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# Learning Works Charter School

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## 2014-15 School Accountability Report Card

*Published in the 2015-16 School Year*

### Letter from the Founder

Learning Works Charter School (LW) is an innovative secondary model that targets students who did not succeed in the traditional school setting. We are completing our seventh year and have been renewed by the Pasadena Unified School District for another three years. Our school provides a FRESH START to middle and high school students who have dropped out of school; are credit deficient; or struggling with discipline challenges at school or in the community. Our school takes students where they are, provides unconditional love and guides them, with no excuses, to graduate. We believe all students deserve and can earn a high school diploma.

Our staff is amazing and works tirelessly for our students. The two distinct features of our school are the Chasers® and our Principles. Every teacher has a Chaser, and therefore, every student has a Chaser. Chasers come from the same conditions of the youth we serve. They find dropouts and continue to engage and re-engage them in school. The Chaser is the bridge back to school and the promise of a fresh start. They work with the most disenfranchised youth in our area, motivating, tutoring, coaching and chasing them through school. They transport students to services such as Planned Parenthood, probation appointments, health services and whatever they need to achieve the goal of a high school diploma.

Our school practices a set of PRINCIPLES with staff and students. All adults and students are to practice and model our principles which include: FRESH START, FORGIVENESS & UNCONDITIONAL LOVE, SAFE HAVEN, REALITY & POTENTIAL, DESIRE TO GIVE BACK AND BE HEARD, HONESTY, JOY & FUN, and IRRATIONAL COMMITMENT TO STUDENTS. The personal assets we hope to achieve in our students include: improved decision-making, improved time management, improved race relations and improved positive participation in the community. Graduates demonstrate these skills by the time they receive a diploma.

Welcome to Learning Works! The curriculum is very academically rigorous because we know students can do it. We have many supports along the way. Your success and happiness is important to us.

### I. About This School—Dropouts into Graduates

The mission of the Learning Works Charter School (LW) is to provide a personalized, rigorous academic program and relevant life skills to traditionally underserved students in grades 7–12 who have withdrawn or are in danger of withdrawing from mainstream education without attaining a high school diploma. To clarify, the youth we serve would inaccurately be called “at-risk.” They are, in fact, “in crisis” or have already demonstrated a behavior or condition that exceeds “at-risk” such as becoming pregnant, dropping out of school or entering the juvenile delinquency system.

Our format provides the widest range of flexibility in terms of designing an instructional program that works for our target population. We are structured more like an early college program, where students attend the lectures, labs, tutoring and experiences that are required in the classes they need. LW is best described



as an alternative education setting with multiple-hour requirements for each class that focus on textbook, projects and experiences.

Our primary and most important school outcome goal is ensuring that every student attains a high school diploma, which entails accumulating required credits. LW student outcomes include student progress towards graduation, measuring the acquisition of academic and social/interpersonal skills necessary for success in the outside world, and preparation for life after high school.

Our target population is in-school and out-of-school dropouts, probation youth who are credit deficient, students who are expelled from school, and pregnant teens/teen mother students. Our school enrolls approximately 554 students who are 14–21 years old who have been re-engaged and are working toward a high school diploma. Within our school, we have multiple programs:

- In addition to our main campus, LW has multiple programs within the school including our Pregnant and Parenting Teen (PPT) program serving teen mothers and their children; a small middle school program for students who have been struggling or have been expelled from the regular schools; and a satellite site in Boyle Heights at Homeboy Industries serving youth returning from juvenile delinquency camps.
- Our wrap-around services to support and assist students in attaining their high school diploma not only includes the Chaser program but a wide array of counseling services including mental health, health clinic, Baby and Me classes, parenting, postsecondary preparation, job/career support, infant care management and more. All probation youth are assisted in tracking their probation conditions and LW staff attends court appointments. We also offer digital storytelling for students to script, create and produce a video related to their lives.
- LW started artWORKS in partnership with the Armory Center for the Arts as a teen art center designed to facilitate the development of artistic expression for Pasadena youth and our students. It offers workshops in a variety of arts; provides space for performances and exhibits; develops youth skill sets that are transferable to the workplace and school; and connects youth to a multitude of community arts resources.
- Hope Works is a drop-in center for homeless youth and young adults to take a shower, wash their clothes and get a meal, which is operated by Learning Works. It is open from 4–7 p.m. Monday–Thursday.
- GroWORKS is a school garden located on a vacant lot in donated space next to artWORKS, which is used to teach middle and high school students about caring for an inner-city garden. GroWORKS is integrated into the school's mission by teaching the benefits of nutrition, enhancing career opportunities and inspiring a connection to the environment.

