7%
Female	36	35	97.2%	22.9%
Black or African American	12	12	100.0%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	43	42	97.7%	23.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	67	67	100.0%	19.4%
English Learners	27	26	96.3%	3.9%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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: 1/4/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	36.0%	27.0%	23.0%	44.0%	38.0%	39.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: 1/4/2017

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	71	69	97.2%	23.2%
Male	35	34	97.1%	23.5%
Female	36	35	97.2%	22.9%
Black or African American	12	12	100.0%	16.7%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	43	42	97.7%	23.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	0	0	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	67	67	100.0%	22.4%
English Learners	27	26	96.3%	3.9%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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: 1/4/2017

# 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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6%	20.6%	11.8%

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.

*Last updated: 1/4/2017*

## 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 schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

Our school was designed through a partnership between families and teachers who shared a dream of what a school should be. This partnership, drives 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. We know parents are students' first teachers. We partner with families to provide an excellent education for children and build on the strengths they bring with them from home. We implement the following in order to partner effectively with parents:

Involvement in Decision Making Families have regular opportunities to meet with the principal to participate in decision making regarding the school including through SSC meetings and regular morning meetings.

Family/Teacher Conferences - Families meet with teachers three times a year to review student progress. Teachers review the report cards and go over student work with parents. Goals for the next trimester are set and strategies for working toward the goals in the classroom and at home are discussed. Older students are expected to participate in this process.

Family Events - We believe it is important to celebrate our students together. During the course of the year, we have multiple student performances that showcase our students including a Spelling Bee, Winter and Spring Celebrations and Science Expos.

### State Priority: Pupil Engagement

*Last updated: 1/4/2017*

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

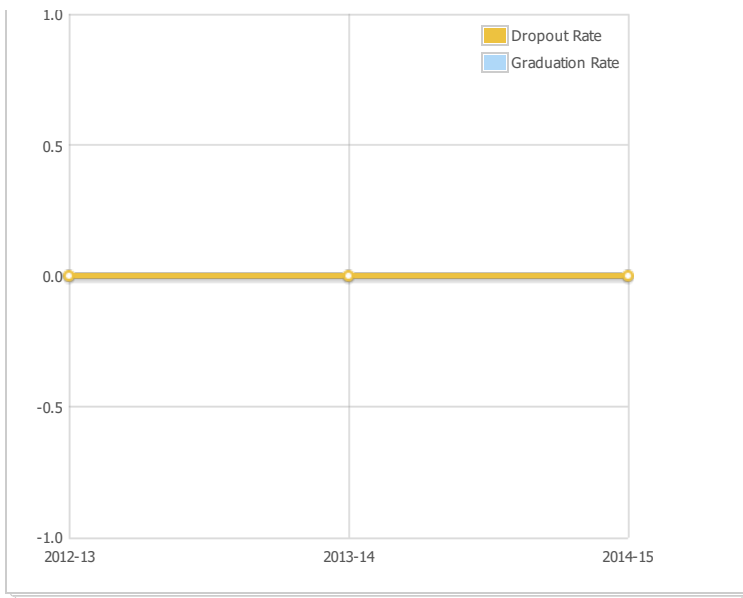
- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate				59.60	62.60	66.80			

