| Board Office Use: **Legislative File Info.** | |
|---|---|
| File ID Number | 24-1939 |
| Introduction Date | 8/14/2024 |
| Enactment Number | 24-1685 |
| Enactment Date | 9/23/2024 os |

OAKLAND UNIFIED SCHOOL DISTRICT
*Community Schools, Thriving Students*

# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent
Jenine Lindsey, General Counsel
Kelly Krag-Arnold, Director, Office of Charter Schools

**Meeting Date** September 23, 2024

**Subject** Charter Renewal Decision Hearing – Learning Without Limits

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**Ask of the Board** Vote

**Background** On March 8, 2017, the OUSD Board of Education voted to approve a five-year term for Learning Without Limits. Due to the impacts of the COVID-19 pandemic, Education Code Section 47607.4 extended this term an additional three years, resulting in a charter term which currently expires on June 30, 2025.

On July 1, 2024, Learning Without Limits submitted its renewal petition to OUSD. On August 28, 2024, the OUSD Board of Education held an Initial Public Hearing, where Learning Without Limits staff had the opportunity to present to the Board. In accordance with California Education Code, the OUSD Office of Charter Schools prepared a Staff Report which was posted publicly on September 6, 2024.

Learning Without Limits was placed in the Middle tier by the State and is consequently eligible for a 5 year term.

**Discussion** The Charter Schools Act of 1992 established the criteria by which charter renewal applications must be evaluated. A charter school must meet the requirements set forth in Education Code (Ed Code) Sections 47605, 47607, and 47607.2. Specifically, a charter school is evaluated on the following renewal criteria:

I. Has the Charter School Presented a Sound Educational Program?
II. Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?
III. Is the Petition Reasonably Comprehensive?
IV. Is the School Serving All Students Who Wish to Attend?

Based on the analysis in the attached Staff Report, the OUSD Office of Charter Schools (OCS) Staff recommends approval on the basis that the school has adequately met each of the four renewal criteria.

- 

**Fiscal Impact** No direct fiscal impact.

**Attachment(s)**

- Governing Board Resolution No. 2425-0006
- Learning Without Limits - Renewal Staff Report
- Learning Without Limits - Renewal Staff Presentation
- Learning Without Limits – Charter School Presentation

**RESOLUTION OF THE GOVERNING BOARD**
**OF THE OAKLAND UNIFIED SCHOOL DISTRICT**

**Resolution No. 2425-0006**

**APPROVING CHARTER PETITION OF**
**EDUCATION FOR CHANGE PUBLIC SCHOOLS – LEARNING WITHOUT LIMITS – GRADES TK-5**
**AND WRITTEN FINDINGS OF SUPPORT THEREOF**

**WHEREAS**, the Charter Schools Act (Ed. Code §47600, et seq.) establishes the criteria by which charter school renewals are to be approved or denied; and

**WHEREAS**, Education Code Section 47605(c) charges school district governing boards with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

**WHEREAS**, on July 1, 2024, the District received a renewal petition for Learning Without Limits ("Petition"), a public charter school currently serving 330 students in grades TK-5 and authorized to serve grades TK-5 with a maximum enrollment of up to 420 students at full enrollment; and

**WHEREAS**, the law outlines a three-tier system for most charter schools seeking renewal, including additional requirements for evaluating the soundness of the school's educational program depending on the school's renewal tier; and

**WHEREAS**, Learning Without Limits was placed in the Middle tier by the California Department of Education based on its State Dashboard data; and

**WHEREAS**, a charter school placed in the Middle tier shall not be renewed if the chartering authority makes *all* of the following written factual findings, setting forth specific facts to support the findings:

1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; and
2. The closure is in the best interest of the pupils; and
3. The decision provided greater weight to performance on measurements of academic performance (if applicable); and

**WHEREAS**, a charter school placed in the Middle tier shall not be renewed if the chartering authority makes a written factual finding, setting forth specific facts to support the finding:

A. Substantial fiscal or governance concerns; or

B. The school is not serving all pupils who wish to attend, as documented by data provided by the CDE or by any substantiated complaints that the charter school has not complied with suspension, expulsion, or involuntary disenrollment procedures.

And the chartering authority has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school, AND the chartering authority makes a written factual finding, setting forth specific facts to support the finding:

A. The corrective action proposed by the charter school has been unsuccessful; or
B. The violations are sufficiently severe and pervasive as to render a corrective action plan unviable; and

**WHEREAS**, the Governing Board did not issue a notice to the charter school which set forth specific facts to support the above findings; and

**WHEREAS**, on August 28, 2024, the Governing Board held an initial public hearing on the renewal petition as required by Education Code Section 47605(b); and

**WHEREAS**, on September 23, 2024, the Governing Board held a decision public hearing on the renewal petition as required by Education Code Section 47605(b); and

**WHEREAS**, the Governing Board, under Education Code Section 47605(b), is obligated to take action to grant or deny the renewal petition within 90 days of submission, unless Petitioner agrees to an extension of up to 30 days;

**NOW, THEREFORE, BE IT RESOLVED THAT THE GOVERNING BOARD OF THE OAKLAND UNIFIED SCHOOL HEREBY FINDS** that Education for Change Public Schools - Learning Without Limits has met the requirements of Education Code Section 47605(c) and 47607(e) and the District's Charter Renewal Standards in that:

1) The Petition presents a sound educational program for the pupils to be enrolled in the Charter School; and
2) The Petitioners are demonstrably likely to successfully implement the program set forth in the Petition; and
3) The Petition has reasonably comprehensive descriptions of all required elements; and
4) The Charter School appears to be serving all students that wish to attend; and

**BE IT FURTHER RESOLVED AND ORDERED** by the Governing Board that the Charter Petition of **EDUCATION FOR CHANGE PUBLIC SCHOOLS – LEARNING WITHOUT LIMITS – GRADES TK-5 be and is hereby approved (renewed) for a term of five (5) years commencing July 1, 2025 and concluding June 30, 2030**.

**PASSED AND ADOPTED** by the Governing Board of the Oakland Unified School District this 23rd day of September, 2024, by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: Jennifer Brouhard, VanCedric Williams, Jorge Lerma, Clifford Thompson, Vice President Mike Hutchinson, President Benjamin Davis

NOES: Valerie Bachelor

ABSTAINED: None

RECUSED: None

ABSENT: Maximus Simmons (Student Director), Michele Vasquez (Student Director)

**CERTIFICATION**

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Special Meeting of the Governing Board of the Oakland Unified School District, held on September 23, 2024.

| Legislative File Info. | |
|---|---|
| File ID Number: | 24-1939 |
| Introduction Date: | 8/14/2024 |
| Enactment Number: | 24-1685 |
| Enactment Date: | 9/23/2024 |

**OAKLAND UNIFIED SCHOOL DISTRICT**

_____

Benjamin "Sam" Davis
President, Governing Board

_____

Kyla Johnson-Trammell
Superintendent and Secretary, Governing Board

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

# *Renewal Petition Staff Report*

**Learning Without Limits**

*September 23, 2024*

## *School Overview*

| Learning Without Limits | | | |
|---|---|---|---|
| **Charter Management Organization (CMO):** | Education for Change (EFC) | **Previous Renewal Year(s):** | 2017 |
| **Year Opened:** | 2012 | **Campus Address:** | 2035 40th Ave, Oakland 94601 |
| **Neighborhood:** | Jefferson | **OUSD Attendance Area(s):** | Global Family |
| **OUSD Board District:** | District 5 | **Current Enrollment:** [1] | 330 |
| **Current Grades Served:** | TK-5 | **Current Maximum Authorized Enrollment:** | 420 |
| **Current Authorized Grades:** | TK-5 | **5-Year Projected Enrollment** | 341, 330, 329, 328, 336 |

## *Staff Recommendation*

Staff recommends **APPROVAL** of the renewal petition for Learning Without Limits ("LWL" or "Charter School") for 5 years, beginning July 1, 2025, until June 30, 2030, to serve up to 420 students in grades TK-5 and a projected annual enrollment as outlined in the table above.

## *Summary of Findings:*

| Strengths | Challenges |
|---|---|
| • The school showed post-pandemic growth in SBAC Math proficiency both schoolwide and for most subgroups.<br>• Post-pandemic CORE growth was high for both Math and ELA.<br>• Although the school has experienced declining enrollment, the school remains sustainably sized, has strong finances and governance, and is well-supported by a robust and effective charter management organization. | • Schoolwide proficiency in Math and ELA have remained below the District average in post-pandemic years.<br>• Students with disabilities have underperformed relative to the District in both Math and ELA in the most recent two years. |

[1] Per first month statistical report submitted to OUSD (as of August 29, 2024).

# Criteria for Evaluation and Procedural Background

### *Criteria for Renewal*

The Charter Schools Act of 1992 established the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal, Office of Charter Schools (OCS) Staff must determine that the charter school has met the requirements set forth in Education Code (Ed Code) Sections 47605, 47607, and 47607.2. Specifically, in order to be recommended for renewal, Staff determines whether the charter school has met the following renewal criteria:

*I. Has the Charter School Presented a Sound Educational Program?*
*II. Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?*
*III. Is the Petition Reasonably Comprehensive?*
*IV. Is the School Serving All Students Who Wish to Attend?*

### *Renewal Tier Analysis*

In addition to the criteria outlined above, Education Code outlines a three-tiered system of performance categories for most[2] charter schools seeking renewal. This system provides additional criteria and conditions for evaluating the charter school's renewal petition based on the performance category, or "tier", in which the school is placed. Figure 1 below shows a summary of the criteria used by the California Department of Education to determine the charter school's renewal tier. For a more detailed analysis of the Charter School's renewal tier, including analyses of each criterion and sub-criterion, please see Appendix A.

**Figure 1:** Learning Without Limits Renewal Tier Analysis

| Criterion 1<br>*Performance level[3] on all schoolwide indicators* | Criterion 2a<br>*Schoolwide status on all academic indicators[4] vs. respective state average* | Criterion 2b<br>*Status on all academic indicators for eligible student groups vs. respective state average* | Final Renewal Tier |
|---|---|---|---|
| ☐ **High Tier** if all are Green/High or Blue/Very High<br>☐ **Low Tier** if all are Red/Very Low or Orange/Low<br>☒ **Evaluate Criterion 2** if none of the above | ☐ **Not applicable** if tier determined in Criterion 1<br>☐ **High Tier** if (2a) all schoolwide academic indicators are same or *higher* than statewide average **and** (2b) majority of student groups scored *higher* than the respective group's state average<br>☐ **Low Tier** if (2a) all schoolwide academic indicators are same or *lower* than statewide average **and** (2b) majority of student groups scored *lower* than the respective group's state average<br>☒ **Middle Tier** if none of the above | | **MIDDLE TIER** |

***Sources**: California School Dashboard; CDE Charter School Performance Category Data File; CDE "Determining Charter School Performance Category" Flyer*

As indicated in Figure 1 above, the CDE placed[5] the Charter School in the Middle Tier. As discussed previously, there are additional criteria and conditions for evaluating the charter school's petition depending on the assigned tier. Figure 2 below outlines the renewal conditions and additional evaluation guidance applicable to schools placed in the Middle Tier.

[2] The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.

[3] For the 2022 California School Dashboard, due to the COVID-19 pandemic, status "levels" were assigned to each indicator in place of colors. For the tier analysis, the State used these levels as a proxy for colors, as expressed in Criterion 1. For more information, please see Appendix B.

[4] "Academic indicators" refer to the ELA, Math, English Learner Progress, and College and Career Readiness Indicators on the California School Dashboard.

[5] Charter school performance categories for all California charter schools can be found here: https://www.cde.ca.gov/sp/ch/performcategorydf.asp

**Figure 2:** Renewal Tier Additional Guidance

| MIDDLE TIER - Additional Guidance and Decision Criteria | |
|---|---|
| **Term** | May only be renewed for a 5-year term. |
| **Additional Renewal Conditions** | May be denied upon making written findings that:<br>1. *The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; AND*<br>2. *The closure is in the best interest of the pupils; AND*<br>3. *The decision provided greater weight to performance on measurements of academic performance (if applicable).*<br><br>May also be denied with a written finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to a finding which demonstrates either:<br>A. *Substantial fiscal or governance concerns; or*<br>B. *The school is not serving all pupils who wish to attend, as documented by data provided by the CDE or by any substantiated complaints that the charter school has not complied with suspension, expulsion, or involuntary disenrollment procedures.*<br><br>A chartering authority may only deny for either of the two reasons listed above only after it has provided **at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school.** The chartering authority may deny renewal only by making either of the following findings:<br>A. *The corrective action proposed by the charter school has not been successful; or*<br>B. *The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.* |
| **Verified Data**[6] *(Optional)* | If the charter school chooses to submit, the authorizing entity shall also consider clear and convincing evidence, demonstrated by verified data, showing either:<br>A. *The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or*<br>B. *Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.* |

***Source**: Education Code §47607.2(b)*

## *Procedure*

1. The Charter School submitted a renewal petition to the District on July 1, 2024.
2. The OUSD review team conducted an interview with four members of the EFC Governing Board on July 17, 2024, after 10 of the 11 members submitted a self-evaluation to assess strengths and gaps in the Governing Body.
3. The OUSD review team conducted a site visit on August 26 and 27, 2024. This site visit involved classroom observations and focus group interviews with students, families, teachers, and school leadership.
4. The OUSD review team conducted a review of the school's documents, policies, financials, academic performance, and renewal petition to assist in developing the staff report.
5. The initial public hearing was held on August 28, 2024.
6. Staff findings were made public by the 15-day posting requirement, which was September 8, 2024.
7. The decision public hearing is being held on September 23, 2024.