### **Community & School Profile**

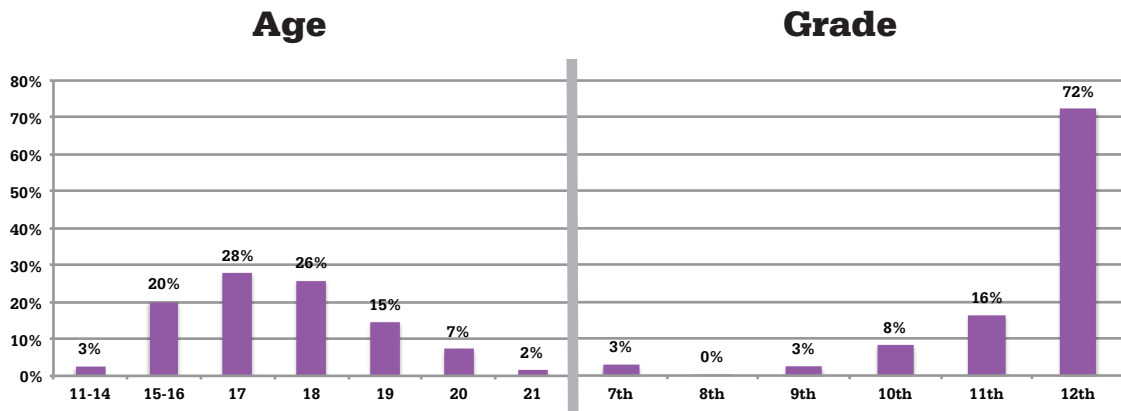
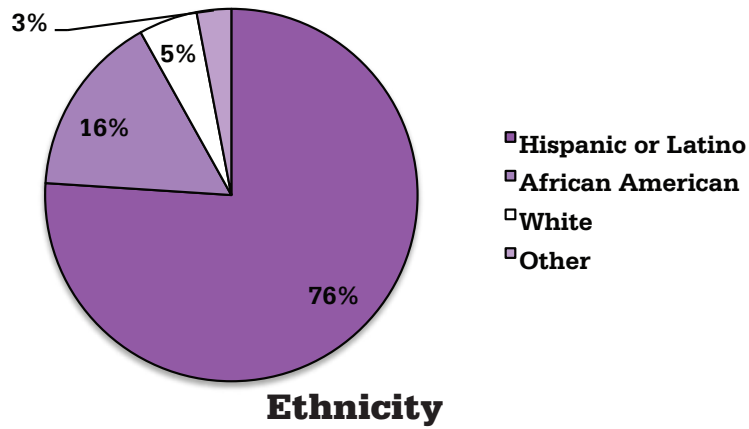
LW is located in the eastern part of the city of Pasadena but most students reside in Northwest Pasadena/Altadena, an area characterized by very high percentages of families in poverty and immigrant and minority youth. Nearly all of our students qualify for the National School Lunch Program (NSLP), the standard measure used to determine participation by low-income households. About one-in-three of our students are pregnant or parents, on probation and/or expelled. Our satellite campus began at the Homeboy Industries main site located adjacent to Chinatown, just north of downtown Los Angeles. In Fall 2011, Homeboy and Learning Works jointly decided to re-locate the school to Homeboy's original site at 1916 East 1st Street. This area is almost entirely Hispanic/Latino and low-income, with a long-term gang presence and high rates of youth on probation and teen pregnancy.

### **Student Characteristics**

Since the mission of the school is to give students second chance opportunities to succeed, a majority of the students are upperclassmen (eleventh and twelfth graders), which comprise 88% of the school. The middle school and early high school programs (i.e., grades 7–9) are smaller and typically serve students who have been troubled or expelled from their regular schools. A majority (76%) of LWCS students are Hispanic. African Americans make up 16% of the school's population. Nearly all the students come from low income or poverty backgrounds, with nearly all eligible for NSLP. English Learners and Special Education students comprise 13% and 11 % of students, respectively.



## Learning Works Charter School Student Characteristics, 2014-15



## II. Conditions of Learning

### Staffing

LW employs 14 certificated teachers. Of those, 100% are highly qualified and six have advanced degrees. No teachers are instructing outside of their credential areas. When classroom-based components are involved, a credentialed teacher in that subject area teaches the class.

Teacher experience ranges from one to 12 years with most having 4–5 years teaching experience. Nine of our teachers are CLAD certified. LW also employs two counselors and one marriage and family therapist to provide guidance and support to students.

