Learning Without Limits

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	2035 40th Ave. Oakland, CA , 94601-4203	**Principal:**	Larissa Adam, Superintendent of Schools
Phone:	(510) 568-7936	**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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Larissa Adam, Superintendent of Schools

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 Transitional Kinder through 5th graders experience rigorous, developmentally-appropriate curriculum to support their academic growth. Our school began 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) 568-7936
Email: cdelwl@efcps.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Oakland Unified
Phone Number	(510) 879-8000
Superintendent	Saddler, Denise
Email Address	denise.saddler@ousd.org
Website	www.ousd.org

School Contact Information (School Year 2025–26)

School Name	Learning Without Limits
Street	2035 40th Ave.
City, State, Zip	Oakland, CA , 94601-4203
Phone Number	(510) 568-7936
Principal	Larissa Adam, Superintendent of Schools
Email Address	cdelwl@efcps.net
Website	http://www.efcps.org
Grade Span	K-5
County-District-School (CDS) Code	01612590115592

School Description and Mission Statement (School Year 2025–26)

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.

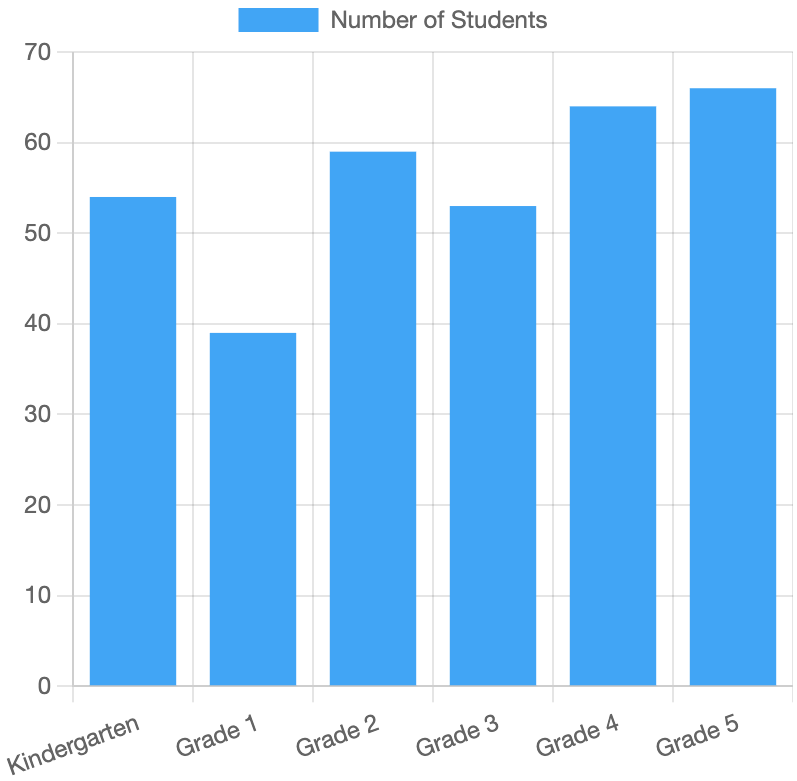
Learning Without Limits Vision:
We stand on the shoulders of those who came before us, as we grow into leaders who are passionate and care about making our world better. We are equipped with skills and knowledge, filled with curiosity, and we know that

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.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	54
Grade 1	39
Grade 2	59
Grade 3	53
Grade 4	64
Grade 5	66
Total Enrollment	335



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	53.40%
Male	46.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	4.80%
Black or African American	10.10%
Filipino	0.00%
Hispanic or Latino	80.90%
Native Hawaiian or Pacific Islander	0.90%
Two or More Races	1.20%
White	0.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	52.00%
Foster Youth	0.30%
Homeless	1.20%
Migrant	0.00%
Socioeconomically Disavantaged	74.30%
Students with Disabilities	15.00%

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 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)	7.90	47.03%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.00	11.77%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.90	41.14%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	16.90	100.00%	2573.20	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	9.90	62.48%	1450.80	58.72%	231142.40	83.24%
Intern Credential Holders Properly Assigned	2.90	18.70%	121.90	4.93%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	12.45%	782.20	31.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	6.19%	49.10	1.99%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	66.90	2.71%	14303.80	5.15%
Total Teaching Positions	15.90	100.00%	2471.00	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.90	36.33%	1316.40	52.77%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.90	6.00%	73.10	2.93%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.40	33.29%	988.50	39.63%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.90	18.13%	62.80	2.52%	12112.80	4.34%
Unknown/Incomplete/NA	0.90	6.00%	53.70	2.15%	13705.80	4.91%
Total Teaching Positions	16.40	100.00%	2494.60	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	1.9	2.00
Misassignments	6.90	0	3.40
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	6.90	1.9	5.40