[6] Ed Code §47607.2(c) defines verified data as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. The State Board of Education established criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose. For more information, please review the CDE's Verified Data website page: https://www.cde.ca.gov/sp/ch/verifdata.asp

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# I. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

*In order for a charter school's renewal petition to be approved, it must present a sound educational program for its students. As mentioned previously, for schools in the Middle Tier, the District is required to consider the school's performance on California School Dashboard indicators, providing greater weight to performance on academic indicators. To provide a comprehensive overview of the educational program, the evaluation below includes evidence from the California School Dashboard as well as results from the CAASPP state assessments, CORE growth data, ELPAC results, a summary of the renewal site visit, and verified data submitted by the charter school.*

## A. School Performance Analysis

The District's School Performance Analysis ("SPA") was developed to serve as a tool for determining whether schools meet a minimum performance threshold on a variety of indicators based on the California School Dashboard and, if applicable, CORE Academic Growth[7]. For each indicator, the school may meet the threshold both (a) schoolwide, and (b) for an "equity" category consisting of a combination of historically underserved student groups. In order to be considered "Met", an indicator must have either a California School Dashboard Color Orange / Low Status Level or higher *or* CORE Growth Level "Average" or higher (i.e., growth > 30$^{th}$ percentile)[8]. Schools meeting more than 50% of indicators/categories for which data is available are generally considered to be meeting the minimum performance level for purposes of renewal. Please note, due to the impacts of the COVID-19 pandemic, colors were not assigned to indicators for the 2022 Dashboard, so status level was used as a proxy for each. A summary of the SPA analyses for the 2021-22 and 2022-23 school years is shown below (for more information about the California School Dashboard Indicators and for the full SPA analyses, please see Appendix B). As shown in the table below:

- *LWL met the minimum performance threshold for both the 2021-22 and 2022-23 school years.*
- *In 2021-22, LWL did not meet the equity threshold for ELA as 2 student groups, Socioeconomically Disadvantaged and English Learner students, had a "Very Low" status level. However, in 2022-23, 3 out of the 3 student groups (with an assigned CA dashboard color) were "Yellow," demonstrating an improvement for each respective student group's performance from the previous year.*
- *From 2021-22 to 2022-23, LWL saw an improvement in their schoolwide and equity Chronic Absenteeism performance.*

**Figure 3:** School Performance Analysis (SPA) Summary – 2022 and 2023

| Indicator | 2022 | | 2023 | |
|---|---|---|---|---|
| | SCHOOLWIDE | EQUITY | SCHOOLWIDE | EQUITY |
| **English Language Arts** | Met<br>*Dashboard: Low* | Not Met<br>*Dashboard: 1 of 3 student groups ≥ Low* | Met<br>*Dashboard: Yellow*<br>*CORE: Above Average* | Met<br>*Dashboard: 3 of 3 student groups ≥ Orange* |
| **Mathematics** | Met<br>*Dashboard: Low* | Met<br>*Dashboard: 3 of 3 student groups ≥ Low* | Met<br>*Dashboard: Yellow*<br>*CORE: Above Average* | Met<br>*Dashboard: 3 of 3 student groups ≥ Orange* |
| **English Learner Progress** | Met<br>*Dashboard: Low* | N/A | Met<br>*Dashboard: Green* | N/A |

[7] The CORE Academic Growth Model measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors.

[8] In the 2022 Dashboard, "Very Low" corresponds with the lowest possible status for the academic indicators. However, for the Chronic Absenteeism and Suspension Indicators, "Very High" corresponds with the lowest possible status.

| | | | | |
|---|---|---|---|---|
| **Suspension** | Met<br>*Dashboard: High* | Met<br>*Dashboard: 3 of 5 student groups ≥ High* | Met<br>*Dashboard: Blue* | Met<br>*Dashboard: 5 of 5 student groups ≥ Orange* |
| **Chronic Absenteeism** | Not Met<br>*Dashboard: Very High* | Not Met<br>*Dashboard: 0 of 5 student groups ≥ High* | Met<br>*Dashboard: Yellow* | Met<br>*Dashboard: 5 of 5 student groups ≥ Orange* |
| **Total**<br>*To meet, school must meet >50% of schoolwide/equity indicators for each year.* | Met<br>(Met: 67%; 6 of 9) | | Met<br>(Met: 100%; 9 of 9) | |

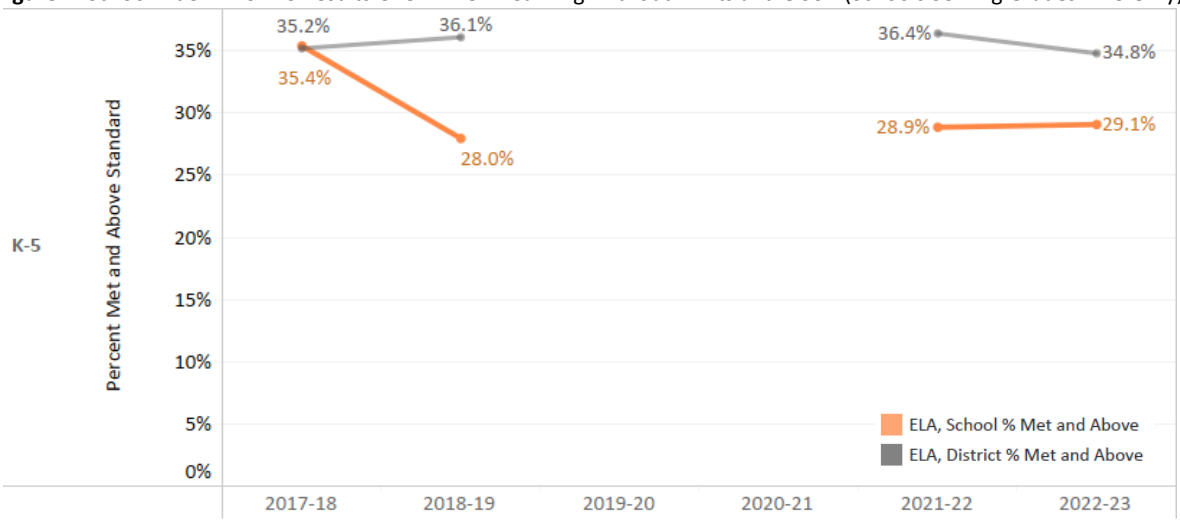
***Source**: California School Dashboard; CORE Insights Dashboard*

## B. Schoolwide Academic Performance

To supplement the information provided in the California School Dashboard, the results from the California Assessment of Student Performance and Progress ("CAASPP") Smarter Balanced Summative Assessments ("SBAC") are provided below. Specifically, the figures include results for both Learning Without Limits and OUSD schools which serve students in grades TK-5. As shown below:

- ***ELA**: In 2017-18, Learning Without Limits' proficiency rate was on par with OUSD District schools serving the same grades. In 2018-19, Learning Without Limits' proficiency rate dropped about 8 percentage points below the District proficiency rate. Post-pandemic, Learning Without Limits continues to underperform the District proficiency rate. However, while the District average declined slightly between 2021-22 and 2022-23, the Learning Without Limits average remained relatively stable.*

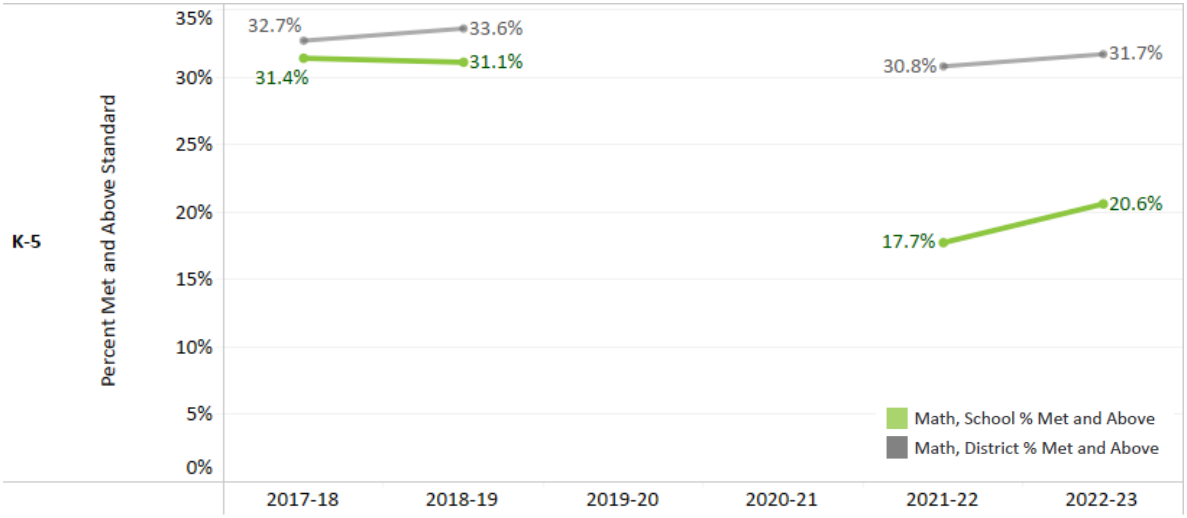
**Figure 4:** Schoolwide ELA SBAC Results Over Time – Learning Without Limits and OUSD (Schools Serving Grades TK-5 Only)*




***Source**: Downloadable CAASPP Research Files*
**Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.*

- ***Math**: For all years of the charter term, Learning Without Limits has underperformed the District proficiency rate. In 2022-23, Learning Without Limits' proficiency rate was about 10 percentage points below the District proficiency rate. However, the school's proficiency average increased by approximately 3 percentage points between the 2021-22 and 2022-23 school years, exceeding the growth rate of the District.*

**Figure 5**: Schoolwide Math SBAC Results Over Time – Learning Without Limits and OUSD (Schools Serving Grades TK-5 Only)*



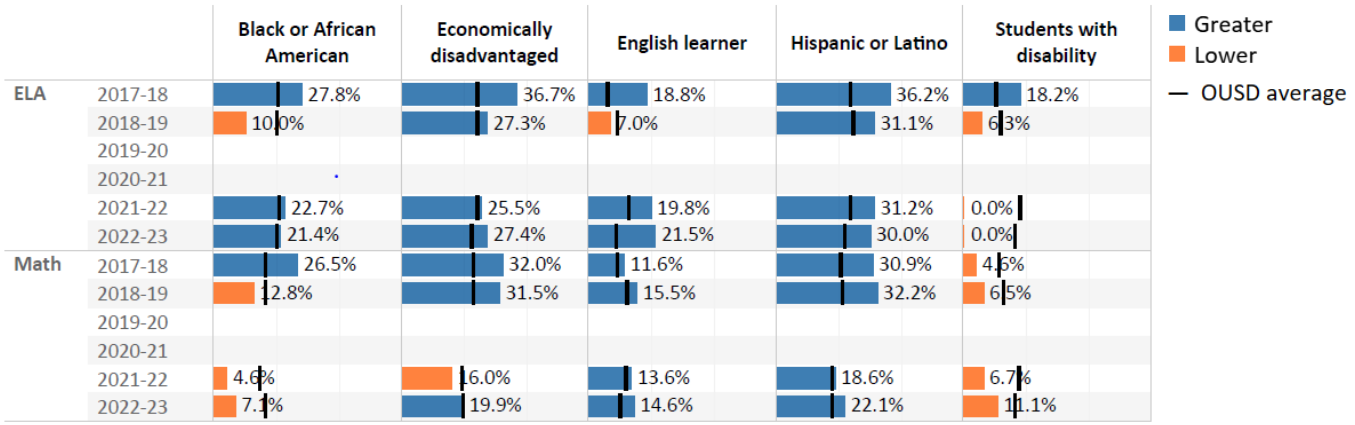

***Source**: Downloadable CAASPP Research Files*
**Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.*

## C. Key Student Group Academic Performance

The following comparison of academic performance is included to assess whether the charter school's educational program is sound for *all* students. The figures below compare the school's performance on the ELA and Math SBAC to the District average for the respective student groups (including only schools which serve students in grades TK-5 for the following student groups: socioeconomically disadvantaged students, Black/African American students, Hispanic/Latino students, students with disabilities, and English Learners). Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for special education students, progress levels for English Learners). Additionally, results for the California Alternate Assessments (CAAs) were not included as Learning Without Limits did not surpass the required threshold of tested students and, therefore, no data is available. As shown in the figures below:

- ***ELA***
  - *The school's students with disabilities are underperforming the District average. In both 2021-22 and 2022-23, Learning Without Limits' proficiency rate for students with disabilities was 0%, compared to the OUSD average of 17.7% and 15.8%, respectively.*
  - *With the exception of students with disabilities, most Learning Without Limits student groups outperformed the District over the course of the charter term.*
- ***Math***
  - *The school's proficiency rates for students with disabilities has been below the District average for all years of the current charter term.*
  - *The school's Black or African American student group has underperformed the District average for the last three years of available testing data.*
  - *For most of the current charter term years, socioeconomically disadvantaged, English Learners, and Hispanic or Latino student groups have outperformed the District average.*
  - *The school's proficiency rates for all student groups increased between 2021-22 and 2022-23.*

**Figure 6**: 2023 SBAC Proficiency Over Time by Student Group – Learning Without Limits and OUSD (Schools serving Grades TK-5 Only)*




***Source**: Downloadable CAASPP Research Files*

## D. 2023 CORE Growth

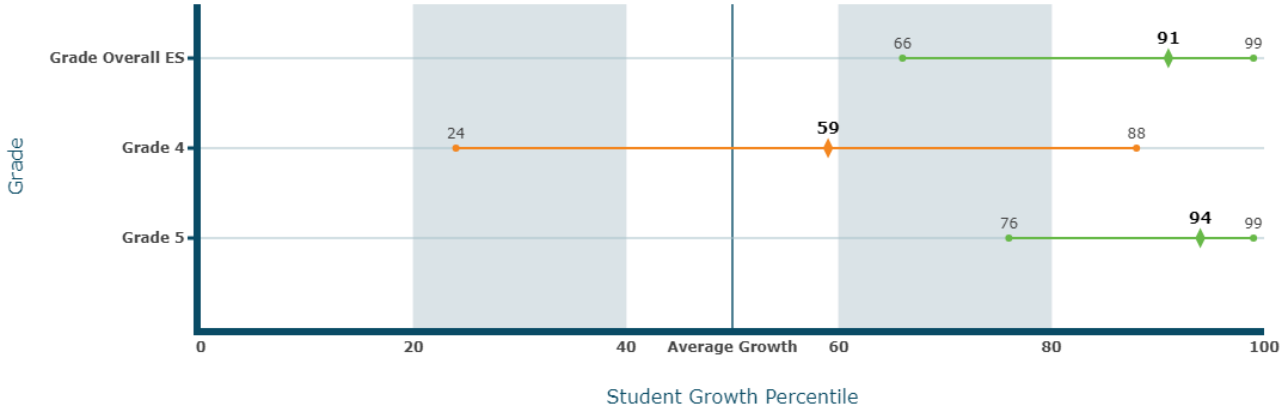
As explained previously, the CORE Growth metric measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors. The growth percentile indicates the percentage of similar students that students at the school outperformed (i.e. 50$^{th}$ percentile indicates average growth). CORE categorizes growth percentile rankings as follows:

- Low or Below Average Growth: 30% or below
- Medium or Average Growth: above 30% and less than or equal to 70%
- High or Above Average Growth: above 70%

Due to the impacts of the COVID-19 pandemic on state testing, CORE growth measures are only available for 2023, not 2022. Therefore, the figures below represent the 2023 CORE growth measures at Learning Without Limits. As shown below:

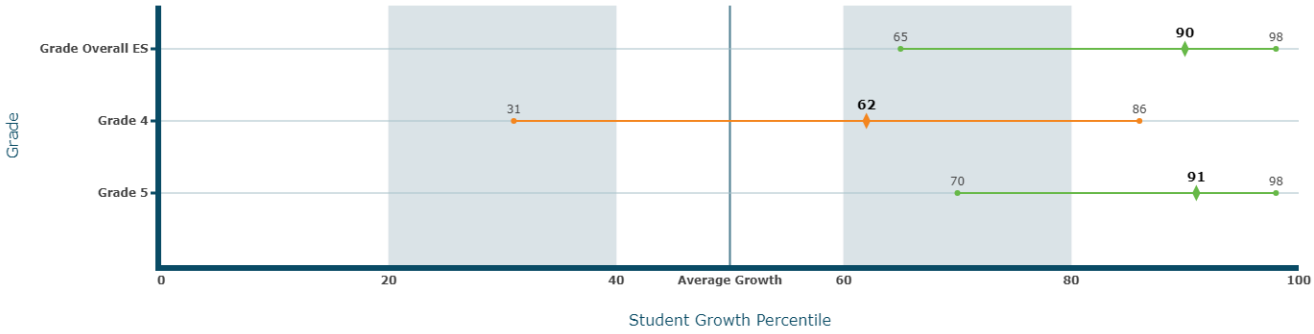
- *Overall, students at Learning Without Limits had above average growth compared with similar students in both ELA and Math, with students estimated to be in the 91$^{st}$ and 90$^{th}$ growth percentiles, respectively. According to CORE, students at Learning Without Limits grew approximately 15 scale score points greater than similar students in Math and 17 scale score points greater than similar students in ELA.*
- *In both ELA and Math, students in Grade 4 had average growth compared with similar students, while students in Grade 5 had above average growth compared with similar students.*

**Figure 7**: 2023 ELA CORE Growth by Grade Span and Grade



***Source**: CORE Insights Dashboard*

**Figure 8**: 2023 Math CORE Growth by Grade Span and Grade



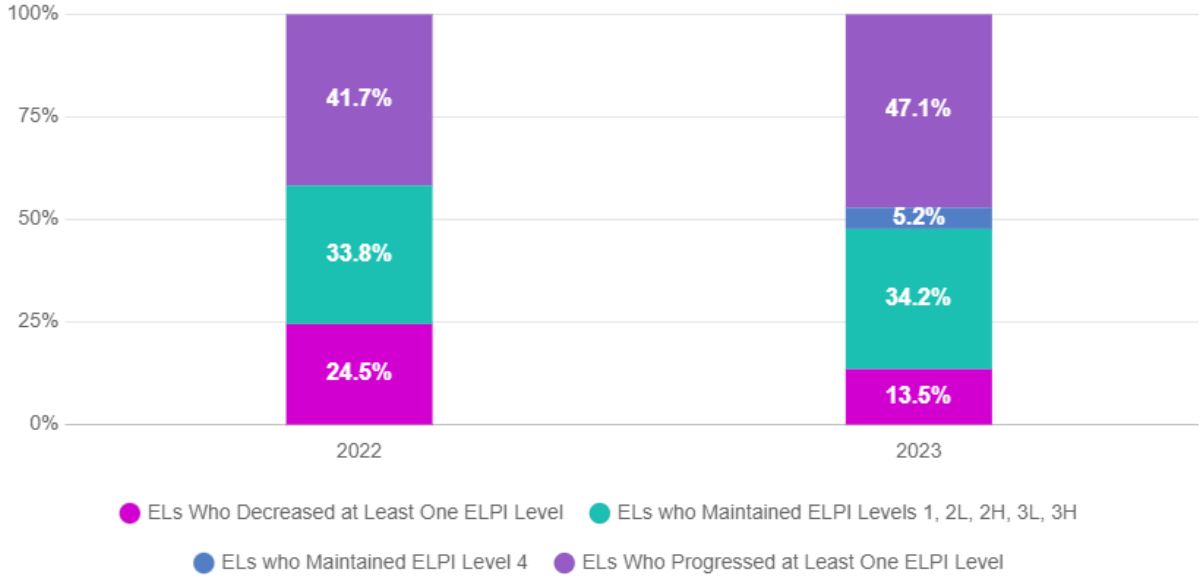

***Source**: CORE Insights Dashboard*

## F. English Learner Progress

In the 2021-22 and 2022-23 school years, Learning Without Limits tested 139 and 155 students on the Summative English Language Proficiency Assessment (ELPAC), respectively. The figure below shows the percentage of these students who progressed at least one English Learner Progress Indicator (ELPI) level, maintained ELPI level 4, maintained lower ELPI levels, or decreased at least one ELPI level. As shown below:

- *Approximately 52.3% of English Learner students at Learning Without Limits made progress towards English language proficiency in 2023, representing a 10.5% increase from 2022.*

**Figure 9**: 2022 and 2023 Summative ELPAC Results




***Source**: California School Dashboard*

## G. Renewal Site Visit Summary

### *School Quality Review Rubric Report*

Charter school renewal site visits are guided by the District's School Quality Review (SQR) process. The process is based on a rubric[9] which describes three key domains (Mission and Vision, Quality Program Implementation, and Collective Leadership and Professional Learning) which are further broken into three threads (Instruction, Culture, and Systems and Structures). In order to gather evidence for each of these domains, the OUSD Review Team conducted classroom observations, document reviews, an interview with charter school leadership, and focus groups with students, families, and teachers. Following the renewal site visit, the OUSD Review Team rated each domain and sub-domain collaboratively using the SQR Rubric Ratings range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

**Figure 10**: Renewal Site Visit Summary

| **Learning Without Limits Renewal Site Visit: August 26, 2024** | | | |
|---|---|---|---|
| **OUSD Review Team:** Kelly Krag-Arnold (OCS Director), Guadalupe Nuño (OCS Community Liaison), Kristy Lu (OCS Analytics Specialist), Marwa Doost (OCS Compliance Specialist), Eve Gordon (Academic Consultant) | | | |
| **SQR Domains and Threads** | **Domain 1: Mission and Vision** | **Domain 2: Quality Program Implementation** | **Domain 3: Collective Leadership and Professional Learning** |
| **Thread A: Instruction** | **3.4** | **3.2** | **4.0** |
| **Thread B: Culture** | **3.3** | **3.1** | **3.8** |
| **Thread C: Systems and Structures** | **3.8** | **3.4** | **3.5** |

Within each domain and thread in the SQR Rubric, there are multiple "sub-domains". The following represent the three highest rated and the three lowest rated sub-domains for Learning Without Limits.

**Figure 11**: Highest and Lowest Rated SQR Sub-Domains

| **Highest Rated Sub-Domains** | | |
|---|---|---|
| **Score** | **Sub-Domain** | **Description of Sub-Domain** |
| **4.0** | **1A.1** School Vision | The school has a compelling, clear vision that is visible throughout the school and present in conversations that include staff, students, and community members. The school's clear, compelling vision provides direction for collaboratively implementing and sustaining school improvement. |
| **4.0** | **1C.3** Annual Site-Based Planning Process | The school uses the annual site-based planning process to identify a clear set of long-term priorities and plans that contain measurable student goals, key strategies, and sufficient resources. This plan is reviewed and adjusted annually using relevant school data. |
| **4.0** | **3A.3** Coaching, Observation, and Feedback | Teachers are regularly observed and provided with specific and actionable feedback in order to improve teaching and learning in their classroom and across the school. Educators receive regular 1:1 coaching to reflect on impact and improve practice. |
| **Lowest Rated Sub-Domains** | | |
| **Score** | **Sub-Domain** | **Description of Sub-Domain** |

[9] The School Quality Review Rubric can be found here: https://www.ousd.org/officeofcharterschools/for-charter-school-staff/charter-petitions#renewal

| | | |
|---|---|---|
| **3.0** | **2A.1** Quality Standards-Based Curriculum and Instruction | High quality instructional materials are consistently used to provide daily standards-based instruction, with a focus on differentiation and equity. Curriculum is grade-level appropriate, language rich, well-sequenced, and coherently builds student understanding within and across grade levels/disciplines. School has clear expectations for implementation of the standards-aligned, high-quality curriculum, including integrated and designated ELD, and systems to support teachers and hold them accountable for implementation. |
| **3.0** | **2A.3:** Meaningful Inclusion & Targeted Intervention | Students with IEPs, Newcomer students, and other marginalized student groups are meaningfully included in the general education program – including core grade-level instruction, electives/specials, lunch, recess, and school-wide events – as much as possible based on their individualized plan. They have access to grade-level content, and receive the interventions, supports, and services that they need to meet their goals. |
| **3.0** | **3C.4** Student Leadership / Voice | School has a structure for leveraging student leadership/voice in decision making. |

### *Renewal Site Visit Strengths and Areas for Improvement*

The OUSD review team noted the following strengths and areas for improvement based on the evidence collected throughout the site visit.

**Strengths:**

1. **Trusting and supportive relationships:** LWL has created a caring and inclusive community where students, families, and staff are known, engaged and appreciated. Trusting and supportive relationships among staff, students, families and leaders are leveraged in support of student engagement and learning. The school's restorative approach to discipline aligns to the school's mission and vision and is a proactive method of addressing behavioral issues in the context of trusting relationships. The school's communication processes include many types of regular two-way communication between families and the staff, and support coherence across the school community.
2. **Consistent routines and expectations:** LWL has well developed structures to support positive and consistent classroom routines, procedures, and expectations. Classrooms run efficiently and students demonstrate familiarity and comfort with the routines to engage in academic learning. The school provides significant training, support, and coaching to teachers and staff, and implements Positive Behavioral Interventions and Supports ("PBIS") to build a positive classroom and school culture with students. Their annual Strong Start creates the foundation for the year, and includes setting behavioral expectations, proactively building relationships, and engaging students in grade level learning right away.
3. **Robust professional development:** Learning Without Limits has a robust and well-organized approach to professional development and staff support. The consistency and organization of PD, including department PLCs, GLTs (Grade Level Teams), and new teacher practicums, provide a strong framework for ongoing learning and improvement. Regular analysis of student learning data in both PLCs and individual coaching ensures that instruction is informed by evidence and tailored to address specific needs. The deep coaching provided to new teachers, including regular observations, debriefs and action cycles, as well as co-teaching, indicates a commitment to developing effective teaching practices from the start. The fact that veteran teachers also find PD and coaching useful and individualized shows that the support systems in place are not only for new staff but are also geared towards ongoing professional growth for all teachers. Together, these elements contribute to a culture of continuous improvement and collaborative support for both teaching quality and student learning.

**Areas for Improvement**

1. **Academic Discourse:** Implementation of academic discourse and the demonstration of learning is not yet consistent and effective across classrooms. Ongoing professional development, collaborative planning, and coaching specifically targeting these strategies should be a top priority.

2. **Language acquisition strategies:** The school can work towards more consistent and effective implementation of language acquisition strategies to ensure that all students, especially newcomers and English Learners, receive more of the support they need within Tier 1 instruction. There seemed to be reliance on curricula that have language acquisition embedded, although effective implementation was inconsistent. The school's work with Guided Language Acquisition Design ("GLAD") strategies and Total Physical Response ("TPR") in prior years, as well as the examples we observed in several classrooms, indicate that there is a solid foundation that can be leveraged to support newcomers and English Learners (ELs) in language acquisition in every content area throughout the day.

## H. Additional Verified Data Provided by the School

### *Verified Data Background*

For schools in the Middle or Low Tiers, Education Code requires that the District consider clear and convincing evidence, demonstrated by verified data, showing either of the following:

- The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or
- Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The California State Board of Education ("SBE") adopted a list[10] of academic progress indicators and post-secondary indicators that met the established criteria outlined in Education Code Section 47607.2 and that may be used in the renewal process. Assessments or data sources that are not on this list may not be used as verified data. To be eligible for inclusion as verified data, a data source must include the results of at least 95 percent of eligible students.

With its submission, Learning Without Limits provided the District with data from FastBridge by Illuminate to be considered as an academic progress indicator for the purposes of verified data. Upon review, Learning Without Limits did surpass the 95 percent participation threshold, and thus, the District's analysis is included below. Additionally, the Charter School's Performance Report, included in the Renewal Petition, includes the Charter School's own analysis of the results.

Fastbridge assessments measure growth using their rate of improvement ("ROI") metric. This metric is calculated by determining the amount of growth in weekly units based on the difference between an initial assessment and final assessment (ROI = (Ending Score – Baseline Score) / Number of Weeks). Each student's ROI can then be compared to the average amount of growth that was made by students in the national normative group, giving a percentile. According to Fastbridge by Illuminate, **it is appropriate to treat an ROI score within the 25$^{th}$ through 75$^{th}$ percentile as approximating one year's growth**. Figure 12 below therefore shows the percentage of students at Learning Without Limits with an ROI score above the 25$^{th}$ percentile.