At LW there are 44 total classified staff. Many of these are Chasers and tutors. Our Chasers are trained as mentors, coaches and gang interventionists. Chasers have come from similar conditions as the students (three are LW graduates), and have overcome major life challenges. The Chaser's job is to guide students through completing the courses on their Individual Learning Plan (ILP) toward graduation and improving the skills they need to navigate through life's challenges. Our tutors are highly qualified in all subject areas with an emphasis in supporting mathematics and science.



	2012-13	2013-14	2014-15
Director	1	1	1
Director of Student Support	1	1	1
Counselors	2	2	2
Teachers	15	14	14
Lead Teacher Special Education	1	1	1
Tutors/Instructional Support	6	8	7
Chasers	14	13	12
Science Specialists	3	3	3
Art Support Teachers	7	4	4
Registrar	1	1	1
Clerical Support/Operation	6	6	6
Partners	10	10	10
Volunteers	3	5	7
Social Work Interns	3	2	1
Vistas	0	2	1

### **Curricular and Textbook Materials**

LW students are required to complete 180 credits for graduation, thereby exceeding the state diploma requirements (175 credits). A–G course completion aligned to the state diploma is required. There are not two levels of academic classes—it is all college-bound coursework. At minimum, curriculum offerings and requirements include:

Required:

- 4 years of English/language arts,
- 2 years of math (including passing algebra)
- 2 years of science (including passing biology)
- 3 years of history/social studies
- 2 years of physical education
- 1 year of fine arts (visual arts & performing arts)
- 20 units of required electives: (5 environmental science; 5 financial literacy; 5 writing; 2.5 health; 2.5 computer technology)
- 20 units of electives: Semester classes include driver's ed, work experience, career exploration, CAHSEE prep, Spanish, multi-media art, and parenting (for PPT students).

Our elective options are designed to provide students with life skills and necessary knowledge for career transition. If the student has enrolled with 20 elective credits, he or she is only required to complete the 20 required electives and not required to complete elective credit at LW.

The curriculum and experiences at LW are designed around Rigor, Relationship and Relevance to ensure that the students connect school to life, now and later. One of our curriculum strengths is the fact that students participate in labs and fieldtrips related to social studies, arts and science, which are described in the next section.



Alternative Education in an Independent Study Format		
Rigor	Relationship*	Relevance
Standards-based Instruction	Individual Learning Plans	Senior Project
State-Adopted Textbooks	Small Groups	Projects for each course
A-G Curriculum Path	Teacher	Fieldtrips for each course
CAHSEE	Social Worker	Visual and Performing Arts
Science Labs	Chaser	Community Service
Options for Dual Enrollment	Tutor	Work Experience
Required Tutoring		Health

\*One of these relationships will emerge as their mentor/advocate

### Textbooks

Subject	Textbook	Publisher, Year
Algebra Readiness	California Algebra Readiness	Pearson Education, Inc., 2009
Algebra	Algebra	AGS Publishing, 2004
Geometry	Geometry	AGS Publishing, 2005
Algebra 2	Algebra 2	AGS Publishing, 2004
Pre-Calculus	Accelerate Education Online Course	Accelerate Education, 2012
English 9	Globe Fearon Literature, Purple	Globe Fearon Inc., 2001
English 10	Level	Globe Fearon Inc., 2001
English 11	Globe Fearon Literature, Green Level	Globe Fearon Inc., 2001
	Globe Fearon Literature, Silver Level	
World History	World History	Pearson Education, Inc., 2008
US History	United States Fourth Edition	Pearson Education, Inc., 2004
Gov/Economics	American Government/Economics	Pearson Education, Inc., 2001
Physics	Conceptual Physics	Pearson Education, Inc., 2009
Biology	Biology	AGS Publishing, 2004
Environmental Science	Environmental Science	Pearson Education, Inc., 2007
Chemistry	Chemistry	Pearson Education, Inc., 2007
Spanish 1	Realidades	Pearson Education, Inc., 2004
Spanish 2	Accelerate Education Online Course	Accelerate Education, 2012

### School Facilities

LW is housed in a 17,000 square foot facility owned by Public Works, a 501 (c) 3 not-for-profit corporation. Prior to opening the charter, Public Works upgraded the facility from commercial to educational zoning. Construction included upgrading the entire fire system and bringing the facility up to American Disabilities Act (ADA) compliance, including installing an elevator. Other facility features include a childcare room, classroom space for pregnant teen moms, and dedicated classroom space. The most recent renovations to the building include a welcoming reception area, registrar office, textbook storage, student store and a new science lab that is used for cooking and nutrition classes. These spaces include access to technology (two laptop carts and 38 Apple laptops, overhead screens, 3-D printer, LCD projectors, DVD players and white boards). These renovations were made possible through multiple donors and a grant from Weingart Foundation.