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.9	2.90
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0.9	2.90

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	38.7%	0%	22.80%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	32.2%	0%	20.00%

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 2025–26)

Year and month in which the data were collected: January 2026

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fishtank Learning, 2024 (most recent)	0
Mathematics	Eureka, 2017 (most recent)	0
Science	Uplevel and EL Achieve, 2021 (most recent)	0
History-Social Science	Fishtank Learning, 2024 (most recent)	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	EL Achieve, 2014 (most recent)	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

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 part of the "pod," which is a single-floor building with eight classrooms. 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 safe, clean and bright for our families. Sharing a campus can be challenging, and both teams are in sync to deliver good facilities.

According to the most recent Facility Inspection Tool (FIT) assessment on 7/18/25, Learning Without Limits has received a Good rating, indicating that the overall condition of the facility is in Good standing. Our facilities team promptly addresses any repair needs to uphold the functionality and safety of our campus. Additionally, our custodial team takes great pride in maintaining a clean and welcoming environment for our students, staff, and families.

Monthly facilities walkthroughs are led by the Site Operations Manager in collaboration with the custodial team to ensure the campus consistently meets good standing standards for safety, cleanliness, and overall condition.

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: July 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	good	
Interior: Interior Surfaces	fair	Wall Covering is peeling off. Ticket was submitted to Oakland Unified School District to replace.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	good	
Electrical: Electrical	good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	fair	During inspection: -Toilet seat was loose -Sink faucet was missing top push knob Both these findings were fixed within 5 days
Safety: Fire Safety, Hazardous Materials	fair	During inspection one of two fire extinguishers was expired in the office. This was instantly replaced by ACME fire extinguisher.
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: July 2025

Overall Rating	good

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	28%	31%	35%	35%	47%	48%
Mathematics (grades 3-8 and 11)	20%	20%	26%	27%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	180	97.83%	2.17%	30.56%
Female	94	92	97.87%	2.13%	39.13%
Male	90	88	97.78%	2.22%	21.59%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	14	14	100.00%	0.00%	28.57%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	153	149	97.39%	2.61%	30.2%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	101	98	97.03%	2.61%	20.41%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	173	169	97.69%	2.31%	30.18%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	26	26	100.00%	0.00%	15.38%

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

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	183	99.46%	0.54%	19.67%
Female	94	94	100.00%	0.00%	18.09%
Male	90	89	98.89%	1.11%	21.35%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	14	14	100.00%	0.00%	21.43%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	153	152	99.35%	0.65%	17.76%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	101	101	100.00%	0.00%	15.84%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	173	172	99.42%	0.58%	20.35%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	26	26	100.00%	0.00%	11.54%

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

participated in both assessments.

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

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	22.39%	19.70%	19.30%	21.73%	30.73%	32.52%

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

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	66	100.00%	0.00%	19.70%
Female	36	36	100.00%	0.00%	22.22%
Male	30	30	100.00%	0.00%	16.67%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	59	59	100.00%	0.00%	18.64%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	33	33	100.00%	0.00%	12.12%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	63	63	100.00%	0.00%	19.05%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

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 2024–25)
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 and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	97%	92%	84%	95%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: 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 2025–26)

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 at 510-879-1282.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	365	355	112	31.5%
Female	193	189	62	32.8%
Male	172	166	50	30.1%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	1	5.9%
Black or African American	37	35	15	42.9%
Filipino	--	--	--	--
Hispanic or Latino	294	287	91	31.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	189	186	49	26.3%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	341	333	110	33.0%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	53	53	17	32.1%

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

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 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.00%	0.00%	0.27%	3.85%	4.10%	3.72%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.08%	0.07%	0.05%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.27%	0.00%
Female	0.52%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	2.70%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	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	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.29%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

School Safety Plan (School Year 2025–26)

Learning Without Limits maintains a Comprehensive School Safety Plan that is reviewed, revised, and updated annually in accordance with California state requirements, including the March 1 adoption deadline. The Safety Plan is reviewed with all staff at the beginning of each school year during an August professional development session prior to the first day of instruction.

