



Learning Without Limits

OUSD Board Data Request Response

Charter Renewal 2024



Student Outcomes



Learning Without Limits

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!

Inclusive and Restorative Approach to Discipline

3 year Suspension Rate Data

Year / Group	21-22	22-23	23-24
All Students	5%	0%	0%
B / AA	21.3%	0%	0%
SWD	15.2%	0%	0%

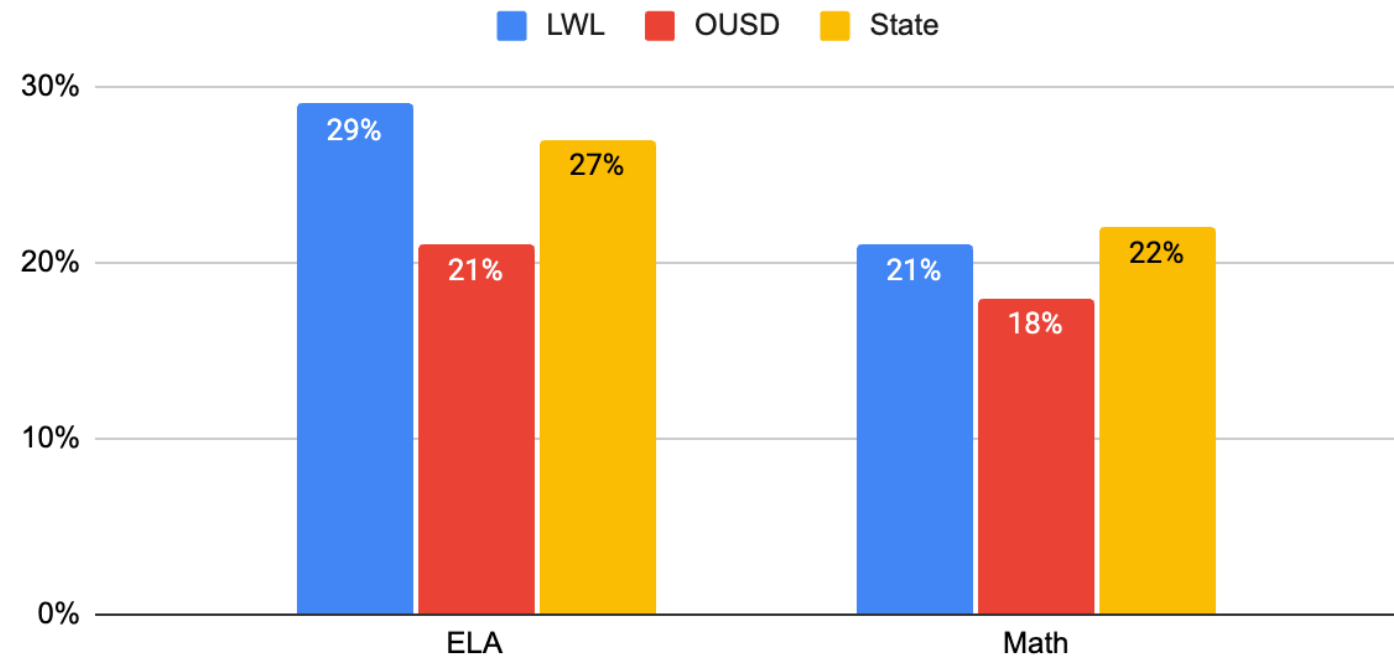
Intentional Shifts Led to Stronger Outcomes:

- Strengthened **partnership and communication** with families
- Built **staff capacity** in implementation of PBIS, trauma-informed approach, & alternatives to suspensions
- Launched **team consultancies and shared responsibility** in approaching challenges



LWL Grades 3-5 Performance on Par with California Schools Serving Similar Populations