LW also utilizes rental space in Boyle Heights to serve our LW@Homeboy program, including a \$50,000 donation from The Ralph M. Parsons Foundation for upgrades including Smart Boards, computers and furniture. Lastly, LW uses space donated by Victoria Rusnak one block from LW for artWORKS and GroWORKS.

### III. Pupil Outcomes

In our initial charter petition, LW opted to participate in the Alternative School Accountability Measures (ASAM) program and was approved to meet ASAM growth targets. As described in the 1999 Public Schools Accountability Act (PSAA), Senate Bill 1x required that the State Board of Education (SBE) "develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools and





alternative schools, including continuation high schools and opportunity schools.” In July 2000, the SBE approved ASAM, the framework for the alternative accountability system, that emphasized three central concepts: (1) student and school performance measures based on multiple indicators that assess a school’s ability to serve high-risk students, (2) that schools should be able to choose the most appropriate indicators from a variety of possible indicators, and (3) comparison of the school’s performance with itself over time rather than that of other schools. Although in 2010-11 ASAM was suspended, LW continues to report these indicators to the state and view them as our core indicators. LW has done well on the ASAM indicators and in comparison to similar schools.

**ASAM Indicator 1: Persistence Rate.** The percentage of long term students (i.e., students enrolled for 90 days or more consecutively) completing three or more modules per learning period was 79% of students in 2014–15.

**ASAM Indicator 2: Credit Accumulation.** In 2014–15, the median credit completion rate among long-term LW students (i.e., students enrolled for 90 days or more consecutively) was 27 credits earned.

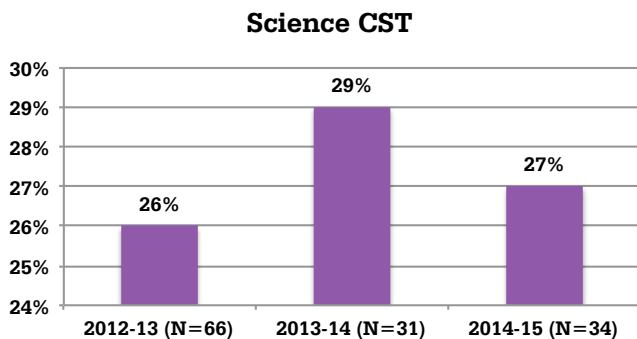
**ASAM Indicator 3: High School Graduation Rate.** The graduation rate of credit-eligible, long-term students was 99% in 2014-15.

### **California Assessment of Students Performance and Progress (CAASPP)**

Learning Works has implemented a program to administer all required state testing under the new CAASPP system. However, in 2014-15, only a small number of students took both components of each of the mathematics and English language arts tests to generate scores for our school and for reporting in this SARC. Our student population is particularly challenged by the process involved in standardized testing and are usually reluctant to take tests with no individual incentive for completion. However, our school has established many strategies to maximize participation and have a plan in place for 2015–16, which we hope will result in full participation of our school in CAASPP.

### **California Standards Tests (CSTs)**

Student CST scores have improved since the school’s inception. As procedures have evolved over time, more students began to sit for the tests, take them seriously and be more prepared. Please see the three-year Science CST results for our school below, which reflects the percent scoring Basic, Proficient and Advanced.



### **Career Technical Education**

Learning Works currently offers few CTE courses. However, experiential learning is emphasized through extensive field trips, a new career and college center staffed by two counselors, hands-on science labs offered on a weekly basis and through experiences such as artWORKS and GroWORKS.

**Experiences:** LW provides elective options designed to provide students with life skills and necessary knowledge for career transition including field trips in the arts and science including: the California Science Center, Griffith Observatory, Natural History Museum, Long Beach Aquarium, Los Angeles Zoo, Cal Tech, The Los Angeles County Arboretum, Ronald Reagan Library, Pasadena Museum of History, Richard Nixon Library, Autry National Center, Plaza Olvera, The Getty Museum, Getty Villa, Pantages Theatre, Pasadena Playhouse, A Noise Within, Huntington Library, La Mirada Playhouse and Norton Simon Museum. We also offer an art program through our space artWORKS,



which offers students opportunities to make art in a variety of media including silk screening, graphic design, print design, photography, studio recording, video editing and other visual and performing arts. Through other partnerships in the community, we offer students monthly hiking trips and a week-long Intro To Acting Camp.

**Student Activities:** LW has a student council that plans student events including movie nights and barbecues. Juniors and Seniors participate in a prom, with Seniors participating in Grad Night and a graduation ceremony. There are two annual parties for the Pregnant/Parenting Teen program's students with their children. We have regular activities like a blood drive, Fall & Spring BBQ, Halloween costume contests for staff and students, etc.