### *Verified Data Analysis*

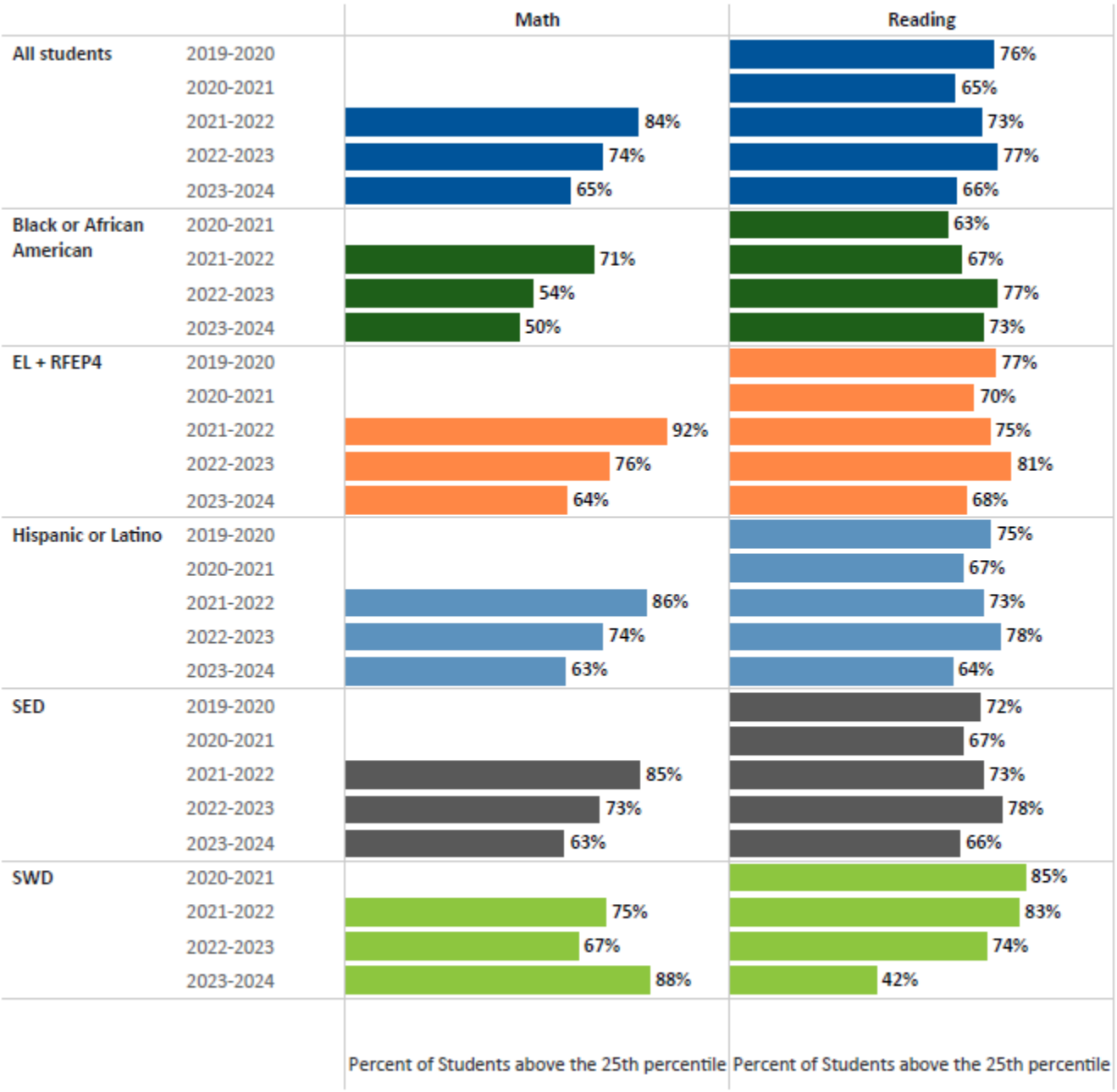
- **Math**
  - *Across all years and all student groups, the majority of students at Learning Without Limits scored above the 25$^{th}$ percentile, thus showing at least one year's progress.*

[10] A full list of the adopted academic progress and postsecondary indicators can be found here: https://www.cde.ca.gov/sp/ch/verifdataacadprogress.asp

- *From 2021-22 to 2023-24, the percent of students receiving an ROI score above the 25th percentile decreased for the All students group. The proportion of students demonstrating one year's progress was 84% in 2021-22 and 65% in 2023-24.*
    - *A similar trend appears across student groups except for students with disabilities. In 2021-22, 75% of students with disabilities demonstrated one year's progress. That proportion dropped to 67% in 2022-23, then increased to 88% in 2023-24.*

- **Reading**
    - *Across all years and all student groups, with the exception of students with disabilities in 2023-24, the majority of students at Learning Without Limits scored above the 25th percentile, thus showing at least one year's progress.*
    - *From 2019-2020 to 2023-24, the proportion of students demonstrating one year's progress does not follow a particular trend for the All students, Black or African American, EL + RFEP4, Hispanic or Latino, and SED student groups.*
        - *From 2022-23 to 2023-24, the proportion of students demonstrating one year's progress decreased for the 5 student groups mentioned above. From 2022-23 to 2023-24, the proportion of Hispanic or Latino students demonstrating one year's progress dropped 14%, while Black or African American students dropped 4%.*
    - *From 2020-21 to 2023-24, the proportion of students with disabilities demonstrating one year's progress dropped from 85% to 42%.*

**Figure 12**: Learning Without Limits – Percentage of Students with an ROI score above the 25th percentile; Fastbridge by Illuminate Reading Grades 3-5, Math Grades 3-5




***Source**: Charter School Verified Data Submission*

# II. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

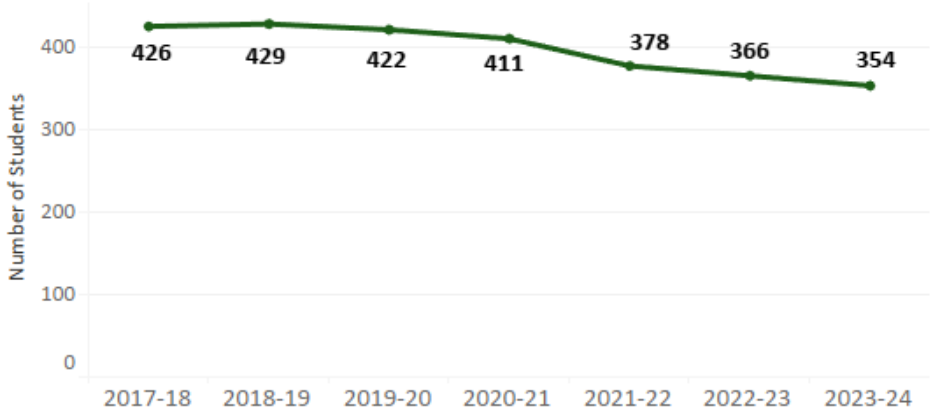
*In order for a charter school's renewal petition to be approved, it must be demonstrably likely to successfully implement the program set forth in the petition.[11] Evidence considered for this criterion include an analysis of the charter school's financial condition, enrollment, enrollment demographics, compliance with regulatory elements (Notices of Concern), board health and effectiveness, and staffing and credentialing.*

## A. Enrollment

### *Total Enrollment by Year*

The total enrollment of the Charter School has declined over the course of the charter term, with the largest decrease following the pandemic in 2021-22. As of August 29, 2024, the Charter School reported an enrollment of 330 for the current school year.

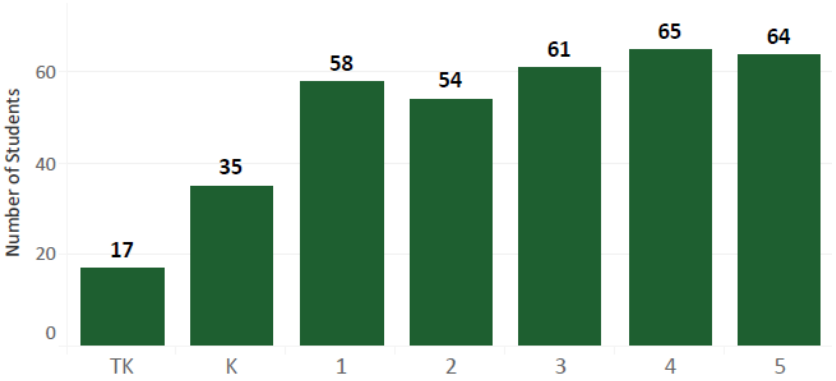
**Figure 13**: Total Enrollment Over Time




***Source**: 2017-18 through 2023-24 Enrollment – CDE Downloadable School Enrollment Data Files; 2024-25 Enrollment – first month statistical report submitted to OUSD on August 29, 2024*

### *Enrollment by Grade Level*

**Figure 14**: 2023-24 Enrollment by Grade Level



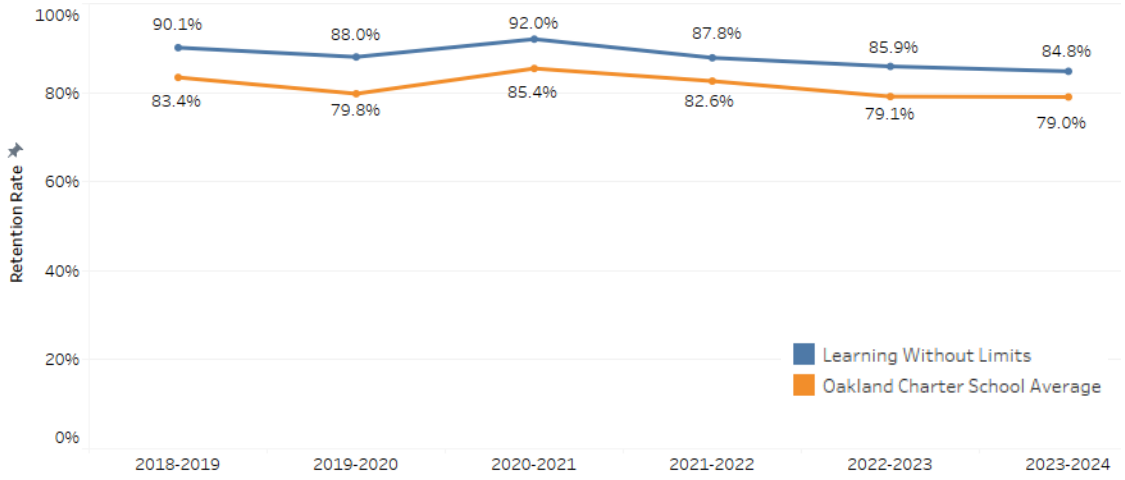

*Source: 2023-24 Enrollment – CDE Downloadable School Enrollment Data File*

[11] EC §47605(c)(2)

### *Student Retention*

The figure below shows the Charter School's student retention rate, or the percent of students who were at the school in the prior year and returned (excluding graduating grade levels). As shown below, the Charter School's retention rate has decreased slightly in recent years but has consistently remained higher than the Oakland charter school average.

**Figure 15**: Annual Student Retention Rate




***Source**: Annual Fall Census Day student-level enrollment reports submitted to OUSD*

## B. Financial Condition

The Charter School is in good financial standing with a healthy ending fund balance. Throughout the charter term the school has not had any deficit spending and the debt ratio has been less than 1. There have been no major audit findings, and the school has maintained at least a 3% reserve. Its most recent annual financial audit report did not identify any material weaknesses and reported total net assets of $4,310,884 for the Charter School.

**Figure 16**: Financial Analysis

| Financial Indicator | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| **Ending Fund Balance** *Typically represents unrestricted funds, although in some cases, restricted funds that were not fully spent in previous years may be included.* | $779,016 | $939,705 | $1,162,166 | $1,596,829 | $2,976,167 |
| **Deficit Spending** *Deficit spending is indicated by a number in parentheses. A school's fund balance and reserves are depleted when expenditures exceed revenues, and over time could lead to insolvency.* | $0 | $0 | $0 | $0 | $0 |
| **Deficit-to-Ending Fund Balance Ratio** *This ratio measures how large the deficit spending is in relation to the overall fund balance. The larger the ratio, the faster the fund balance is being depleted.* | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| **Debt Ratio** *A ratio less than 1 indicates the school has lower debts than assets, representing a low level of financial risk.* | 0.48 | 0.38 | 0.41 | 0.29 | 0.39 |
| **3% Reserve** *A minimum 3% reserve is standard as a set aside for to prepare for potential liabilities. Below 3% is indicative of a poor financial condition.* | Yes | Yes | Yes | Yes | Yes |
| **Audit Opinion** *"Unmodified" indicates compliance with required accounting standards. "Qualified" indicates there are* | Unmodified | Unmodified | Unmodified | Unmodified | Unmodified |

| | | | | | |
|---|---|---|---|---|---|
| *material misstatements found, where the auditors are unable to obtain sufficient appropriate evidence.* | | | | | |
| **Major Audit Finding**<br>*Any major or repeat audit findings are described in the paragraph above.* | None | None | None | None | None |

***Source**: 2018-19 through 2022-23 Annual Audit Reports*

The school's multi-year budget projection ("MYP") is based on fairly stable enrollment. The MYP projects Local Control Funding Formula ("LCFF") revenues to increase slightly, with a small increase in funding rate despite the small enrollment drop predicted in 2026-27. The enrollment projections in the MYP are aligned to the projected enrollment listed in Element 1 of the charter petition.