Similar Schools Comparison: SBAC ELA and Math 2023



Grades 3-5

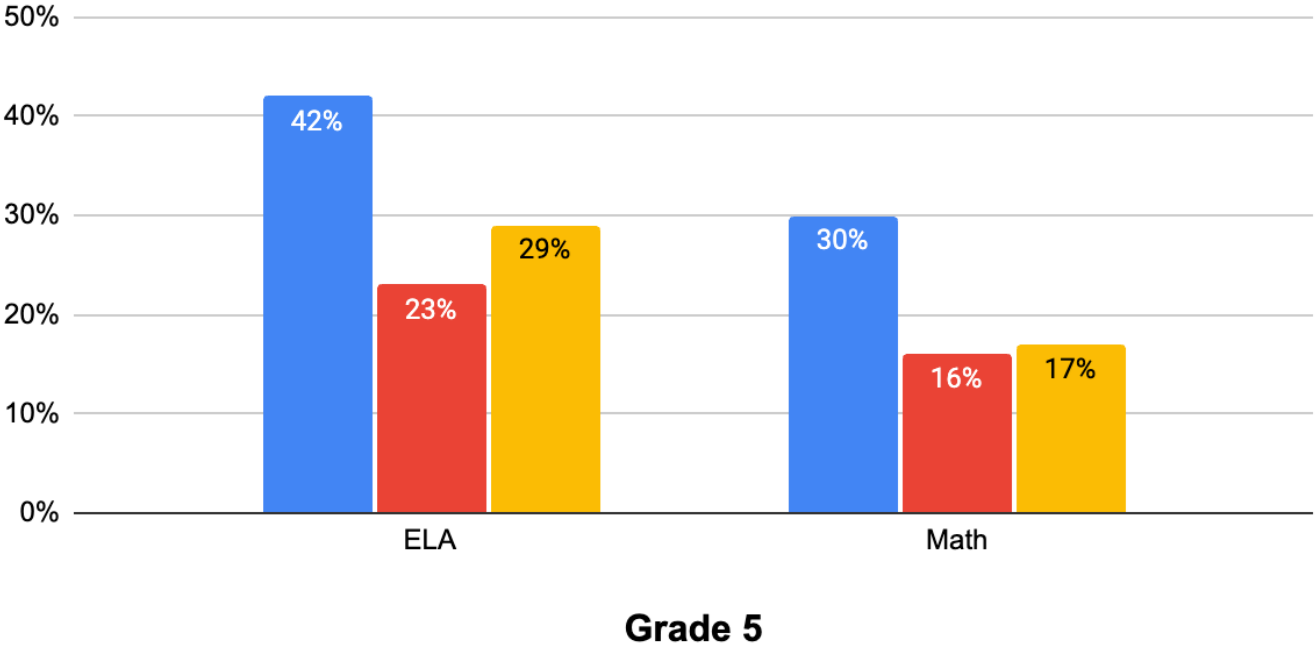
Similar Schools: Schools serving a similar % of students qualifying for FRL and classified as English Learners



Acceleration: LWL Students Dramatically Outperform California Similar Schools **by 5th Grade**

Similar Schools Comparison: SBAC ELA and Math 2023

LWL OUSD State



CORE DISTRICTS		
2023 SBAC	Student Growth Percentile	Core Growth Index
ELA	91%	10 out of 10
Math	89%	9 out of 10

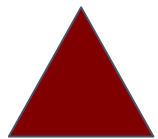
Similar Schools: Schools serving a similar % of students qualifying for FRL and classified as English Learners

ELA Successes, Growth Areas, and Strategies



Strengths

- **Strong Early Literacy Foundation:** Science of Reading-aligned practices and curriculum in every TK-2 classroom
- **Data-Driven Instruction:** Consistent use of formative and summative assessments to inform teacher and leader moves
- **K-2 *Fishtank* Adoption:** Increased early grades time spent mastering grade-level standards via diverse, complex texts



Growth Areas:

- **Rigor:** Decreasing scaffolding as appropriate
- **Academic Discourse:** Increasing the frequency of student “at bats” with text-based discourse

2024/25 Strategy Pivots:

- **Expanded *Fishtank* adoption** to grades 3-5 to increase rigor, cultural responsiveness, academic discourse, and aligned support for teachers
- **Learning from Instruction Partners:** launched 3-year grant-funded instructional improvement initiative to strengthen early grades students’ comprehension and critical thinking
- **Integrating GLAD strategies** into intellectual preparation routine for lessons



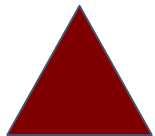
Math Strengths, Growth Areas, and Strategies

Strengths



- **Strong Foundation:** Common Core-aligned, rigorous curriculum in every classroom
- **Data-Driven Instruction:** Standards-aligned formative and summative assessments to inform teacher and leader moves
- **Quality Coaching and PD:** Site math coach who was Teacher of the Year; consistent capacity building in content & instructional strategies

Growth Areas:



- **Acceleration:** Increasing effectiveness of targeted interventions
- **EL Support:** More effectively supporting English Learners to access math content

2024/25 Strategy Pivots:

- Adopted **Do the Math** to increase effectiveness of Tier 2 and 3 interventions; mix of push-in & pull-out
- **Better utilizing blended learning** programs for intervention purposes
- **Restructured block schedule** - every class has 30 min. intervention time daily and dedicated small-group instruction time
- **Teaching GLAD strategies** to educators within Math PD and coaching (more integrated approach)