**Incentives:** If students complete five modules in a learning period, they earn a bus pass. Each teacher also awards a \$25 gift card to their Highest Achieving and Most Improved student each learning period. LW also has the Star system. When a student is "caught" doing something good, they are given a star to redeem at the student store.

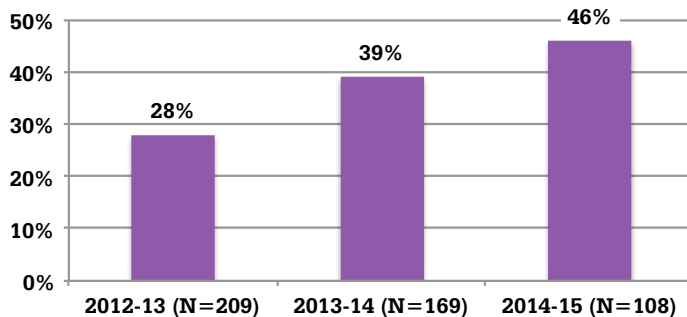
### **Courses for University of California and/or California State University Admission**

All of our students are enrolled in A-G coursework. We are a Physics for all school. However, most of our students do not attempt to complete Algebra 2 or Spanish 2. Because the students are so credit deficient, our students' goal is to graduate and transition to a two-year college or certificate program. Only a few students per year are eligible for Cal State/UC by the time of graduation. However, it is often last minute and without a plan. Regardless, LW wants students to take Algebra 2 because it will assist students with community college placement exams.

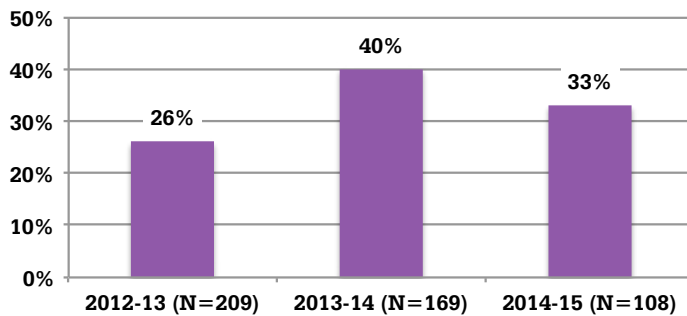
### **California High School Exit Exam (CAHSEE)**

In the past three years, CAHSEE passing rates in both English/Language Arts (ELA) and Mathematics have shown improvement thanks to dedication, individualized tutoring and support of staff. In 2014-15, ELA and Mathematics passing rates were 46% and 33% respectively.

#### **English Language Arts CAHSEE**



#### **Mathematics CAHSEE**



### **California Physical Fitness Test Results (School Year 2014-15)**

The California Physical Fitness Test is administered to 9th grade students. In 2014-15, we enrolled under ten 9th graders, which is too few for reporting aggregate school scores in the SARC.



### Student Follow-up Study

Over the six LW graduating classes between 2009 and 2014, 579 students have been awarded a high school diploma. Each year, Learning Works Charter School (LWCS) graduates are administered an alumni survey. This survey collects information about their time spent at Learning Works and what they are doing post graduation. All 579 graduates from 2009–14 were contacted in December 2014 to participate in the survey, of whom 578 participated (a 99% response rate). Results from this study are promising, indicating:

- Very low levels of incarceration (3% combined across graduate classes) even though about a third of students are on probation at some point when enrolled in LW and one in ten reported being on probation the year he or she graduated.
- Three in ten reported that they were currently enrolled in school or a postsecondary program (32%).
- Nearly two-thirds reported that they are currently working (62%), with about three-quarters of those (72%) working full time.

When you look at our first graduating class (2009), the graduate follow-up shows us both the initial benefits of a high school diploma and the areas where transitional supports can keep our students on a positive trajectory. The LW class of 2009 indicates:

- 75% are working, with nearly nine in ten of those employed full time.
- 27% are enrolled in school, with about a third of those enrolled full time.
- Only 11% reported receiving government assistance, although about two-thirds have either one or two children.

### Local Assessments

The following is a chart that outlines how each LW student outcome is assessed by multiple measures at the school site, in addition to statewide measures, which is necessary for us to truly monitor and help students along the path to a diploma.

