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# Learning Works Charter School

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## 2015-16 School Accountability Report Card

*Published in the 2016-17 School Year*

### Letter from the Founder

Learning Works Charter School is an innovative secondary model that targets students who did not succeed in the traditional school setting. We are completing our ninth year and we are WASC accredited. Our school provides a FRESH START to middle and high school students who have dropped out of school, are credit deficient, have had a baby or are struggling with discipline challenges at school or in the community. Our school takes students where they are, provides unconditional love and tolerates no excuses in order to get them to graduation. 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 probation appointments or 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, time management, race relations and positive participation in the community. Graduates demonstrate these skills by the time they receive a diploma.

Welcome to Learning Works! We would be happy to have you join us in our mission. The curriculum is very academically rigorous because we know students can do it. We have many supports along the way. We want to know you and help you or your child. Your success and happiness is important to us.

### 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 students are trying to get back on track. And they can!



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 focuses on textbook, projects and experiences.

Our primary and most important school outcome goal is ensuring that every LW student attains a high school diploma. 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 500 students annually 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 and activities:

- 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 their 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 a high school diploma not only include the Chaser program, but a wide array of counseling services including mental health, health clinic, Baby and Me, 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, tell, 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.

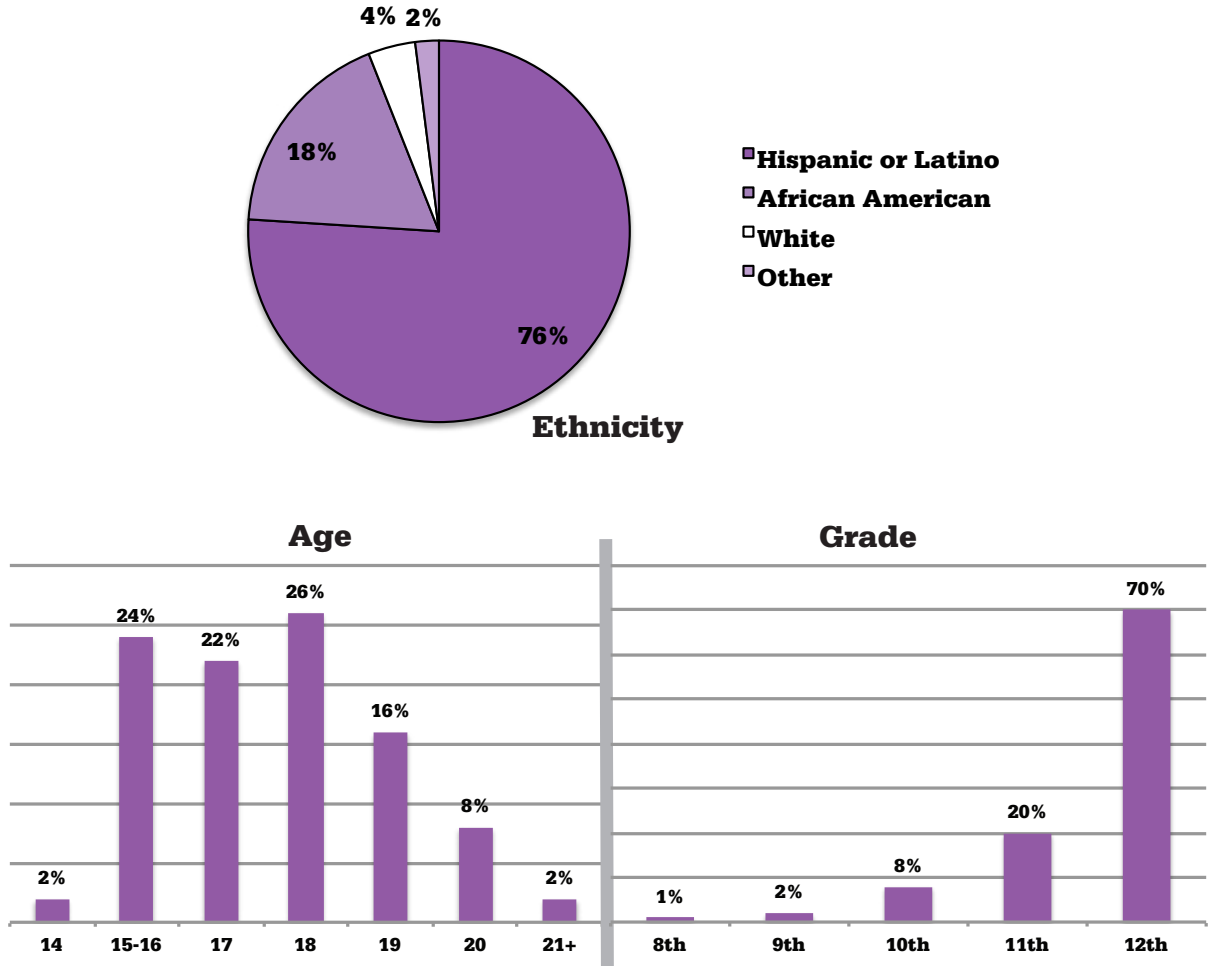
### **Student Characteristics**

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 compose



approximately 90% of the school. The middle school and early high school programs (i.e., grades 7-9) are smaller and typically serve students who have faced discipline or expulsion from their regular schools. A majority (76%) of LW students are Hispanic. African Americans make up 18% of the school's population. Nearly all the students come from low income or poverty backgrounds (93%), with almost all eligible for NSLP. English Learners and Special Education students comprise 13% and 22% of students, respectively.

## Learning Works Charter School Student Characteristics, 2015-16



### A. Conditions of Learning

#### Staffing

LW employs 12 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 1 to 12 years with most having 4-5 years teaching experience. Ten of our teachers are CLAD certified. LW also employs two counselors and one social worker to provide guidance and support to students.