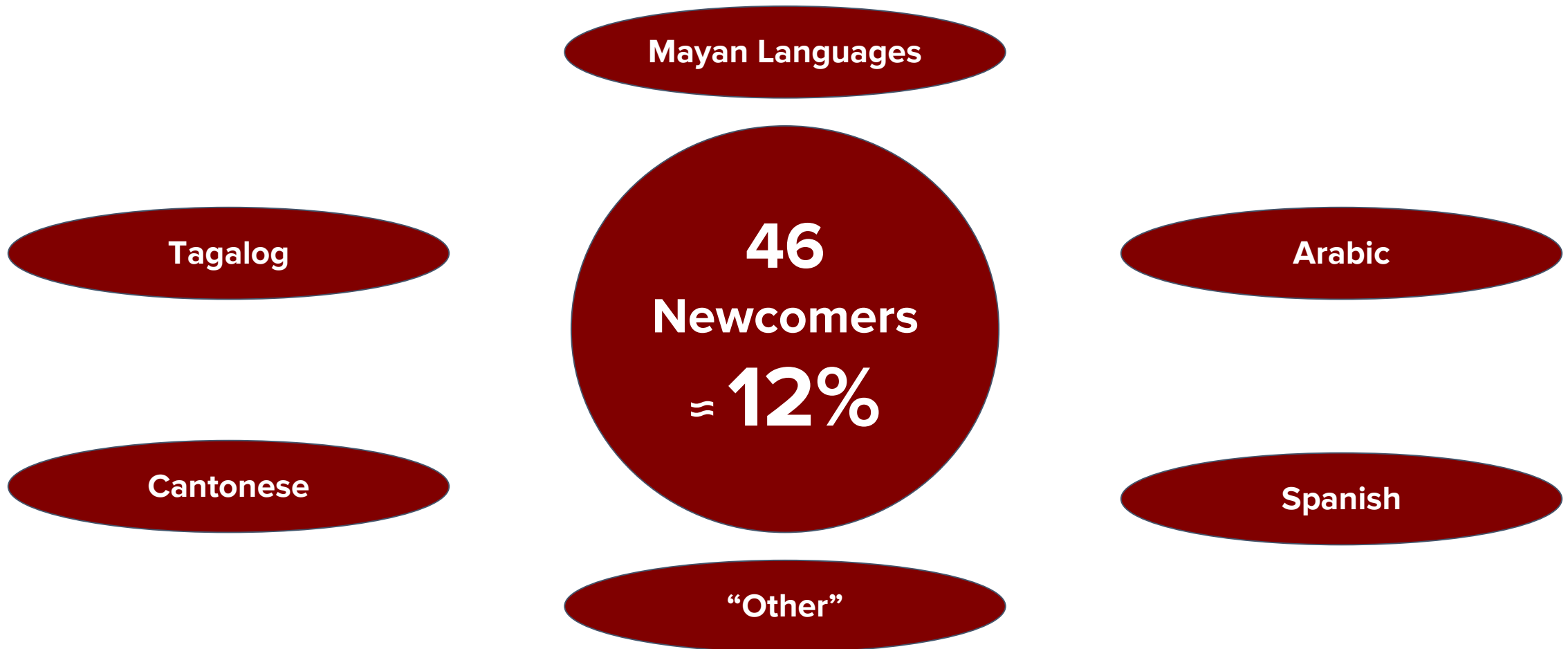
Serving Our English Learners



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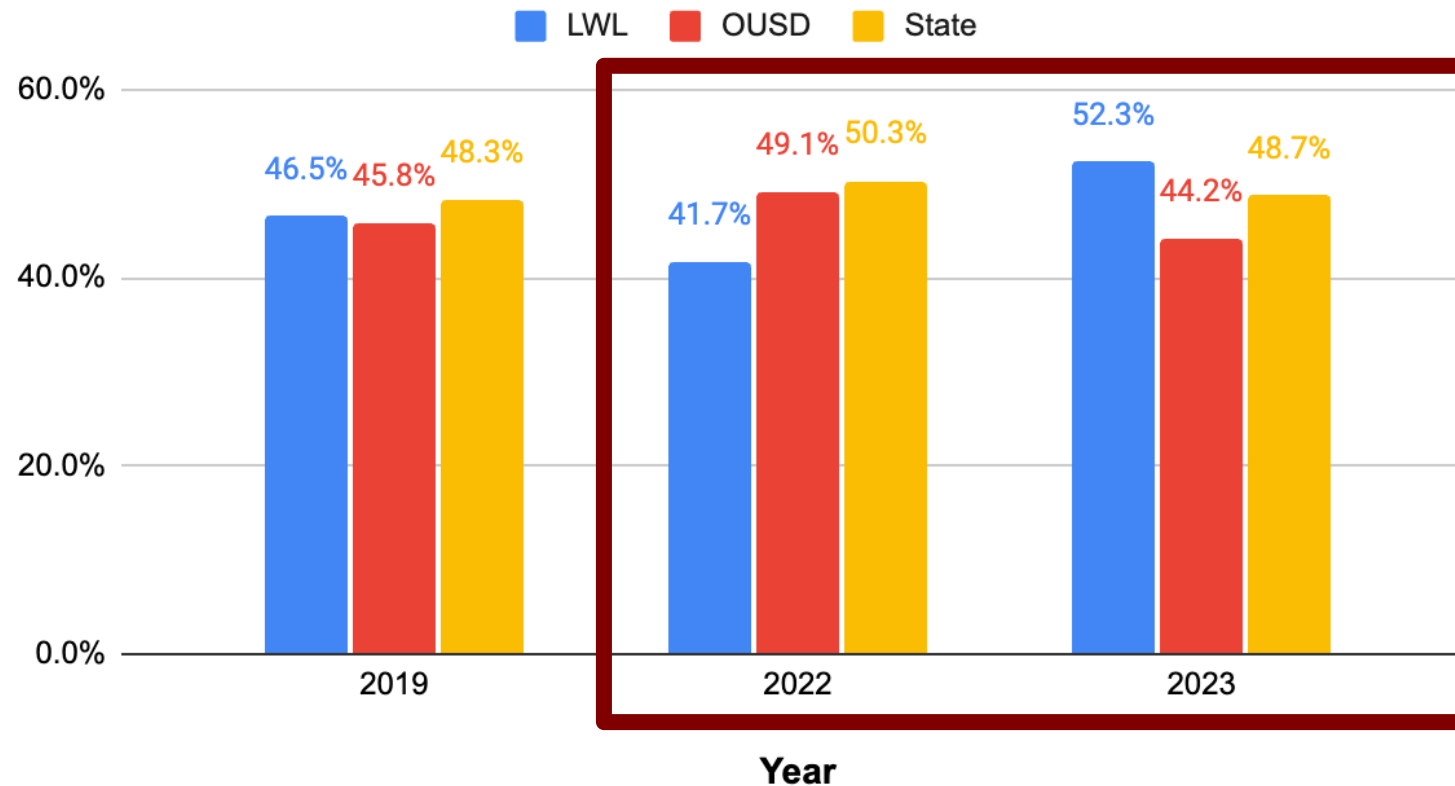
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Home Languages Served



English Learner Progress

English Learner Progress Indicator (ELPI)



EFC-wide shift in approach post-pandemic led to ELPI increase

Shifts in Educator Capacity-Building Practices

- **Professional development for teachers** on internalizing EL student profiles, disaggregating ELPAC data, understanding language supports for receptive versus expressive tasks
- **Foundational training for instructional staff** in Guided Language Acquisition Design (“GLAD”) and Total Physical Response (“TPR”) strategies
- **Facilitating lesson intellectual preparation routines** to embed Tier 1 curricular supports for language acquisition and access, led by content coaches at school and home office
- **Incorporating strategies for family partnership and cultural responsiveness** into New Teacher Training



Direct Services for English Learners & Families

- **Family education and engagement** to teach importance of ELPAC and reclassification
- **Community-based translation supports** to provide access to families who speak languages other than Spanish and English
- **Integrated ELD** built into K-5 Common Core ELA/Humanities, Math, and Science curricula
- **Designated ELD** for K-3 built into literacy rotations
- **Targeted Newcomer Support and Designated ELD** in grades 3-5 in addition to integrated classroom-based support during Tier 1 and small-group instruction