The most recent Comprehensive School Safety Plan for Learning Without Limits was finalized on: February 5, 2025, and approved by our Board on February, 20, 2025.

The Safety Plan addresses school site safety programs, procedures for complying with applicable school safety laws, and disaster, emergency, and crisis response procedures. It includes protocols for routine safety practices such as student supervision, emergency drills, and basic first aid, as well as emergency response procedures for incidents including fire, earthquake, environmental hazards, armed intruder or attack scenarios, and serious illness or accidents.

In alignment with California Education Code requirements, the school conducts required safety drills—including fire, earthquake, and lockdown drills—on a monthly basis and/or as otherwise required throughout the school year to ensure students and staff are prepared to respond appropriately in the event of an emergency.

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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	2	1	0
1	24.00	0	2	0
2	19.00	2	1	0
3	23.00	0	3	0
4	21.00	1	2	0
5	23.00	0	3	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* 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 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	3	0	0
1	19.00	1	2	0
2	27.00	3	0	0
3	20.00	2	1	0
4	22.00	1	2	0
5	21.00	1	2	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* 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 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	3		
1	20.00	1	1	
2	20.00	1	2	
3	27.00		2	
4	21.00	1	2	
5	22.00	1	2	
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 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.60
Social Worker	
Nurse	0.01
Speech/Language/Hearing Specialist	1.20
Resource Specialist (non-teaching)	2.00
Other**	6.39

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$22143.88	$8804.08	$13339.80	$71218.00
District	N/A	N/A	--	$85881.00
Percent Difference – School Site and District	N/A	N/A	--	-17.07%
State	N/A	N/A	$11146.18	$100333.00
Percent Difference – School Site and State	N/A	N/A	19.68%	-29.02%

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

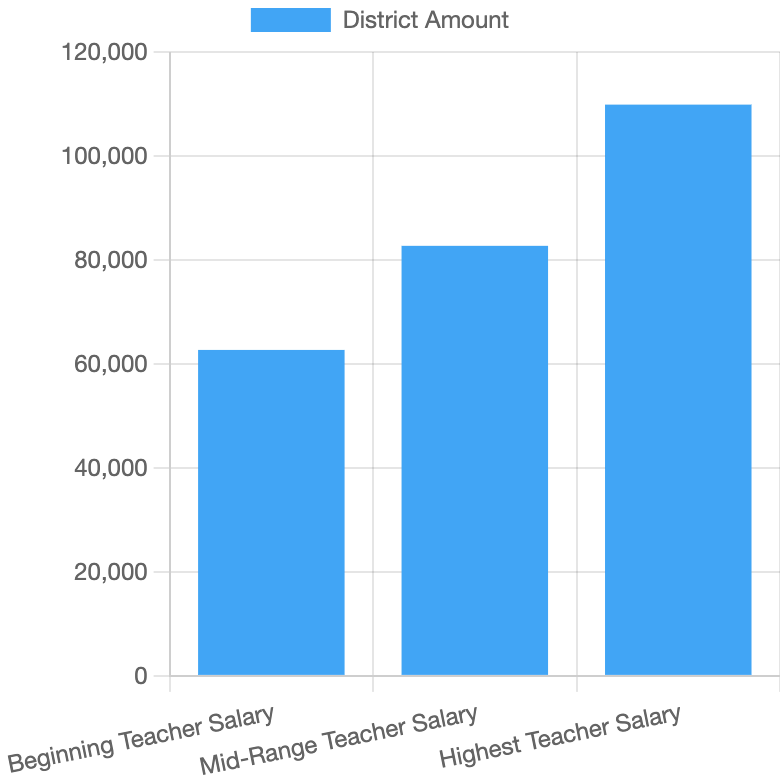
Types of Services Funded (Fiscal Year 2024–25)

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 tk-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 TK and Kinder tutors in the classes several hours a day and 1st grade tutors in the classrooms for over an hour each day.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$62696.00	$60862.67
Mid-Range Teacher Salary	$82716.00	$93575.04
Highest Teacher Salary	$109878.00	$125548.29
Average Principal Salary (Elementary)	$137228.00	$157644.72
Average Principal Salary (Middle)	$143757.00	$165340.66
Average Principal Salary (High)	$168783.00	$182579.89
Superintendent Salary	$342804.00	$357064.20
Percent of Budget for Teacher Salaries	25.55%	30.36%
Percent of Budget for Administrative Salaries	8.91%	4.88%

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





Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14