At LW there are 46 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 of 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.



## Staffing

	2013-14	2014-15	2015-16
Director	1	1	1
Director of Student Support	1	0	0
Counselors	2	2	2
Teachers	14	14	12
Lead Teacher Special Education	1	1	1
Tutors/Instructional Support	8	7	6
Chasers	13	12	12
Science Specialists	3	3	3
Art Support Teachers	4	4	4
Registrar	1	1	1
Clerical Support/Operation	6	6	6
Partners	10	10	10
Volunteers	5	7	8
Social Work Interns	2	1	1

## Curricular and Textbook Materials

LW students are required to complete 180 credits for graduation, thereby exceeding the state diploma (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: (Computer Technology, 2.5; Environmental Science, 5; Financial Literacy, 5; Health, 2.5; Writing, 5)
- 20 units of Electives: Semester classes include Driver's Ed, Work Experience, Career Exploration, 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 State-Adopted Textbooks A-G Curriculum Path Science Labs Required Tutoring	Individual Learning Plans Small groups Teacher Social Worker Chaser Tutor	Senior Project Projects for each course Fieldtrips for each course Visual and performing arts Community Service Work Experience Health

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

### Textbooks

Subject	Textbook	Publisher, Year
8 <sup>th</sup> Grade Math High School Math	Big Ideas Math Course 3 (Math 8) Integrated Math I, II and III Algebra 1, Geometry and Algebra 2 Accelerate Education Online Course	Houghton Mifflin Harcourt 2017, 2014 2016 2015 Accelerate Education, 2012
English 9 English 10 English 11	Globe Fearon Literature, Purple Level Globe Fearon Literature, Green Level Globe Fearon Literature, Silver Level	Globe Fearon Inc., 2001 Globe Fearon Inc., 2001 Globe Fearon Inc., 2001
World History US History Gov/Economics	World History United States Fourth Edition American Government/Economics	Pearson Education, Inc., 2008 Pearson Education, Inc., 2004 Pearson Education, Inc., 2001
Physics Biology Environmental Science Chemistry	Conceptual Physics Biology Environmental Science Chemistry	Pearson Education, Inc., 2009 AGS Publishing, 2004 Pearson Education, Inc., 2007 Pearson Education, Inc., 2007
Spanish I Spanish II	Realidades Accelerate Education Online Course	Pearson Education, Inc., 2004 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 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, dedicated classroom space, welcoming reception area, registrar office, textbook storage, student store and a science lab that is used for cooking and nutrition classes. These spaces include access to technology (Apple computers, overhead screen, 3-D printer, LCD projector, DVD player and white boards). These renovations were made possible through multiple donors and grants from the Pasadena Community Foundation and the Weingart Foundation. The most recent renovations to the building in July 2015 includes 6 HVAC units, a Kool Roof and upgraded lighting through a Prop 39 grant.