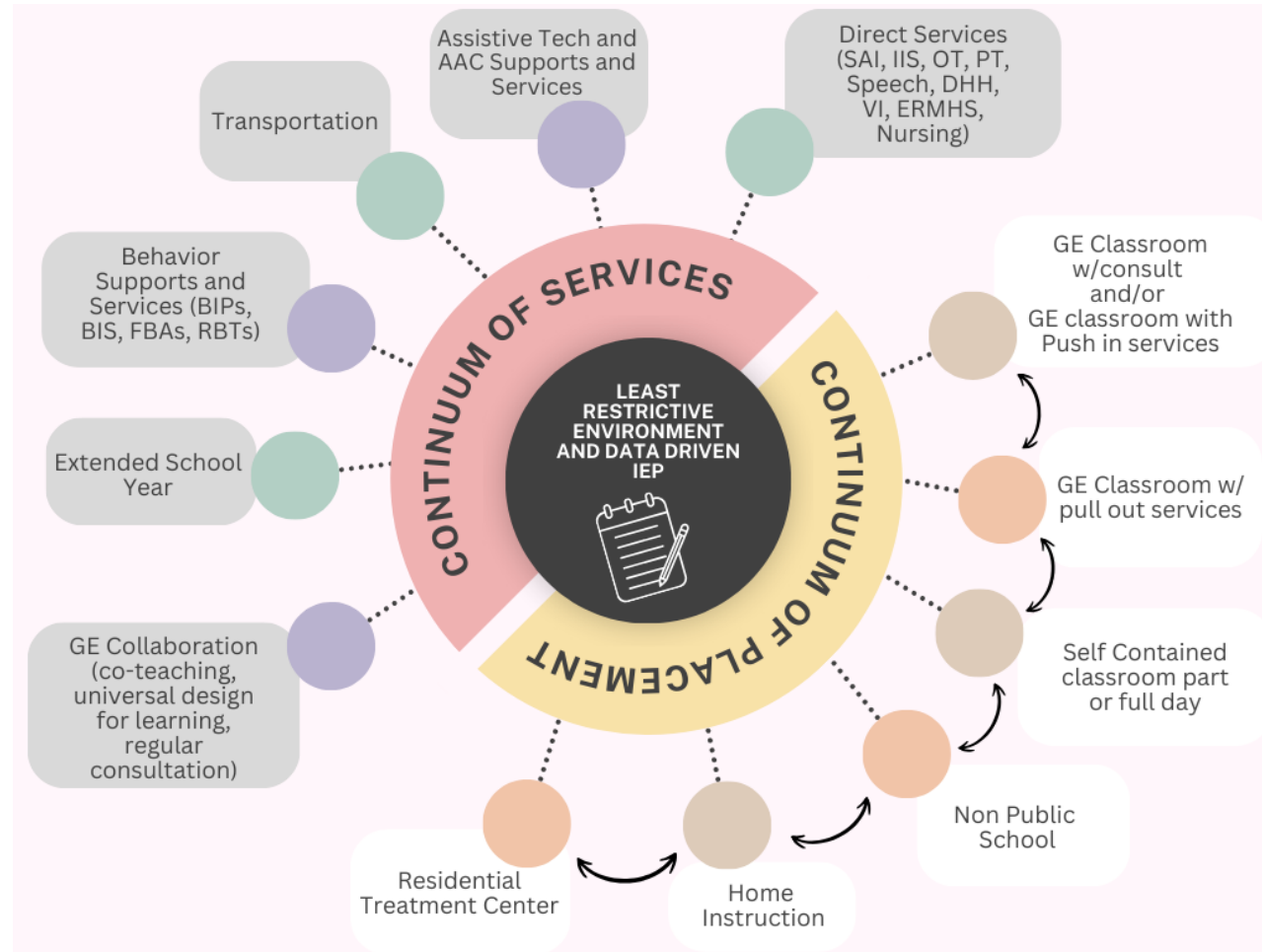
Special Education



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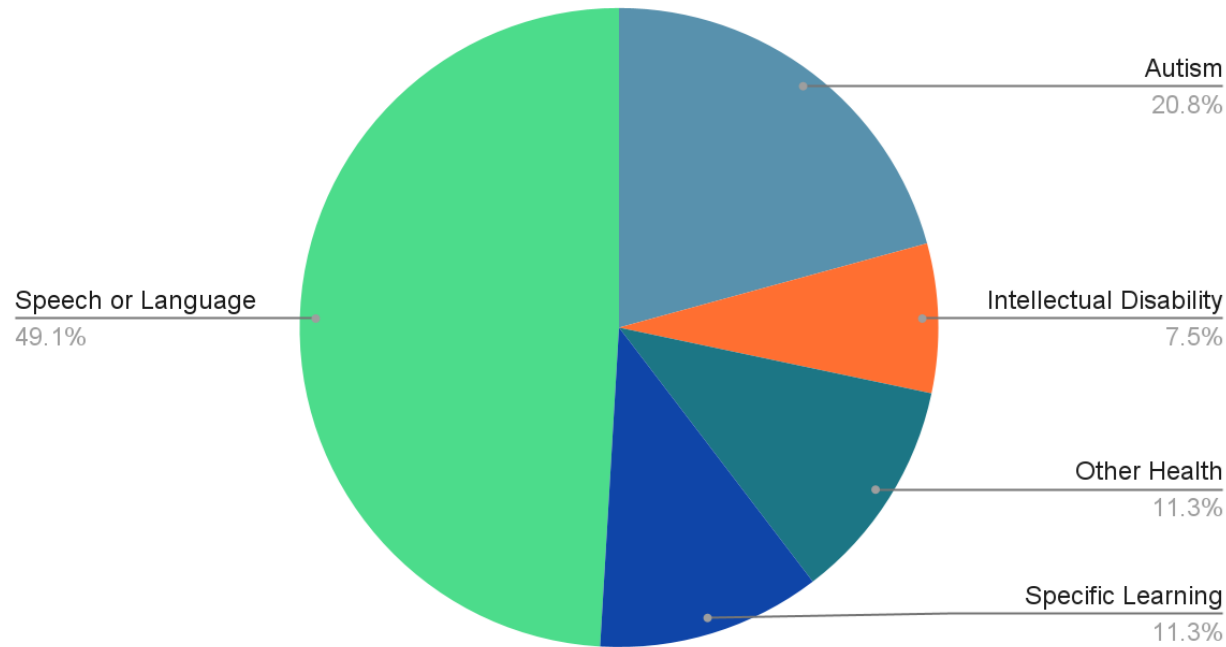
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LWL Offers Full Continuum of Placement and Services