Indicators	Measurement/ Assessment	Curriculum/Instructional Strategy
<p><i>At Intake: Academic Assessment</i></p> <p>Level of student performance: below, at or above grade level</p> <p>Level of credit deficiency based on conditions, performance or student population (special education or EL)</p>	<p>Prior performance on statewide tests including CAASPP, CELDT, CAHSEE</p> <p>Prior performance in coursework</p> <p>CAHSEE Diagnostic</p>	<ul style="list-style-type: none"> <li>• Individualized Learning Plan (ILP)</li> <li>• Assignment of first academic course</li> <li>• Placement in tutoring and small group instruction</li> <li>• Pedagogical assessment</li> </ul>
<p><i>At Intake: Social Assessment</i></p> <p>Assessment of level of barriers to education attainment based on conditions</p> <p>Assessment of personality and learning style strengths</p>	<p>40 Developmental ASSETs</p> <p>Student Surveys</p> <p>Complete National School Lunch Program (NSLP) paperwork</p>	<ul style="list-style-type: none"> <li>• Assignment of Teacher/Chaser</li> <li>• MHT provides student supports</li> <li>• Assigned to a course based on interest</li> </ul>





Indicators	Measurement/ Assessment	Curriculum/Instructional Strategy
<p><i>Ongoing Academic Assessment</i></p> <p>Assessment of the attainment of academic content in each course</p>	<p>End of unit/course projects</p> <p>Credit accumulation/attainment</p> <p>Grades</p> <p>Senior Project</p>	<ul style="list-style-type: none"> <li>• Teacher-student work</li> <li>• Tutoring &amp; small-group instruction</li> <li>• ILP monitoring</li> <li>• Cooperative group work and projects</li> <li>• Engagement in experiences of school &amp; community</li> </ul>
<p><i>Ongoing Academic Assessment</i></p> <p>Proficiency in core academics</p>	<p>Statewide tests including CAASPP, CELDT, CAHSEE</p> <p>End-of-course projects</p> <p>Grades</p>	<ul style="list-style-type: none"> <li>• Teacher-student work</li> <li>• Tutoring &amp; small-group instruction</li> <li>• Course completion</li> </ul>
<p><i>At Exit</i></p> <p>Assessment and plan for future</p>	<p>Senior Project</p> <p>Graduation</p> <p>Enrollment in postsecondary</p> <p>Job placement</p> <p>Exit profile</p> <p>Alumni/Graduate Follow-up Survey</p>	<ul style="list-style-type: none"> <li>• Engagement &amp; caring adult in their life</li> <li>• Enrollment in postsecondary through English 12A Module 5</li> <li>• Career Center</li> <li>• Dual enrollment</li> <li>• Follow-up Study</li> </ul>

## IV. Engagement

### Attendance, Class Size & Instructional Days

School average daily attendance (ADA) is based on the completion of schoolwork during 10 learning periods and 180 instructional days in our school year. Students are required to complete five modules per month to stay on track for graduation. A module is equivalent to one credit. There are no required instructional minutes per se, but instead modules require class-based and community-based experiences for each class. Our teacher-student ratio never exceeds 25:1.

	2012-13	2013-14	2014-15
Enrollment	336	332	554
ADA	325	313	290

To track student progress toward graduation, LW monitors the monthly completion of learning modules. The school's design allows ambitious students to complete as many as 80 or 90 credits in a school year if they so choose. Certain students motivated to graduate by a certain date (such as the birth of their child, 18<sup>th</sup> birthday, etc.) have achieved a large number of credits within a given year. Conversely, students are usually placed on academic probation for two or more months before being dropped for not producing credits.