LW also utilizes rental space in Boyle Heights to serve our LW @ Homeboy program including a \$50,000 donation from Parsons Foundation for upgrades including Smart Boards, computers and furniture. Lastly, LW uses donated space from Victoria Rusnak one block from LW for artWORKS, our robust art program including silk screening, recording studio and digital storytelling facilities, and for our school garden, GroWORKS.



## B. 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 ASAM was suspended in 2010-11, 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 62% of students in 2015-16.

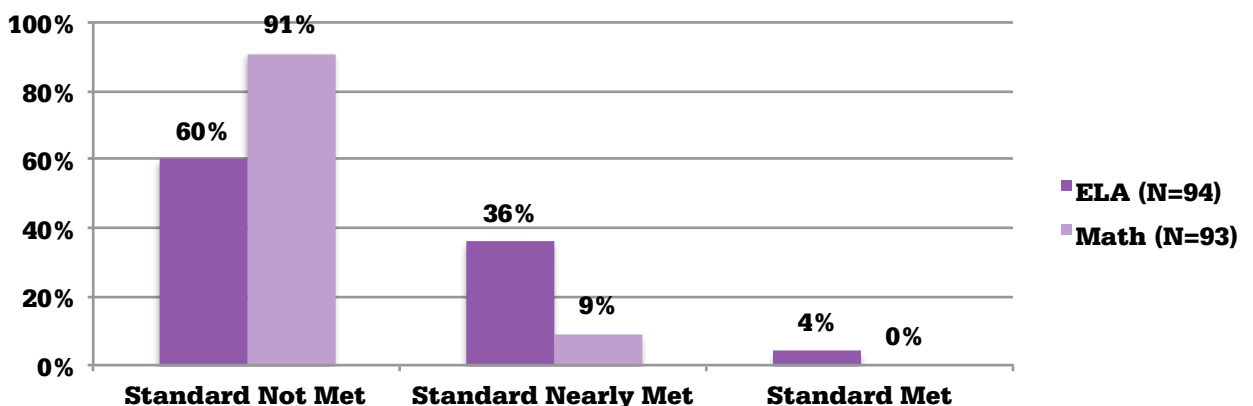
**ASAM Indicator 2: Credit Accumulation.** In 2015-16, the median credit completion rate among long-term LW students (i.e., students enrolled for 90 days or more consecutively) was 27 credits earned.

**ASAM Indicator 3: High School Graduation Rate.** The graduation rate of credit-eligible, long-term students was 34% in 2015-16.

### 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. In 2014-15, too few students took both components of each of the mathematics and English language arts tests to generate scores for our school in 2014-15. 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 established many strategies to maximize participation and the plan that was put in place for 2015-16 resulted in scores for 94 students on the English language arts (ELA) SBAC and 93 students on the mathematics SBAC, a substantial improvement in participation compared to the first year of testing under this new system. The level of content on both of these tests posed significant challenges for our students, however, particularly in math. Just over a third of students (36%) “nearly met” the standard for ELA and 4% met the standard. For math, only 9% of students “nearly met” the standards, while 91% of students did not meet the standard. No students exceeded the standard.