**Figure 17**: Multi-Year Budget Projection Summary

| | 2025-26 | 2026-27 | 2027-28 |
|---|---|---|---|
| **Projected Enrollment** | 341 | 330 | 329 |
| **Projected ADA** | 310.68 | 303.87 | 306.15 |
| **Projected Total LCFF Entitlement** | $4,706,676 | $4,774,419 | $5,006,594 |
| **Projected LCFF Entitlement per ADA** | $15,150 | $15,712 | $16,353 |

***Source**: Multi-year Budget Projections submitted with Renewal Petition*

## C. Enrollment Demographics

Per California Education Code Section 47605(c)(5)(G), a charter school must include in the renewal petition a reasonably comprehensive description of "*the means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted*". The full description is included on pages 193-197 of the charter petition. The current section includes a summary of the school's enrollment demographic data for further context.

### *Enrollment Demographics Comparison*

Enrollment demographics for the 2023-24 school year are included in the table below. Although Education Code specifies that a charter school should aspire to achieve a demographic balance which is reflective of the *entire* District, the average enrollment demographics of the District schools which serve a similar grade span and are located in the High School Attendance Area ("HSAA") in which the majority of the Charter School's students reside, Fremont, is included for reference.

**Figure 18**: 2023-24 Enrollment Demographics

| Student Group Type | Student Group | Charter School | OUSD schools in Comparison HSAA[12] | OUSD |
|---|---|---|---|---|
| Race/ Ethnicity | **Hispanic/Latino** | 78.2% | 78.2% | 47.3% |
| | **Black/African American** | 11.3% | 5.9% | 20.1% |
| | **Asian** | 5.9% | 1.8% | 9.8% |
| | **White** | 1.4% | 7.9% | 11.5% |
| | **Two or More Races** | 1.4% | 3.6% | 6.8% |
| | **Other Race/Ethnicity** | 1.7% | 1.0% | 1.9% |

[12] Includes 7 OUSD-operated schools serving students in grades TK-5 located in the Fremont HSAA. Specifically, Global Family School, Horace Mann Elementary, Bridges Academy, International Community, Manzanita Seed, Think College Now, and Melrose Leadership Academy.

| | | | | |
|---|---|---|---|---|
| | **Not Reported** | 0.0% | 1.6% | 2.6% |
| **Other Student Groups** | **Socioeconomically Disadvantaged** | 76.0% | 84.5% | 81.4% |
| | **English Learners** | 54.5% | 58.4% | 32.9%<br>(TK-5 only: 36.6%) |
| | **Special Education** | 11.6% | 13.4% | 16.3%<br>(TK-5 only: 15.0%) |

***Source**: Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education Department*

### *English Learner Enrollment*

As shown previously, during the 2023-24 school year, 54.5% of Learning Without Limits' total enrollment were English Learners. The following tables are included to further disaggregate this data to give a fuller context of the English Learners served at Learning Without Limits and their level of need. As a note, this data does not provide any indication as to how well the Charter School is serving these students. The English Learner Progress Indicator on the California School Dashboard is a more appropriate metric for evaluating the strength of the English Learner program. As shown below:

- *Compared to the District, the Charter School has a slightly larger percentage of English Learner students who were placed in a higher ELPAC level and a slightly higher average of English Learner students considered "Not At Risk" during the 2023-24 school year. However, overall, the Charter School serves an English Learner population that is similar to OUSD's TK-5 average.*

**Figure 19**: ELPAC Levels – Charter School vs. OUSD (Grades TK-5 only)

| ELPAC Level | Charter School | OUSD (Grades TK-5 Only) |
|---|---|---|
| **Level 4 – Well Developed** | 15.4% | 11.1% |
| **Level 3 – Moderately Developed** | 38.5% | 27.4% |
| **Level 2 – Somewhat Developed** | 30.3% | 33.0% |
| **Level 1 – Minimally Developed** | 15.9% | 28.5% |

***Source**: 2022-23 Summative ELPAC Results*

**Figure 20**: Enrollment by English Language Acquisition Status and Grade

| Grade | English Only (EO) | Initial Fluent English Proficient (IFEP) | English Learner (EL) | Reclassified Fluent English (RFEP) | To Be Determined (TBD) |
|---|---|---|---|---|---|
| TK | 58.8% | 0.0% | 41.2% | 0.0% | 0.0% |
| K | 42.9% | 0.0% | 57.1% | 0.0% | 0.0% |
| 1 | 41.4% | 0.0% | 58.6% | 0.0% | 0.0% |
| 2 | 44.4% | 7.4% | 48.1% | 0.0% | 0.0% |
| 3 | 44.3% | 1.6% | 52.5% | 1.6% | 0.0% |
| 4 | 35.4% | 7.7% | 47.7% | 7.7% | 1.5% |
| 5 | 28.1% | 1.6% | 67.2% | 3.1% | 0.0% |
| **Total** | **39.8%** | **3.1%** | **54.5%** | **2.3%** | **0.3%** |

***Source**: CDE Downloadable Data Files*

**Figure 21**: "At-Risk" and Long-Term English Learners (LTEL) by Grade

| | EL 0-3 Years | At-Risk 4-5 Years | LTEL 6+ Years | EL 4+ Years Not At-Risk or LTEL |
|---|---|---|---|---|
| **Charter School** | 64.2% | 20.2% | 0.0% | 15.5% |
| **OUSD (TK-5 Only)** | 72.1% | 20.5% | 0.0% | 7.4% |

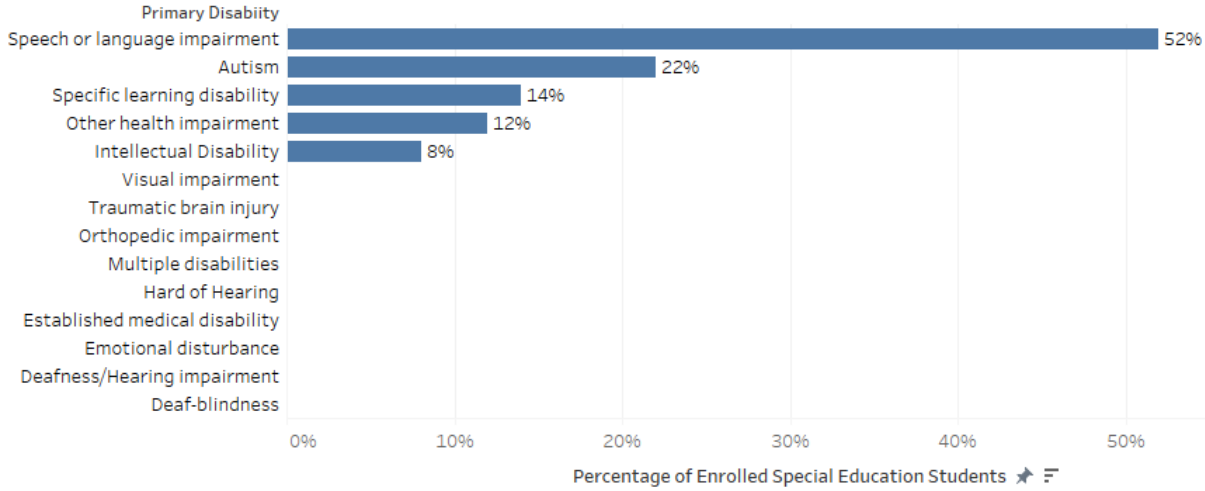
***Source**: CDE Downloadable Data Files*

### *Special Education Enrollment*

As shown previously, during the 2023-24 school year, 11.6% of Learning Without Limits' total enrollment were students with disabilities. The following figures are included to further disaggregate this data to give a fuller context of the students with disabilities served at Learning Without Limits and their level of need. Additionally, a description of the Charter School's plan to support students with moderate to severe disabilities can be found on page 254 of the renewal petition. As shown below:

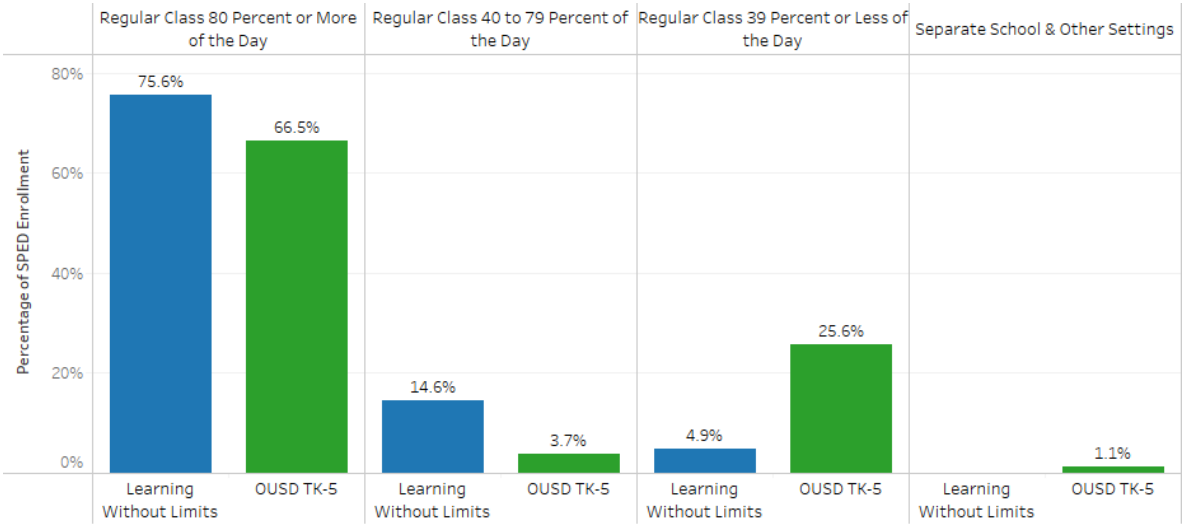
- *The majority of students with disabilities at Learning Without Limits have a speech or language impairment as their primary disability. The second most frequent primary disability is autism at approximately 22%.*
- *A larger percentage of students with disabilities at Learning Without Limits are in a regular classroom setting for 40% or more of the school day compared to OUSD schools serving students in TK-5. Less than 5% of students with disabilities at Learning Without Limits are in a regular classroom setting for less than 40% of the school day, compared with over 25% at OUSD schools serving students in TK-5.*
- *The percentage of students with disabilities who receive over 450 service minutes weekly increased approximately 9 percentage points from 2022-23 to 2023-24.*

**Figure 22**: 2023-24 Special Education Enrollment by Disability Type




***Source**: CALPADS 2023-24 End-of-Year SELPA 16.12 Report - Students with Disabilities – Education Plan by Primary Disability (EOY 4)*

**Figure 23**: 2022-23 Special Education Enrollment by Program Setting




***Source**: CDE Downloadable Data Files*

**Figure 24**: Special Education by Placement and Weekly Service Minutes

| | 2022-23 | 2023-24 |
|---|---|---|
| **Percentage of students with IEPs receiving more than 450[13] service minutes weekly** | 13.3% | 22.0% |
| **Percentage of students with IEPs receiving fewer than 450 service minutes weekly** | 84.4% | 78.0% |
| **Percentage of students with IEPs in nonpublic school (NPS) placement** | 2.2% | 0.0% |

***Source**: Charter School Performance Report*

[13] The 450 minute threshold was chosen as a conservative estimate of the point at which a student may be considered to have moderate needs.

## D. Notices of Concern and/or Notices to Cure and Correct

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the Office of Charter Schools will send the school, charter school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve the Notice of Concern.[14] Learning Without Limits has received 0 Notices of Concern over the course of the current charter term while the charter school's CMO, Education for Change, has been issued 2 Notices of Concern during the current charter term.

**Figure 25**: Notices of Concern and/or Notices to Cure and Correct

| School Year | Notices of Concern | Area(s) of Concern | Remedy |
|---|---|---|---|
| **2017-18** | 1 | Brown Act Violation<br>*Agenda Accessibility* | Cancelled meeting and retrained Board on Brown Act |
| **2018-19** | 1 | Brown Act Violation<br>*Agenda Accessibility* | Acknowledged error – ensured all voting items were invalidated |
| **2019-20** | 0 | -- | -- |
| **2020-21** | 0 | -- | -- |
| **2021-22** | 0 | -- | -- |
| **2022-23** | 0 | -- | -- |
| **2023-24** | 0 | -- | -- |

***Source**: OUSD Office of Charter Schools Notice of Concern documentation*

## E. Board Health and Effectiveness

A charter school governing board's decisions have a significant impact on the health and viability of its schools, as well as the quality of education students receive. Governing boards are responsible for decisions on the operations, vision, and policies of the charter school. Most importantly, governing boards are also responsible for ensuring that the charter school and its charter management organization (if applicable) is serving the best interest of students. The below table provides an overview of the Education for Change Governing Board and its composition.