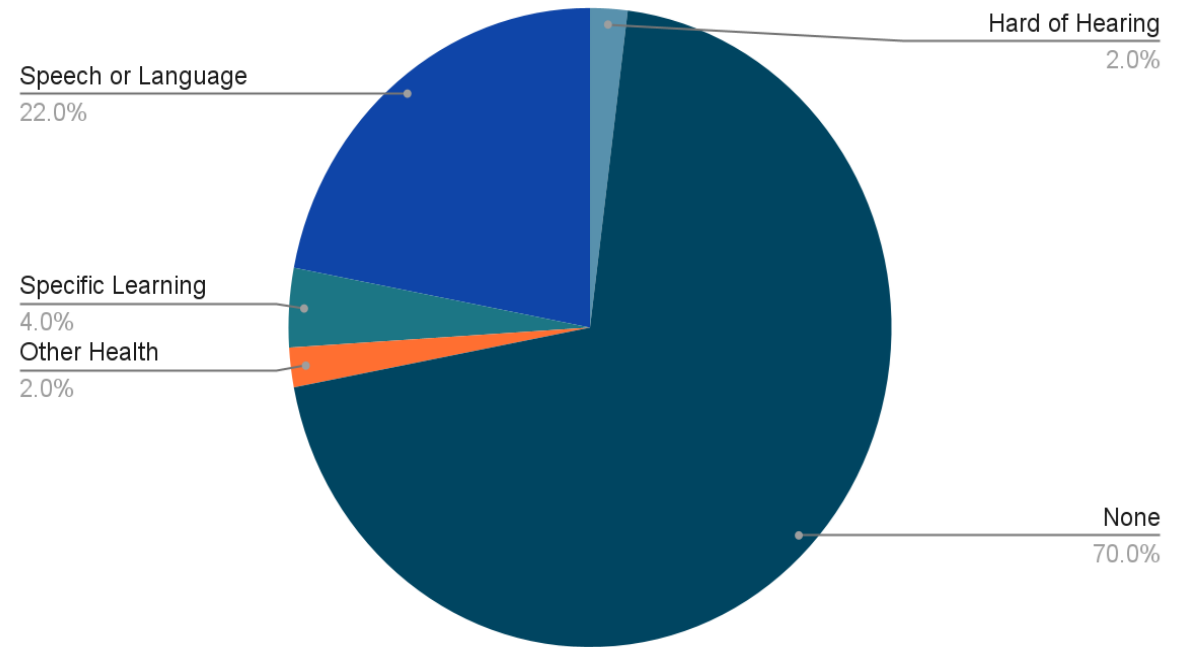


Eligibility Breakdown for Students with Disabilities

Primary Eligibility Category



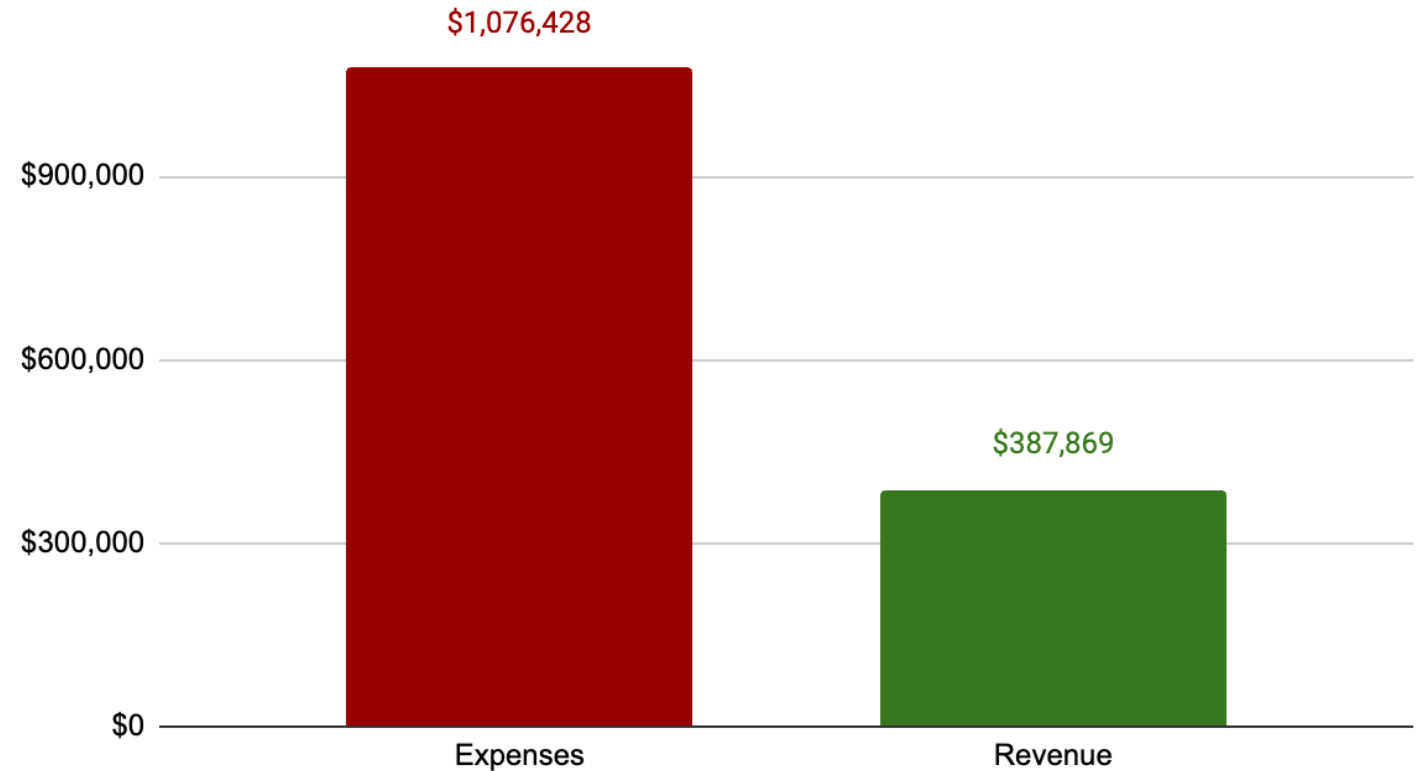
Secondary Eligibility Category



Special Education Expenses vs Revenue

Special Education: 2023-24 Expenses & Revenue

- LWL Special Education expenses in 2023-24 were \$669K higher than Special Education revenue.
 - On a per-pupil basis, the amount of special education expenses paid for by non-special education funding was \$1945 / student.



Enrollment & Students Served



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FY26-FY30 Projected Enrollment

	SY25/26	SY26/27	SY27/28	SY28/29	SY29/30
TK	30	36	42	48	48
K	48	48	48	48	48
1	48	48	48	48	48
2	40	48	48	48	48
3	55	40	48	48	48
4	55	55	40	48	48
5	65	55	55	40	48
	341	330	329	328	336

- Increasing TK capacity over time to align with new age cut-offs and growing family awareness
- In midst of shift to two cohorts/grade level
- Staffing levels adjusted annually to reflect priorities and align with resources, in partnership with our union, the Coalition of Educators for Change



LWL Serves a Similar Population to Area OUSD Schools

Nearby OUSD Elementary Schools

	LWL	Global Family	Horace Mann	Bridges	ICS	TCN
Hisp/Latinx	76.8%	94.8%	53.2%	89.4%	90.3%	68.9%
Black	10.4%	1.7%	25.5%	3.4%	1.1%	13.4%
Asian & Pac Islander	9.3%	1.1%	5.2%	2.7%	1.1%	4.7%
White	1.4%	0%	2.6%	1.4%	3.2%	3.9%
Soc Econ Disadv	85.2%	97.9%	99.5%	99%	89.6%	93.7%
SPED	9.3%	13.9%	7.3%	12.1%	12.2%	11.8%
EL	53.3%	83.9%	46.4%	84.1%	81.7%	64.2%