### SBAC, ELA and Mathematics (2015-16)

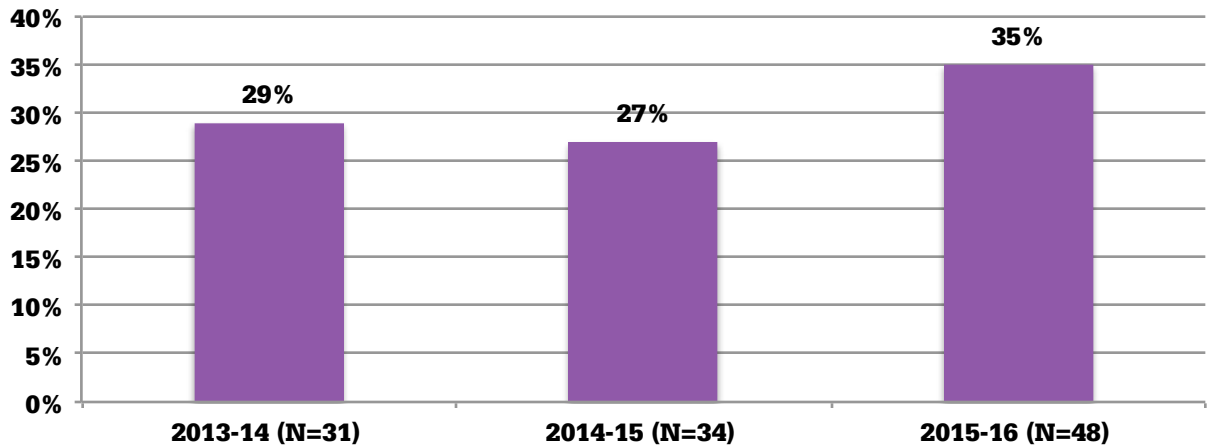




### California Standards Tests (CSTs)

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.

### CST Science



### Career Technical Education

Learning Works has recently been awarded a grant to develop CTE courses and articulation agreements with local postsecondary institutions in two pathways: Arts & Communication and Environmental Sciences. 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 sciences: 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. Students have opportunities for artistic expression in our space artWORKS, where students make art in a variety of media including screen printing, graphic design, print design, photography, studio recording, video editing, spoken word/poetry and other visual and performing arts. Through other partnerships in the community, we offer students monthly hiking trips and a week-long Theatre 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 Teen/Teen Parent program with their children. We have regular activities like a blood drive, Fall & Spring BBQ, Halloween costume contests for staff and students, and others suggested by students and staff.

**Incentives:** If students complete five modules in a learning period, they earn a bus pass. Each teacher also awards a \$25 gift card to the 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 II or Spanish 2. Because the students are so credit deficient, our students focus on the goal to graduate and transition to a two-year college or other postsecondary option. Only a handful of 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

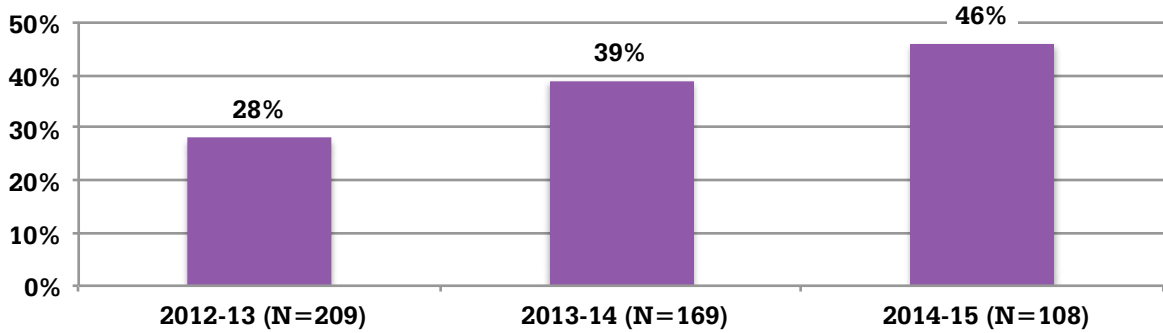


students to take Algebra 2 because it will assist students with community college placement exams. The school is WASC accredited. We are working to submit all course outlines for UC approval.

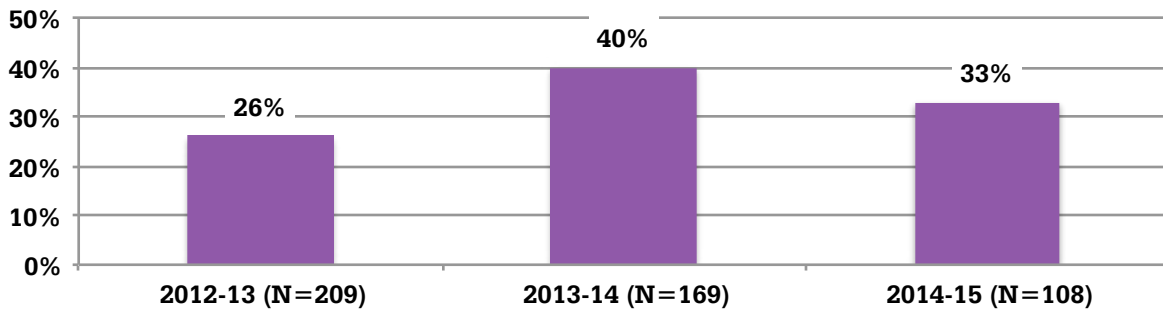
### California High School Exit Exam (CAHSEE)

Although the CAHSEE is no longer being administered, our CAHSEE passing rates in both English/Language Arts (ELA) and Mathematics showed improvement thanks to dedication, individualized tutoring and the 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 2015-16)

The California Physical Fitness Test is administered to 9th grade students. In 2015-16, we enrolled under ten 9th graders, which is not enough to comply with California minimum requirements for reporting aggregate school scores.