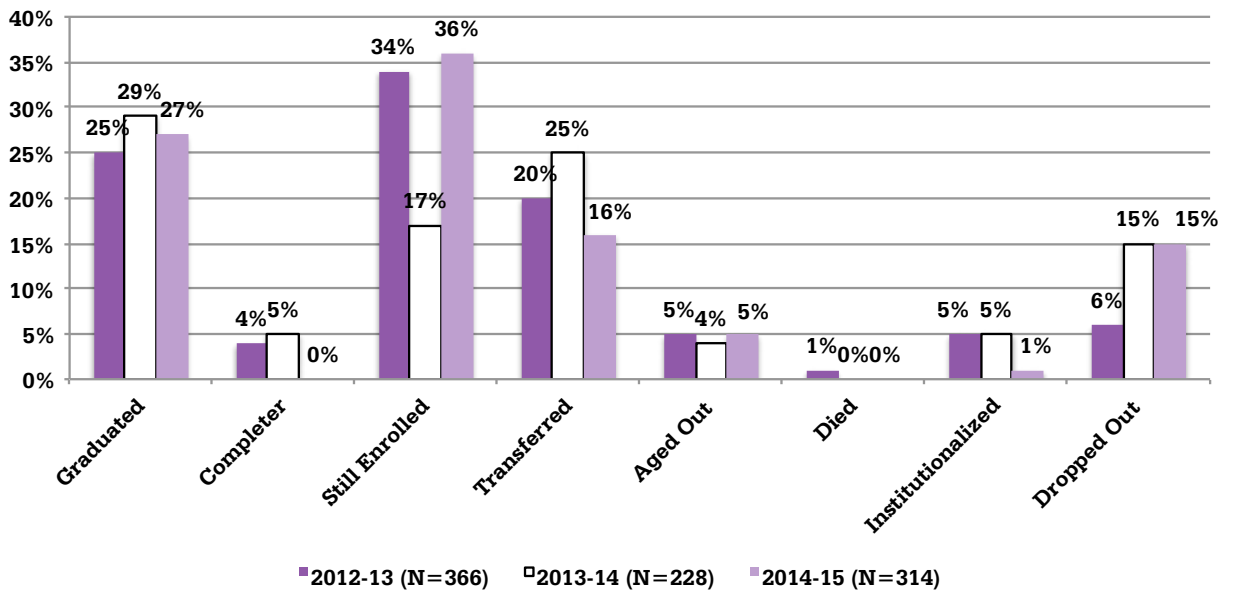
Academic Calendar 2014-15		
Trimester 1	Trimester 2	Trimester 3
September 2–December 17	January 5–March 27	March 30–June 16
4 classes: 20 credits	4 classes: 20 credits	4 classes: 20 credits
5 classes: 25 credits	5 classes: 25 credits	5 classes: 25 credits

### Community and Parent Involvement

Parents are encouraged to participate in the life of the school and their student’s education. Given the extensive needs and supports our students require, LW has a number of partnerships with community organizations to provide education, services and more, including Homeboy Industries, Armory Center for the Arts, the Flintridge Center, Mothers’ Club, Planned Parenthood, Pasadena Public Health Department and Pasadena Mental Health. Parents and community organizations are encouraged to participate in quarterly School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings.

### Graduation and Dropout Rates

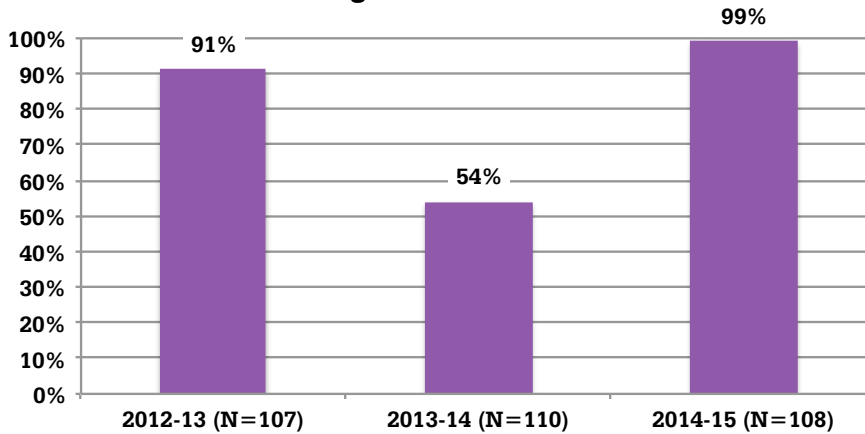
Student pathways at LW can be complex. Ideally, all students would graduate from LW or transfer back to a traditional school after recovering missing credits. In the past three years, the typical pattern has been that the majority of students either choose to re-enroll or graduate from LW. Smaller percentages either drop out or choose to enroll in another school. A few students each year finish high school as completers (meeting credit requirements but not able to pass the CAHSEE) or are institutionalized. Both of these options are coded as dropouts by California. However, this is not a completely accurate representation of the situation. The following chart indicates the status of students enrolled at LW for the October 2014 norm day in June 2015.



The Graduation rate for credit eligible students is an important indicator of the work we do with students. The fundamental mission of LW has always been to get all students their high school diploma. In this, LW has seen improvements and success. The percentage of credit eligible students who graduate every year for the past three years is provided in the chart below, along with the number of students who are not credit eligible at the beginning of the year, but recover enough credits to graduate on time.