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart





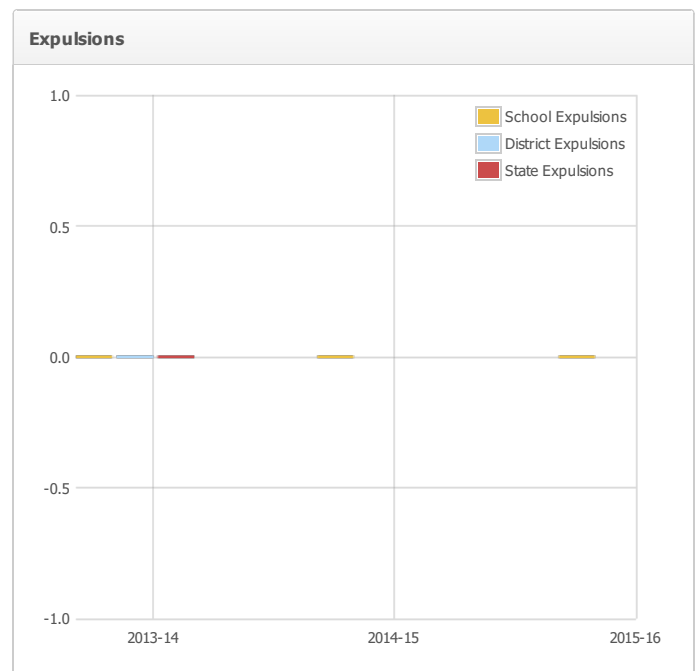
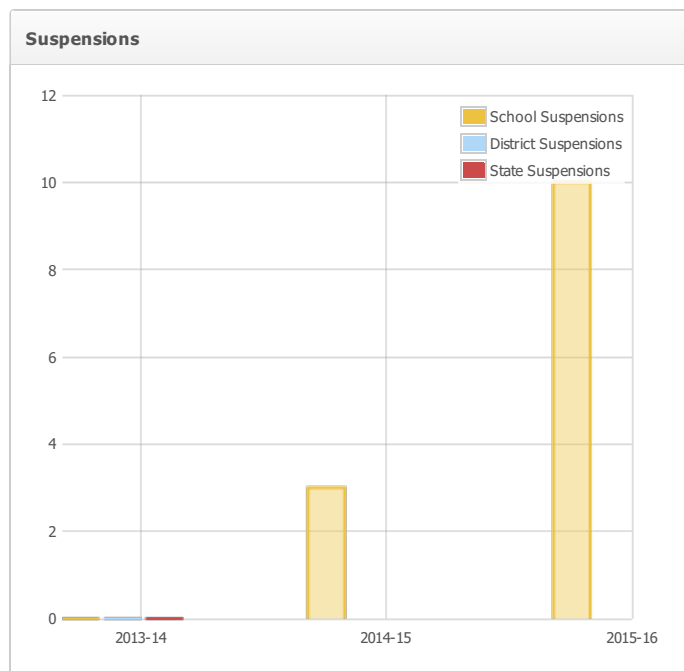
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	3.0	10.0						
Expulsions	0.0	0.0	0.0						



Last updated: 1/11/2017

## School Safety Plan (School Year 2016-17)

The Learning Without Limits College Preparatory Elementary School Safety Plan is reviewed and updated annually. 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 or accident. The plan includes professional development for the staff around the procedures.

Last updated: 1/4/2017

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	84
Percent of Schools Currently in Program Improvement	N/A	78.5%

Note: Cells with NA values do not require data.

Last updated: 1/4/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.0		3	24.0		3	24.0		3			
1	24.0		3	24.0		3	24.0		3			
2	24.0		3	24.0		3	24.0		3			
3	24.0		3	24.0		3	24.0		3			
4	24.0		3	24.0		3	24.0		3			
5	30.0		2	30.0		2	30.0		2			
6												
Other												

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

Last updated: 1/4/2017

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker	2.0	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	1.5	N/A
Other	2.6	N/A

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

\*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: 1/11/2017*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9472.1	\$583.9	\$8888.2	\$55687.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/11/2017*

## Types of Services Funded (Fiscal Year 2015-16)

Realizing that the students needs are first to be met in the classroom, LWL strategically allocates its resources to support professional development for teachers. In addition to providing a grade level collaboration day each semester dedicated to unit planning and data analysis, the site has an assistant principal who focuses on literacy support and coaching. Learning Without Limits is intentional to analyze data analysis on a regular basis and provides targeted intervention and support to students not meeting grade level expectations or otherwise needing support in our 3-tiered Response to Intervention Model. This model funds academic interventions through partnerships with varied providers, as well as through technology (intervention software and technology to increase personalized learning). Through our RTI model, we provide targeted academic support inside and outside of classroom. Unlike traditional RTI, Response to Intervention at Learning Without Limits, resources and responds to students' academic, behavioral and socio-emotional needs. After school enrichment and support is also a focus at LWL. Reading Partners provides service to 90 second through fourth grade students. Students participate in a program focused on education in technology and drama. Playworks provides athletic opportunities for students after school. Academic support and homework help are also provided in the afterschool program. Through these combined and complimentary efforts, Learning Without Limits works to ensure that all students realize that their potential is limitless!

*Last updated: 1/11/2017*

## Professional Development

LWL holds 7 full school days of professional development each year (that takes place during the summer and a few days throughout the school year). Additionally, teachers engage in two and a half hours of professional development every Wednesday.

In addition to weekly professional development in content areas such as English Language Arts, Math and English Language Development, teachers at Learning Without Limits participate in an hour of extended professional development per week. The extended professional development focuses our Professional Learning Community on clarifying and streamlining what we teach within and across grade levels, how to teach power standards in a meaningful and powerful way, and identifying students who need intervention to meet the standards and students who need extension plans in order to be challenged beyond a proficiency level. This includes the development, analysis and planning based on the results of common formative assessments.

*Last updated: 1/4/2017*