Source: 2023 California Dashboard



Staffing



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Teacher Credential Data

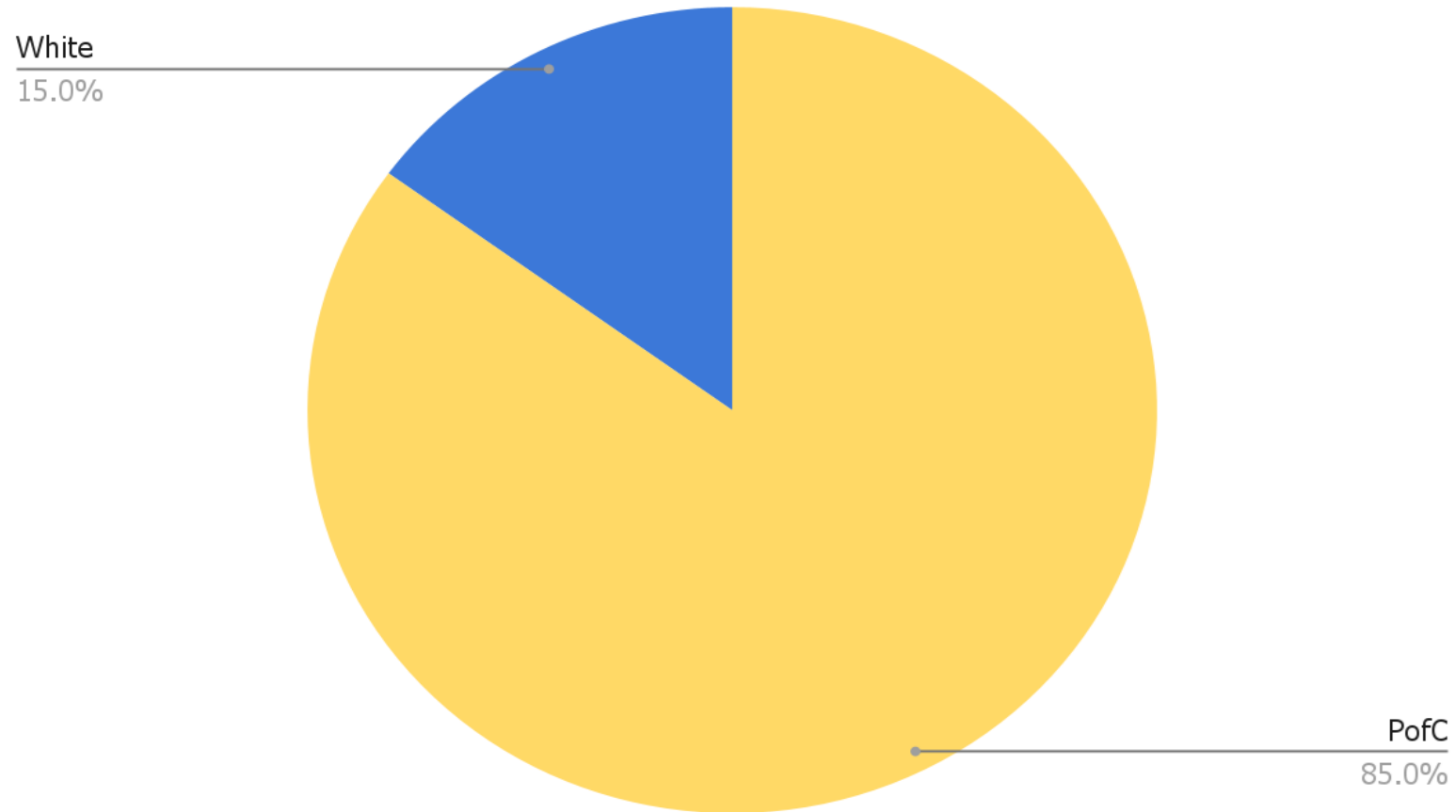
Summary

School Year	Total Teaching FTE	Fully Credentialed	Out of Compliance	Intern	Temporary Permit (PIP, STSP, WV)	Out of Field (GELAP, SELAP)	Incomplete	Unknown	N/A
23/24	19	14	0	3	1	0	0	0	0
24/25	20	12	0	3	4	1	0	0	0

There are **0** teacher vacancies at this time



LWL Teacher Diversity - % Based on Self-Identification



EFC Approach to Teacher Diversity: Partnerships

**YOY
5%
Increase
in
Black
Teachers**