### Credit-eligible Graduation Rate



#### Discipline & Climate for Learning

Learning Works prides itself on a FRESH START and multiple chances. Our school is a SAFE HAVEN with very few discipline challenges despite our high-risk population. In 2014-15, Learning Works had 16 referrals for discipline and five incidents in which a suspension/s was concluded. There have only been three expulsions in the seven years of operation. Parents and students are made aware of our discipline policies at the beginning of the school year through our student orientation and student handbook. Our counselor is assigned to discipline with a philosophy of de-escalation, conflict resolution, personal accountability, forgiveness and fresh start. LW's Mental Health Team (MHT) meets every Tuesday to meet the requirements of students in need of support, including disciplinary concerns. A system of referral, suspension and resolution is managed through one school counselor, but tracked through the MHT. Our staff has also been trained in Response to Intervention (RTI) to assist us in creating incentives for good behavior. The School Safety Plan is updated annually and reviewed with staff at the beginning of each school year.

#### V. Other SARC Information

##### Adequate Yearly Progress (AYP) (2014-15) and Federal Intervention Program (2015-16)

In 2011-12, our school entered Program Improvement (PI) due to failure to meet federal targets under AYP of the re-authorization of the Elementary and Secondary Education Act (ESEA) under the No Child Left Behind (NCLB) Act of 2002. LW continues to be in PI based on the 2015 AYP released in January, 2016. LW is currently not contracting with outside providers or external evaluators. ESEA was recently re-authorized as the Every Student Succeeds Act signed into law on December 10, 2015 by President Barack Obama, with new accountability provisions for state and local school boards to be determined.

##### School Fiscal Resources

- a. Expenditures per pupil: \$8,655 per pupil
  
- b. Total Revenue 2011-12 to 2014-15 (not including grants)
  - 2011-12: \$2,333,749
  - 2012-13: \$2,337,745
  - 2013-14: \$2,662,508
  - 2014-15: \$2,524,454
  
- c. Monies from other funding sources e.g. Title I, grants, foundations
  - Title I from 2011-12 to 2014-15:
    - Title I, 2011-12 (Basic): \$90,194
    - Title I, 2012-13 (Basic): \$90,090
    - Title I, 2013-14 (Basic) \$88,490
    - Title I, 2014-15 (Basic) \$89,363



Common Core 2013–14: \$76,768

Prop 39 California Clean Energy Jobs Act 2013–14: \$56,020

Grants/Foundations August 2008–June 2015:

- Pasadena Independent Schools Foundation Grant (2008): \$10,000
- Pasadena Community Foundation (2009 Regular Grant): \$10,000
- Pasadena Community Foundation (2010 Regular Grant): \$10,000
- Pasadena Community Foundation (2009 Hunger Grant): \$1,933
- Webster Foundation: (2012) \$50,000 (Middle School/Fieldtrips)
- Parsons Foundation: (2012) \$50,000 (Homeboy Facility)
- Pasadena Community Foundation (2012): \$22,000 (Chaser Mobile)
- The Rowe & Gayle Giesen Trust (2013): \$2,500 (artWORKS)
- The Fullen Smith Foundation (2013): \$11,333 (Chaser Training)
- The Webster Foundation (2013): \$50,000 (Laptop cart/Field trips/Science Center/artWORKS)
- Pasadena Child Health Foundation (2013): \$44,190 (PPT Program)
- Squid Squash (2013): \$14,400 (Student Needs)
- Weingart Foundation (2013): \$64,294 (Facilities Improvements)
- The Fullen Smith Foundation (2014): \$10,000 (Chaser Digital Storytelling Project)
- Drug Policy Alliance (2014): \$15,000 (Staff training for drug intervention)
- Webster Foundation (2014): \$50,000 (Year-end tutoring for graduation/Fieldtrips/Science laboratory experiences/artWORKS)
- Pasadena Child Health Foundation (2014): \$45,000 (PPT Program)
- Target Corporation (2014): \$3,000 (PPT Reading Corner Program)
- The Fullen Smith Foundation (2015): \$10,000 (Field Trip Institute)
- Pasadena Community Foundation (2015 Capital Grant): \$25,000
- Webster Foundation (2015): \$50,000 (Year-end tutoring for graduation/Fieldtrips/Science laboratory experiences/artWORKS)
- The Rowe & Gayle Giesen Trust (2015): \$5,000 (artWORKS)
- Pasadena Child Health Foundation (2015): \$40,000 (PPT Program)

### **Professional Development**

Staff professional development is ongoing through the school year. Every Monday morning, LW is closed to students and a meeting or training takes place. Staff meetings generally focus on: curriculum, weekly schedule including fieldtrips, student concerns, test administration, student activities, jobs/career announcement for students, special education and a mental health/partner update. Professional development topics have included training on: Response to Intervention; SDAIE and Academic Language; curriculum and rubrics; drug education and public health information; curricular training in the academic subject areas; strategies for scaffolding academic support and literacy; targeted mental health and special education topics; and many others.