**Figure 26**: Charter School Governing Board Overview and Composition

| **Education For Change Governing Board Overview** | | | |
|---|---|---|---|
| **Schools Overseen** | 6 | **Total Enrollment of all Schools** | 2,670 students |
| **Required Minimum # of Members** | 5 | **Current # of Members** | 10 |
| **Regular Meeting Frequency** | Monthly | **Committees** | Executive and Compensation<br>Audit |
| **Education for Change Governing Board Composition** | | | |
| **Name, Role** | **Time on Board** | **Name, Role** | **Time on Board** |
| Nick Driver, Board Member | 13 years | Eva Lum Camp, Board Chair | 11 years |
| Erika Cisneros, Board Member | 2 years | Lauren Weston, Board Member | 6 years |

[14] If, after sending a Notice of Concern, the Office of Charter Schools determines that the violation listed in the notice did not occur, the notice may be rescinded. In such instances, the notice is removed from the school's record.

| | | | |
|---|---|---|---|
| Valia Almenderez, Board Member | 2.5 years | Sonia Urzua, Board Member | 1.5 years |
| Mike Barr, Board Member | 10 years | Damon Grant, Board Member | 4 years |
| Stephisha Ycoy-Walton, Parent Board Member | 1 year | Christopher Jay Campbell, Board Member | 6 months |
| Niloy Gangopadhyay, Board Member | 1 year | | |

***Source**: Charter School Board Self-Evaluations submitted to OUSD on July 12, 2024; CDE Dataquest*

As part of the renewal process, Staff evaluates the governing board's overall health and effectiveness using the charter school's performance report, a governing board interview, governing board audits, a board self-evaluation tool, and Element 4 of the charter renewal petition (along with any supporting documentation). These components are used as evidence in order to evaluate the charter school governing board on the "Board Effectiveness Core Competencies" found below. The scale used for rating is aligned with the SQR Rubric Ratings, where the scores range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

**Figure 27**: Board Core Competency Ratings

| Core Competency | Description | Score |
|---|---|---|
| **Board Composition** | Board members possess a diversity of backgrounds and an array of appropriate and relevant skills with which to oversee the school/CMO. | 4 |
| **Mission Alignment** | Board members have a shared understanding of and commitment to the school's mission and vision. | 4 |
| **School Familiarity** | Board members are knowledgeable about the school's operations, successes, and challenges. | 4 |
| **Role Familiarity** | Board members demonstrate an understanding of their role in providing oversight to the charter school. | 4 |
| **Community Engagement** | Board members actively engage with school staff, families, and community members in order to govern effectively. | 3 |
| **Accessibility** | All governing board meetings are accessible to the community and the decision-making process is clear and transparent. | 4 |
| **Compliance** | The board complies with (and has systems in place to ensure compliance with) its own board policies and bylaws as well as with applicable state and federal laws regarding governance. The board is free of real or perceived conflicts of interest. | 4 |
| **Effectiveness** | The governing board is an effective decision-making body which is active and meets its governance obligations. | 4 |

***Source**: Staff evaluation of charter school performance report, charter school renewal petition, charter school board member self-evaluations, charter school board member interview, charter school board observations*

## F. Staffing and Teacher Credentialing

Education Code section 47605(l)(1) requires all charter school teachers to hold the credential required for their assignment. Pursuant to Education Code Section 44258.9, all charter schools must participate in annual teacher assignment monitoring through the California Statewide Assignment Accountability System ("CalSAAS"). The OUSD Office of Charter Schools acts as the "Monitoring Authority" for all charter schools authorized by OUSD, which requires the annual review of educator assignments. The figures below represent the CalSAAS results for educator assignments in the 2022-23 school year, the most recent year for which data is available. As shown below:

- *During the 2022-23 school year, the majority of assignments at Learning Without Limits were authorized by an educator holding a clear or preliminary credential or by a local assignment option. Only 12.5% of assignments*

*were considered "Ineffective", or were authorized by an emergency credential, variable term waiver, or substitute permit, compared with over 25% at OUSD K-6 assignments.*

- *During the 2022-23 school year, Learning Without Limits had zero misassignments in CalSAAS.*

**Figure 28**: 2022-23 Teaching Assignment Monitoring Outcomes

| | Charter School | OUSD (K-6 Only)[15] |
|---|---|---|
| **Clear**<br>*Authorized by clear or preliminary credential or by local assignment option* | 62.5% | 67.6% |
| **Intern**<br>*Authorized by intern credential* | 18.8% | 3.4% |
| **Out-of-Field**<br>*Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option* | 6.3% | 0.1% |
| **Ineffective**<br>*No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits* | 12.5% | 25.8% |
| **Incomplete**<br>*Missing or incorrect information was reported to CALPADS about the assignment* | 0.0% | 3.0% |

***Source**: Charter School Renewal Performance Report; OUSD Internal Data*

**Figure 29**: 2022-23 California Statewide Assignment Accountability System ("CalSAAS") Results

| Misassignments by Setting | Misassignments by Core Subject |
|---|---|
| *Learning Without Limits had 0 misassignments during the 2022-23 school year.* | *Learning Without Limits had 0 misassignments during the 2022-23 school year.* |

***Source**: 2022-23 CalSAAS Monitoring Audit Report*

In addition to the CalSAAS results, the Charter School submitted information regarding educator retention as part of its Renewal Performance Report. As shown below:

- *With the exception of 2021-22, the year following the pandemic, the school has retained the majority of its educators from year to year. However, for the past two years, over a third of their educators did not return.*
- *Early separations have not been common at the school, with only 3 over the course of the charter term.*

**Figure 30**: Educator Retention Over Time (Self-Reported)

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|---|---|---|
| **Percent of Educators Retained from Prior Year** | 61.9% | 71.4% | 95.7% | 30.4% | 61.9% | 61.9% |
| **Early Separations** | 0/21 | 0/21 | 0/23 | 1/21 | 0/21 | 2/21 |

***Source**: CDE Teaching Assignment Monitoring Outcomes by FTE Report*

[15] The 2022-23 Teaching Assignment Monitoring Outcomes report on CDE Dataquest only disaggregates data into K-6, 6-9, 9-12, or K-12. Therefore, K-6 was chosen as the most similar comparison point to Learning Without Limits.

# III. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

In order for a charter school's renewal petition to be approved, the petition must include all of the following, which are described in detail in this section:

- Reasonably comprehensive descriptions of all 15 required elements
- All other information required by the Ed Code
- All OUSD-specific requirements

Evidence considered for this criterion includes a review of the corresponding sections of the charter petition, including changes made from the prior petition, as well as checks for any additional requirements enacted since the charter was last approved.

## A. The Required Fifteen Elements

All charter petitions must include a "reasonably comprehensive" description of 15 required elements related to the school's operation. [16] The following table summarizes staff findings related to whether this standard was met for each element.

**Figure 31**: Petition Element Analysis

| Element | Reasonably Comprehensive? |
|---|---|
| 1. Description of the educational program of the school, including what it means to be an "educated person" in the 21st century and how learning best occurs. | Yes |
| 2. Measurable student outcomes | Yes |
| 3. Method by which student progress is to be measured | Yes |
| 4. Governance structure | Yes |
| 5. Qualifications to be met by individuals employed at the school | Yes |
| 6. Procedures for ensuring health and safety of students | Yes |
| 7. Means for achieving a balance of racial and ethnic, English learner, and special education students | Yes |
| 8. Admission policies and procedures | Yes |
| 9. Manner for conducting annual, independent financial audits and manner in which audit exceptions and deficiencies will be resolved | Yes |
| 10. Suspension and expulsion procedures | Yes |
| 11. Manner for covering STRS, PERS, or Social Security | Yes |
| 12. Attendance alternatives for students residing within the district | Yes |
| 13. Employee rights of return, if any | Yes |
| 14. Dispute resolution procedure for school-authorizer issues | Yes |
| 15. Procedures for school closure | Yes |

***Source**: Ed Code §47605(c)(5) subsection (A) thru (O) and staff analysis of the charter renewal petition*

## B. Other Required Information

In addition to the required 15 elements, the Education Code also requires all charter petitions to include the following information.

[16] EC §47605(c)(5)

**Figure 32**: Other Required Information

| Required Information | Included in Petition? |
|---|---|
| An affirmation of each of the conditions described in EC §47605(h). | Yes |
| A declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Government Code §3540 thru 3540.2. | Yes |
| Information regarding the proposed operation and potential effects of the charter school on the authorizer, including:<br>● The facilities to be used by the charter school, including specifically where the charter school intends to locate.<br>● The manner in which administrative services of the charter school are to be provided.<br>● Potential civil liability effects, of the charter school on the authorizer. | Yes |
| Financial statements that include the annual operating budget and 3-year cashflow and financial projections, backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected average daily attendance). | Yes |
| If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school. | Yes |

***Source**: Ed Code §47605(c)(4), §47605(c)(6), and §47607(g); staff analysis of the charter renewal petition*

## C. OUSD-Specified Requirements

**Figure 33**: OUSD-Specified Requirements

| OUSD-Specified Requirement | Included in Petition? |
|---|---|
| District Required Language | Yes |
| Charter Renewal Performance Report | Yes |

***Source**: Staff analysis of the charter renewal petition*

# IV. Renewal Criteria IV: Is the Charter School Serving All Students Who Wish to Attend?

In order for a charter school's renewal petition to be approved, the school must be serving all students who wish to attend.[17] By State law, evaluation of this criteria is limited to consideration of two sources of information (1) State-provided enrollment data and (2) any substantiated complaints related to noncompliance with suspension/expulsion requirements included in law and/or the charter school's procedures. Denial under this criterion may only occur if (1) there is sufficient evidence in the abovementioned information sources demonstrating that the charter school is not serving all students who wish to attend and (2) the school has been given a reasonable opportunity to cure the violation. Therefore, evidence considered for this criterion includes:

- State-provided enrollment data
- Substantiated complaints and notices of concern related to noncompliance with suspension/expulsion requirements

## A. State-Provided Enrollment Data

State law mandates that, upon request, the State provide charter school authorizers with certain aggregate data, specified in the law, reflecting student enrollment patterns for authorized charter schools. The State does not provide any guidance regarding how this data should be interpreted. This data includes the following for each year of the charter term[18]:

- **Data Set 1:** The percentage of students enrolled at any time between the beginning of the school year and the census day who were not enrolled at the end of the same school year, and the average State test results for these students from the prior school year, if available.
- **Data Set 2:** The percentage of students enrolled during the prior school year who were not enrolled as of the census day of the school year in question (excluding students who completed the highest grade served by the school), and the average State test results for these students from the prior year, if available.

The tables below summarize the data provided by the State. To avoid exposing potentially personally identifiable information, State test results are excluded for any group with fewer than 11 students. Additionally, it is important to note the data provided is limited in that it can only show correlation, *not causation*. Therefore, while an analysis is included below, the data, on its own, cannot definitively show whether the school is serving all students who wish to attend. With this limitation in mind, the analysis is below:

- ***Data Set 1****: For the first set of data, the charter school did not have a numerically significant number with State test results for any year of the charter term.*
- ***Data Set 2:*** *For the second set of data, students who left the charter school performed slightly below (between 20 points and 1 point below) the Charter School's schoolwide average for 2022-23. Pre-pandemic, students who left the charter school performed either slightly below or moderately below the Charter School's schoolwide average. However, the difference did not appear to be substantial or consistent enough to reach a definitive conclusion as to whether the school is not serving all students who wish to attend, particularly given that the most recent year's data only included 13 student test scores.*

[17] EC §47607(e)

[18] At the time of this report, the State provided data for 2016-17 through 2019-20 and 2022-23. Due to the impact of the COVID-19 pandemic, there was insufficient data available for the 2020-21 and 2021-22 school years.

**Figure 34**: Charter School Enrollment Data – Education Code Section 47607(d)(1)(B)

| Data Set 1 | 2017-18 | 2018-19 | 2019-20 | 2022-23 |
|---|---|---|---|---|
| Percent of students enrolled at the charter school between start of the school year and census day who were not enrolled at the end of the school year | 3.82% (17 of 445) | 6.93% (30 of 433) | 6.68% (30 of 449) | 4.24% (17 of 401) |
| Number of these students with State test results from the prior year | 3 | 6 | 7 | 1 |
| Average Distance From Standard (DFS) on the **English** State test from the prior year these students compared to school average | N/A* | N/A* | N/A* | N/A* |
| Average Distance From Standard (DFS) on the **Math** State test from the prior year these students | N/A* | N/A* | N/A* | N/A* |

***Source**: Aggregate enrollment-pattern data provided by the State*
* Data excluded due to an insufficient number of students with results for this group

**Figure 35**: Charter School Enrollment Data – Education Code Section 47607(d)(1)(C)

| Data Set 2 | 2017-18 | 2018-19 | 2019-20 | 2022-23 |
|---|---|---|---|---|
| Percent of students enrolled at the charter school during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students) | 21.82% (96 of 440) | 24.04% (107 of 445) | 25.17% (109 of 433) | 9.50% (38 of 400) |
| Number of these students with State test results from the prior year | 78 | 82 | 80 | 13 |
| Average Distance From Standard (DFS) on the **English** State test from the prior year these students compared to school average | -4.59<br>Unretained = -59.29<br>School = -54.7 | -8.77<br>Unretained = -37.17<br>School = -28.4 | -7.94<br>Unretained = -60.34<br>School = -52.4 | -19.76<br>Unretained = -83.46<br>School = -63.7 |
| Average Distance From Standard (DFS) on the **Math** State test from the prior year these students | -21.33<br>Unretained = -70.63<br>School = -49.3 | -28.50<br>Unretained = -65.8<br>School = -37.3 | -23.23<br>Unretained = -72.13<br>School = -48.9 | -4.72<br>Unretained = -83.92<br>School = -79.2 |

***Source**: Aggregate enrollment-pattern data provided by the State*

## B. Substantiated Complaints and Notices of Concern Related to Noncompliance with Suspension/Expulsion Requirements

During the current charter term, the Office of Charter Schools did not receive any substantiated complaints related to noncompliance with suspension and/or expulsion requirements for the Charter School.

# V. Recommendation Summary

To determine if the charter school has adequately met each renewal criteria, Staff considered evidence gathered from the school's petition and supporting documentation, the site visit, and the school's performance during its previous charter term. The following section outlines the charter school's identified strengths and challenges related to each renewal criteria, as well as a determination of whether the charter school adequately met the criteria for purposes of renewal.

## A. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

| Strengths | Challenges |
|---|---|
| • Met the majority of School Performance Analysis indicators in last two years.<br>• Post-pandemic growth in Math proficiency, both schoolwide and for most subgroups.<br>• Socioeconomically disadvantaged, English Learners, and Latino students outperformed the District in both Math and ELA most years of charter term.<br>• High CORE growth in both ELA and Math<br>• Over 10% increase in English Learner students making progress towards English Language proficiency from 2022 to 2023.<br>• The SQR revealed a robust and well-organized approach to professional development and staff support and framework for ongoing staff development. | • Schoolwide proficiency in Math and ELA have remained below the District average in post-pandemic years.<br>• Students with disabilities underperform the District in both Math and ELA, with 0% of students with disabilities proficient in ELA in post-pandemic years.<br>• Black/African American students have underperformed relative to District for the last three years with data. |

***Determination***

Based on this analysis, Learning Without Limits has presented a sound educational program.

## B. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

| Strengths | Challenges |
|---|---|
| • The school is financially stable and has consistently had a healthy reserve balance and no audit findings.<br>• Strong board health and effectiveness.<br>• Although enrollment has declined, the school remains at a sustainable size and has above average year-over-year retention rates.<br>• Zero misassignments in 2022-23 CalSAAS audit.<br>• No notices of concern in the past five school years. | • Enrollment demographics and key student groups do not reflect the diversity of OUSD as a whole. Serves a lower percentage of Black/African American students and students with disabilities than the OUSD average. |

***Determination***

Based on this analysis, Learning Without Limits is demonstrably likely to successfully implement the proposed educational program.

## C. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

| Strengths | Challenges |
|---|---|
| • Charter petition contains reasonably comprehensive descriptions of the required 15 elements.<br>• OUSD-specified requirements are included in the petition. | N/A |

***Determination***

Based on this analysis, the petition for Learning Without Limits is reasonably comprehensive.

## D. Renewal Criteria IV: Is the School Serving All Students Who Wish to Attend?

| Strengths | Challenges |
|---|---|
| • No evidence in State-provided enrollment data that suggests the school is failing to serve all students who wish to attend.<br>• There have been no substantiated complaints or Notices of Concern related to noncompliance with suspension/expulsion requirements. | N/A |

***Determination***

Based on this analysis, Learning Without Limits is serving all students who wish to attend.

## E. Analysis of Other Public-School Options if Renewal is Denied

When determining whether to recommend denial, District staff consider other public-school options available to the charter school's current students, and denial findings for a Middle Tier school must demonstrate, in part, that closure is in the best interest of students[19]. The following provides an overview of the attendance areas where Learning Without Limits students live, where students who have transferred from the school enroll in the subsequent year, and how nearby schools serving elementary school students perform relative to Learning Without Limits.

### *Learning Without Limits Students Attendance Areas*

Students attending Learning Without Limits in 2023-24 lived in 26 different OUSD attendance areas. Additionally, 18 (5%) of its students reside outside of Oakland. The table below shows all elementary attendance areas where at least 3% of Learning Without Limits students lived.

[19] Ed Code 47607.2(b)(6)

**Figure 36**: Charter School Enrollment by Attendance Area and Grade Span

| Attendance Area Grade Level | Attendance Area | Number of 2023-24 LWL Students Living in Attendance Area (Percent of 2023-24 Total Enrollment) |
|---|---|---|
| Elementary | Global Family | 148 (42%) |
| | Horace Mann | 30 (9%) |
| | Bridges | 20 (6%) |
| | Allendale | 17 (5%) |
| | Pride | 15 (4%) |
| | Reach | 14 (4%) |
| | Manzanita/SEED | 13 (4%) |
| | Fruitvale | 11 (3%) |
| | Markham | 11 (3%) |

***Source**: OUSD Department of Research, Assessment, and Data Live/Go Dashboard*

### *Performance Comparison with Nearby Schools*

In order to evaluate the performance of Learning Without Limits relative to other public-school options available to the Charter School's current students, the following list of comparison schools was created to include (A) any schools serving similar grade spans within the Elementary School Attendance Area (ESAA) for which at least 20 students currently live and (B) any schools serving similar grade spans within the High School Attendance Area (HSAA) for which the school is located. The Figure below summarizes 2022-23 State test outcomes (in terms of both Distance from Standard (DFS) and CORE Growth percentiles[20] for these schools, comparing outcomes to Learning Without Limits. The table also includes some demographic information from 2022-23 for additional context. Although demographics can substantially impact schools' DFS outcomes, making school-to-school comparisons less useful, CORE growth controls for some of these differences by comparing individual student's performance relative to a set of similar students. As shown in Figure 37:

- ***Math:** LWL had a higher DFS than 7 of 10 comparison schools and a higher CORE Growth percentile than 7 of 10 comparison schools, only underperforming Melrose in both metrics. ASCEND had a higher CORE Growth percentile and Achieve had a higher DFS, but both schools are operated by the same Charter Management Organization (CMO) as Learning Without Limits – Education for Change.*
- ***ELA:** LWL had a greater DFS than 6 of 10 comparison schools and a higher CORE growth percentile than 8 of 10 comparison schools. Again, the comparison schools which outperformed LWL included Melrose and three charter schools operated by Education for Change.*

**Figure 37**: Charter School Enrollment by Attendance Area and Grade Span

| School | Grade Span | % SED | % EL | % SWD | Math DFS | Math CORE Growth | ELA DFS | ELA CORE Growth |
|---|---|---|---|---|---|---|---|---|
| ***Learning Without Limits*** | ***TK-5*** | ***85%*** | ***53%*** | ***9%*** | ***-68.1*** | ***90%*** | ***-51.9*** | ***91%*** |
| **Global Family** | TK-5 | 98% | 84% | 14% | -100.4 | 48% | -92.3 | 65% |
| **Horace Mann** | TK-5 | 99% | 46% | 7% | -118.7 | 57% | -114.7 | 72% |
| **ASCEND** | TK-8 | 91% | 68% | 11% | -69 | 97% | -36.3 | 91% |
| **Bridges** | TK-5 | 99% | 84% | 12% | -108.6 | 19% | -113.3 | 37% |
| **Achieve** | TK-5 | 92% | 81% | 8% | -43.1 | 79% | -51.5 | 80% |

[20] CORE Growth percentiles included reflect only Elementary level growth, as LWL serves students in grades TK-5. Therefore, while DFS scores include middle school students, as the data is not available disaggregated, CORE Growth only assesses elementary student scores.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **ICS** | TK-5 | 90% | 82% | 12% | -88.6 | 33% | -86.1 | 3% |
| **Lazear** | TK-8 | 90% | 51% | 12% | -69.4 | 23% | -17.1 | 44% |
| **Melrose** | TK-8 | 47% | 35% | 9% | -19.8 | 100% | 6.9 | 98% |
| **TCN** | TK-5 | 94% | 64% | 12% | -96.5 | 4% | -97.7 | 3% |
| **Manzanita Seed** | TK-5 | 77% | 44% | 16% | -64.1 | 0% | -59 | 4% |

***Source**: English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; CDE Academic Indicator Downloadable Data Files; CORE Insights Dashboard*

## F. Recommendation

Based on the analysis outlined therein, Staff recommends **APPROVAL** of the renewal petition for Learning Without Limits for 5 years, beginning July 1, 2025, until June 30, 2030, to serve up to 420 students in grades TK-5. In particular, the analysis in this report finds that the Charter School has sufficiently met the requirements and criteria established in the California Charter Schools Act, which governs charter school renewals."

# VI. Appendices

## Appendix A. Complete Renewal Tier Analysis

***Summary of State Renewal Tier Analysis***

As mentioned previously, Education Code Section 47607 outlines a three-tiered system of performance categories for most[21] charter schools seeking renewal. In this system, charter schools are placed into one of three categories ("High Tier", "Low Tier", or "Middle Tier") based on an evaluation of student outcomes over the prior two years. Two criteria determine the performance category of a charter school. Criterion 1 is based on the **colors** received for all the **schoolwide** state indicators in the Dashboard. Criterion 2 is based on the **status** for all **academic** indicators with 30 or more students, using **both** schoolwide and student-group data (Criterion 2a and 2b, respectively). Analyses of both for Learning Without Limits can be found below, including more detailed descriptions of each criterion.

***Criterion 1 Analysis***

Criterion 1 is based on the performance colors or "levels"[22] received for **all** the state indicators on the Dashboard for the two previous State Dashboard years. Per Education Code, if all state indicators are Blue/Very High or Green/High, the charter school is assigned to the High Tier. If all state indicators are Orange/Low or Red/Very Low, the charter school is assigned to the Low Tier. In all other circumstances, an evaluation of Criterion 2 is necessary to determine the charter school's tier. As shown in Figure 38 below, Learning Without Limits did not fit the requirements for Low Tier or for High Tier in Criterion 1, thus, an evaluation of Criterion 2 is necessary.

**Figure 38**: Criterion 1 Analysis – Schoolwide Results

| Indicator | 2022 | 2023 |
|---|---|---|
| **ELA** | Low | Yellow |
| **Math** | Low | Yellow |
| **EL Progress** | Low | Green |
| **Suspension Rate** | High | Blue |
| **Chronic Absenteeism** | Very High | Yellow |

***Source**: California School Dashboard*

***Criterion 2 Analysis***

Criterion 2 is based on the "status" (or the current year data) for all **academic** indicators (ELA, Mathematics, EL Progress, and College/Career) with a performance color for the two previous Dashboard years. Performance determinations are then based on the overall status compared with the statewide averages for the previous two Dashboard years. Criterion 2 is broken into two sub-criteria – Criterion 2a evaluates the Charter School's schoolwide performance and Criterion 2b evaluates the Charter School's student group performance, specifically for student groups which scored below the

[21] The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.

[22] For the 2022 California School Dashboard, due to the COVID-19 pandemic, status "levels" were assigned to each indicator as a proxy for colors (See Appendix B for more details).

statewide average[23]. Per Education Code, if (Criterion 2a) all **schoolwide** academic indicators are same or higher than the statewide average *and* (Criterion 2b) the majority of eligible student groups are higher than their group's respective statewide average, then the Charter School is placed in the High Tier. If (Criterion 2a) all **schoolwide** academic indicators are same or lower than the statewide average *and* (Criterion 2b) the majority of eligible student groups are lower than their respective statewide average, then the Charter School is placed in the Low Tier. In all other circumstances, the Charter School is placed in the Middle Tier. As shown in Figure 39 and Figure 40 below, the Charter School did not meet the requirements for High Tier or for Low Tier, thus, the Learning Without Limits is placed in the Middle Tier.

**Figure 39**: Criterion 2a Analysis

| Academic Indicator | 2022 | | | 2023 | | |
|---|---|---|---|---|---|---|
| | School Status | State Status | Result | School Status | State Status | Result |
| **ELA** | -63.7 | -12.2 | Lower | -51.9 | -13.6 | Lower |
| **Math** | -79.2 | -51.7 | Lower | -68.1 | -49.1 | Lower |
| **EL Progress** | 41.7% | 50.3% | Lower | 52.3% | 48.7% | Higher |

***Source**: California School Dashboard*

**Figure 40**: Criterion 2b Analysis

| Indicator | Student Group | 2022 | | | 2023 | | |
|---|---|---|---|---|---|---|---|
| | | School Status | State Status | Result | School Status | State Status | Result |
| ELA | **English Learner** | -70.2 | -61.2 | Lower | -60.5 | -67.7 | Higher |
| | **Hispanic/Latino** | -59.7 | -38.6 | Lower | -50.7 | -40.2 | Lower |
| | **SED** | -75 | -41.4 | Lower | -54.3 | -42.6 | Lower |
| Math | **English Learner** | -78.5 | -92 | Higher | -72.1 | -93.4 | Higher |
| | **Hispanic/Latino** | -79.1 | -83.4 | Higher | -67.1 | -80.8 | Higher |
| | **SED** | -85.9 | -84 | Lower | -70 | -80.8 | Higher |
| **EL Progress** | | 41.7% | 50.3% | Lower | 52.3% | 48.7% | Higher |

***Source**: California School Dashboard*

## Appendix B. Additional California School Dashboard Analyses – including SPA and Local Indicators

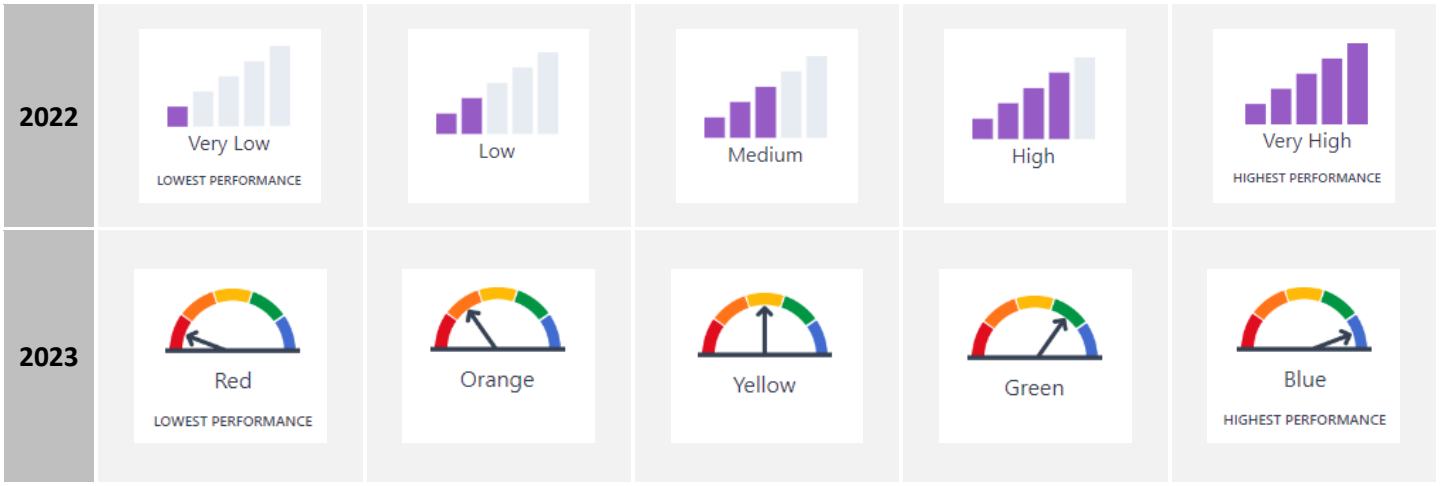
### *Impact of COVID-19 Pandemic on California School Dashboard Indicators*

Typically, the California School Dashboard displays colors for each indicator (see below) which are assigned based on two factors: the current year's data and the difference between the current year's data and the prior year's data, or "Change". Due to the impacts of the COVID-19 pandemic on statewide testing and accountability systems, there was insufficient data to calculate "Change" for the 2022 California School Dashboard, and thus the 2022 California School Dashboard displayed "status levels" (Very High, High, Medium, Low, and Very Low) in place of colors. For purposes of the Renewal Tier Analysis and the School Performance Analysis, these status levels were used as proxies for color as shown below.

**Figure 41**: 2022 and 2023 California School Dashboard Indicator Levels

| Year | Dashboard Indicator Levels |
|---|---|

[23] For more information regarding which student groups are included in the analysis for Criterion 2b, please see the CDE's Performance Categories Flyer: https://www.cde.ca.gov/sp/ch/documents/categoryflyer.pdf




***Source**: California School Dashboard*

The only exceptions to the categorization rules above are the Chronic Absenteeism and Suspension Indicators for which the 2022 scale is reversed such that "Very High" corresponds to the lowest performance, or the "Red" color. Additionally, there was insufficient data to assign a status level to this College and Career Readiness indicator for the 2022 California School Dashboard, so the indicator is not available for the 2022 California School Dashboard and is categorized using a status level, not a color, for the 2023 California School Dashboard. For more information about the California School Dashboard, please visit the CDE's support page at www.cde.ca.gov/ta/ac/cm/index.asp.

## *Complete School Performance Analyses – Schoolwide and Equity*

The School Performance Analysis (SPA) Summary is found in Part 1 of this Staff Report. The below analyses represent the Schoolwide and Equity SPAs for 2022 and 2023. As a reminder, in order to be considered "Met" in the SPA, an indicator must have either a California School Dashboard Color Orange / Low Status Level or higher **or** CORE Growth Level Medium or higher (i.e. growth > 30$^{th}$ percentile).

For the Schoolwide SPA to be considered as "Met", the school must meet the threshold for greater than 50% of the available indicators. For the Equity SPA to be considered as "Met", the school must meet the thresholds for greater than 50% of available student groups.

**Figure 42**: 2022 and 2023 Schoolwide School Performance Analyses

| | | 2022 | | 2023 | |
|---|---|---|---|---|---|
| **Indicator** | **Data Source** | **Performance** | **Met/Not Met** | **Performance** | **Met/Not Met** |
| **English Language Arts State Test** | Dashboard Color/Level | Low<br>*DFS = -63.7* | **Met** | Yellow<br>*DFS = -51.9; increased 11.8 points* | **Met** |
| | CORE Growth Level | N/A | | Above Average<br>*Percentile = 91$^{st}$* | |
| **Mathematics State Test** | Dashboard Color/Level | Low<br>*DFS = -79.2* | **Met** | Yellow<br>*DFS = -68.1; increased 11.2 points* | **Met** |
| | CORE Growth Level | N/A | | Above Average<br>*Percentile = 90$^{th}$* | |
| **English Learner Progress** | Dashboard Color/Level | Low<br>*41.7% making progress* | **Met** | Green<br>*52.3% making progress; increased 10.5%* | **Met** |
| **Suspension** | Dashboard Color/Level | High<br>*5% suspended* | **Met** | Blue<br>*0% suspended; declined 5%* | **Met** |

| | | | | | |
|---|---|---|---|---|---|
| **Chronic Absenteeism** | Dashboard Color/Level | Very High<br>*49.2% chronically absent* | **Not Met** | Yellow<br>*38.5% chronically absent; declined 10.7%* | **Met** |
| **Schoolwide SPA Result** | | **Met**<br>(Met: 80%; 4 of 5) | | **Met**<br>(Met: 100%; 5 of 5) | |

***Source**: California School Dashboard, CORE Insights Dashboard*

**Figure 43**: 2022 Equity School Performance Analysis

| Indicator | Data Source | Student Group | | | | | | | | Met/Not Met |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Black/ African American | Hispanic/ Latino | Pacific Islander | Socioeconomically Disadvantaged | English Learner | Special Education | Homeless | Foster Youth | |
| **English Language Arts State Test** | Dashboard Color *(DFS)* | No Status Level | Low<br>-59.7 | No Status Level | Very Low<br>-75 | Very Low<br>-70.2 | No Status Level | No Status Level | No Status Level | **Not Met**<br>(1 of 3) |
| **Mathematics State Test** | Dashboard Color *(DFS)* | No Status Level | Low<br>-79.1 | No Status Level | Low<br>-85.9 | Low<br>-78.5 | No Status Level | No Status Level | No Status Level | **Met**<br>(3 of 3) |
| **Suspension** | Dashboard Color *(% suspended once)* | Very High<br>21.3% | Medium<br>2.6% | No Status Level | High<br>5% | Medium<br>1.4% | Very High<br>15.2% | No Status Level | No Status Level | **Met**<br>(3 of 5) |
| **Chronic Absenteeism** | Dashboard Color *(% chronically absent)* | Very High<br>65.1% | Very High<br>49.5% | No Status Level | Very High<br>50.2% | Very High<br>41.7% | Very High<br>66.7% | No Status Level | No Status Level | **Not Met**<br>(0 of 5) |
| **Equity SPA Result** | | | | | | | | | | **Met**<br>**(Met: 50%; 2 of 4)** |

***Source**: California School Dashboard, CORE Insights Dashboard*

**Figure 44**: 2023 Equity School Performance Analysis

| Indicator | Data Source | Student Group | | | | | | | | Met/Not Met | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Black/ African American | Hispanic/ Latino | Pacific Islander | Socioeconomically Disadvantaged | English Learner | Special Education | Homeless | Foster Youth | | |
| **English Language Arts State Test** | Dashboard Color *(DFS; change)* | No Color | Yellow<br>-50.7<br>↑9.1 | No Color | Yellow<br>-54.3<br>↑20.8 | Yellow<br>-60.5<br>↑9.6 | No Color | No Color | - | **Met**<br>(3 of 3) | **Met**<br>(6 of 6) |
| | CORE Growth Level *(percentile)* | N/A | High<br>91% | N/A | High<br>91% | High<br>91% | N/A | N/A | N/A | **Met**<br>(3 of 3) | |
| **Mathematics State Test** | Dashboard Color *(DFS; change)* | No Color | Yellow<br>-67.1<br>↑12 | No Color | Yellow<br>-70<br>↑15.9 | Yellow<br>-72.1<br>↑6.4 | No Color | No Color | - | **Met**<br>(3 of 3) | **Met**<br>(6 of 6) |
| | CORE Growth Level *(percentile)* | N/A | High<br>91% | N/A | High<br>90% | High<br>90% | N/A | N/A | N/A | **Met**<br>(3 of 3) | |
| **Suspension** | Dashboard Color *(% suspended once; change)* | Blue<br>0%<br>↓21.3% | Blue<br>0%<br>↓2.6% | No Color | Blue<br>0%<br>↓5% | Blue<br>0%<br>↓1.4% | Blue<br>0%<br>↓15.2% | No Color | No Color | **Met**<br>(5 of 5) | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Chronic Absenteeism** | Dashboard Color *(% chronically absent; change)* | Orange 62.8% ↓2.3% | Yellow 37.2% ↓12.3% | No Color | Yellow 37.9% ↓12.2% | Yellow 31.2% ↓10.5% | Orange 46.5% ↓20.2% | No Color | No Color | Met (5 of 5) |
| **Equity SPA Result** | | | | | | | | | | **Met (Met: 100%; 4 of 4)** |

***Source**: California School Dashboard, CORE Insights Dashboard*

### *California School Dashboard Local Indicators*

Charter schools are required to report annually on five State Board of Education (SBE)-approved local indicators aligned to State priority areas where other State data is not available. In order to meet each local indicator, the SBE requires charter schools to (1) annually measure their progress based on locally available data, (2) report the results at a public charter school board meeting, and (3) report the results to the public through the California School Dashboard. The school uses self-reflection tools included within the California School Dashboard to report its progress on the local indicators. If a charter school does not submit results to the California School Dashboard by the given deadline, including completing the self-reflection tool, the school's California School Dashboard will reflect *Not Met* for the indicator by default. Earning a performance level of *Not Met* for two or more years for a given local indicator may be a factor in being identified for differentiated assistance, provided by an outside agency (typically the local school district or county office of education) as required by State law.[24] Learning Without Limits was not identified for differentiated assistance during the current charter term.

**Figure 45**: California School Dashboard Local Indicators

| Local Indicator | 2017 | 2018 | 2019 | 2022 | 2023 |
|---|---|---|---|---|---|
| **Basics: Teachers, Instructional Materials, Facilities** | N/A | Met | Met | Not Met | Met |
| **Implementation of Academic Standards** | Not Met | Met | Met | Not Met | Met |
| **Parent and Family Engagement** | N/A | Met | Met | Not Met | Met |
| **Local Climate Survey** | N/A | Met | Met | Not Met | Met |
| **Access to a Broad Course of Study** | N/A | Met | Met | Not Met | Met |

***Source**: California School Dashboard*

## Appendix C. Additional Program Implementation Information

### *Proposed Charter School Projected Student Enrollment and Grade Levels Served (as outlined in Petition)*

In its renewal petition (page 14-15), Learning Without Limits is proposing to serve a maximum enrollment of 420 and a projected student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

**Figure 46**: Projected Enrollment

| Projected Student Enrollment for Each Year by Grade Level and Total Enrollment | | | | | |
|---|---|---|---|---|---|
| **Grade Level** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| **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 |

[24] Detailed criteria for differentiated assistance can be found at https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp.

| | | | | | |
|---|---|---|---|---|---|
| **4** | 55 | 55 | 40 | 48 | 48 |
| **5** | 65 | 55 | 55 | 40 | 48 |
| **Total** | **341** | **330** | **329** | **328** | **336** |

***Source**: Learning Without Limits Renewal Petition*

### *Admissions Preferences*

In the event of a public random drawing, the Learning Without Limits admissions preferences are as shown below:

**Figure 47**: Learning Without Limits Admissions Preferences

| # | Admissions Preference |
|---|---|
| **1** | Applicants who reside in the former OUSD attendance boundary of the school will be given a 5:1 preference. |
| **2** | Applicants who reside within OUSD will be given a 10:1 preference. |
| **3** | Applicants who attend a school in Program Improvement will be given a 4:1 preference. |
| **4** | Applicants who live outside of Oakland will be given a 1:1 preference. |

***Source**: Learning Without Limits Renewal Petition*

### *Charter School Enrollment Demographics Over Time*

**Figure 48**: Learning Without Limits Enrollment Demographics

| Student Group Type | Student Group | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|---|---|---|
| **Ethnicity** | **Hispanic/Latino** | 73% | 70% | 73% | 75% | 77% | 77% | 78% |
| | **Black/African American** | 16% | 18% | 15% | 14% | 11% | 10% | 11% |
| | **Asian** | 7% | 7% | 7% | 7% | 7% | 9% | 6% |
| | **White** | 1% | 1% | 1% | 1% | 1% | 1% | 1% |
| | **Two or More Races** | 1% | 1% | 1% | 2% | 1% | 1% | 1% |
| | **Other Race/Ethnicity** | 3% | 3% | 2% | 2% | 2% | 2% | 2% |
| | **Not Reported** | 0% | 0% | 1% | 0% | 1% | 1% | 0% |
| **Other Student Groups** | **Socioeconomically Disadvantaged** | 91% | 90% | 92% | 93% | 77% | 85% | 76% |
| | **English Learners** | 39% | 39% | 43% | 45% | 48% | 53% | 55% |
| | **Special Education** | 8% | 9% | 8% | 9% | 7% | 9% | 12% |

***Source**: ETHNICITY– CDE Downloadable Data Files (School Enrollment); SOCIOECONOMICALLY DISADVANTAGED/ENGLISH LEARNERS/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report)*

### *2024-25 Charter School Educator Demographics*

**Figure 49**: 2024-25 Educator Demographics

| Race / Ethnicity | 24-25 |
|---|---|
| **Hispanic/Latino** | 35% |
| **Black/African American** | 5% |
| **Asian** | 30% |
| **White** | 20% |
| **Other Race/Ethnicity** | 10% |

***Source**: Charter School Performance Report*

## *Charter School Complaints to OUSD*

The OUSD Office of Charter Schools logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations meet specific criteria[25] or identify a potential violation of local, state, or federal law, the Office of Charter Schools typically refers the complainant to school leadership, who is ultimately responsible for addressing the complaint in compliance with its adopted complaint policy. Therefore, complaints included in the table below may not necessarily have been substantiated. Instead, the table is a record of what has been reported to the Office of Charter Schools staff. Additionally, some complainants may not know that they can submit complaints to the Office of Charter Schools. Therefore, the absence (or a low number) of complaints does not necessarily mean that other complaints were not reported directly to the school or charter management organization.

During the current seven-year charter term, the Office of Charter Schools received 5 complaints regarding LWL and 7 complaints regarding the charter school's CMO.

**Figure 50**: Learning Without Limits Complaints to OUSD

| School Year | Complaints | Areas of Concern |
|---|---|---|
| **2017-18** | 0 | |
| **2018-19** | 1 | Support Services |
| **2019-20** | 0 | |
| **2020-21** | 2 | Student Health/Safety/Covid, Communication |
| **2021-22** | 1 | Staff Conduct/Student Health/Safety |
| **2022-23** | 0 | |
| **2023-24** | 1 | Student Health/Safety |
| **2024-25** | - | |

***Source**: OUSD Office of Charter Schools Complaint Records*

## *Charter School English Learners by Language*

**Figure 51**: Language Group Data

| Language | English Learners (EL) | Fluent English Proficient (FEP) Students | Percent of Total Enrollment that is EL and FEP |
|---|---|---|---|
| **Spanish; Castilian** | 169 | 18 | 52.82% |
| **Uncoded languages** | 12 | 0 | 3.39% |
| **Arabic** | 7 | 0 | 1.98% |
| **Mayan languages** | 2 | 0 | 0.56% |
| **Philippine languages** | 1 | 1 | 0.56% |
| **Vietnamese** | 1 | 0 | 0.28% |
| **Cantonese** | 1 | 0 | 0.28% |

***Source**: CDE Dataquest*

[25] Complaints where Office of Charter School staff will become involved include those alleging a severe or imminent threat to student health or safety, employee discrimination per Title 5 of the California Code of Regulations, or violations outlined in Education Code §47607(c).