### Student Follow-up Study

Over the eight LW graduating classes in 2009 through 2016, 734 students have been awarded a high school diploma. Each year, LW 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 graduates are contacted each year in December to participate in a survey. We strive to reach all graduates on an annual basis to learn about various aspects of their lives including postsecondary education and training, employment, family life and other living conditions. In December 2015, 99% of graduates from the classes of 2009 to 2015 completed a survey. Results from this annual study provide information to us about student outcomes over time and ways in which to improve our programming and support transitions after high school.

Each year, we focus on different aspects of the graduate follow up study. This year, we examined data from the class of 2010 compared to the most recent graduates in 2015. Just over two-thirds of 2010 graduates are working (49% full-time and 18% part-time) compared to 55% of the class of 2015





(30% part-time and 25% part-time). For the class of 2015, most of the jobs were in retail/food service compared to 2010 graduates whose jobs were more concentrated in construction or health care with slight increases in average wages earned over time. Fewer than one in ten graduates reported that they are on government assistance (13% of 2010 graduates and 9% of 2015 graduates). While very few students are enrolled in four-year colleges in either class, 35% of 2015 graduates reported attending a two-year college or vocational school. Five years after graduation, 11% of graduates from the class of 2010 had received an associates degree.

### Local Assessments

The following is a chart that outlines how each of LW student outcomes are 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
At Intake: Academic Assessment <ul style="list-style-type: none"> <li>Level of student performance: below, at or above grade level</li> <li>Level of credit deficiency based on conditions, performance, or student population (special education or EL)</li> </ul>	<ul style="list-style-type: none"> <li>Prior performance on statewide tests</li> <li>Prior performance in coursework</li> <li>CAHSEE Diagnostic*</li> <li>Writing assessment</li> </ul> <p><i>* replaced by the MDTP Math Assessment in 2016-17</i></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>
At Intake: Social Assessment <ul style="list-style-type: none"> <li>Assessment of level of barriers to education attainment based on conditions</li> <li>Assessment of personality and learning style strengths</li> </ul>	<ul style="list-style-type: none"> <li>40 Developmental ASSETs</li> <li>Student Survey</li> <li>Complete National School Lunch Program (NSLP) paperwork</li> </ul>	<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>
Ongoing Academic Assessment <ul style="list-style-type: none"> <li>Assessment of the attainment of academic content in each course</li> </ul>	<ul style="list-style-type: none"> <li>End of unit/course projects</li> <li>Credit accumulation/attainment</li> <li>Grades</li> <li>Senior Project</li> </ul>	<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>
Ongoing Academic Assessment <ul style="list-style-type: none"> <li>Proficiency in core academics</li> </ul>	<ul style="list-style-type: none"> <li>Statewide tests</li> <li>End-of-course projects</li> <li>Credits/Grades</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student work</li> <li>Tutoring &amp; Small-group instruction</li> <li>Course completion</li> </ul>
At Exit <ul style="list-style-type: none"> <li>Assessment and plan for future</li> </ul>	<ul style="list-style-type: none"> <li>Senior Project</li> <li>Graduation</li> <li>Enrollment in postsecondary</li> <li>Job Placement</li> <li>Exit Survey</li> <li>Alumni/Graduate Follow-up Survey</li> </ul>	<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>Follow-up Study</li> </ul>



## C. 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 require class-based and community-based experiences for each class. Our teacher: student ratio never exceeds 25:1.

	2013-14	2014-15	2015-16
Enrollment	632	554	534
ADA	313	290	240

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, 18th 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 2015-16		
Trimester 1	Trimester 2	Trimester 3
September 6-December 16	January 4- March 23	March 28- June 15
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

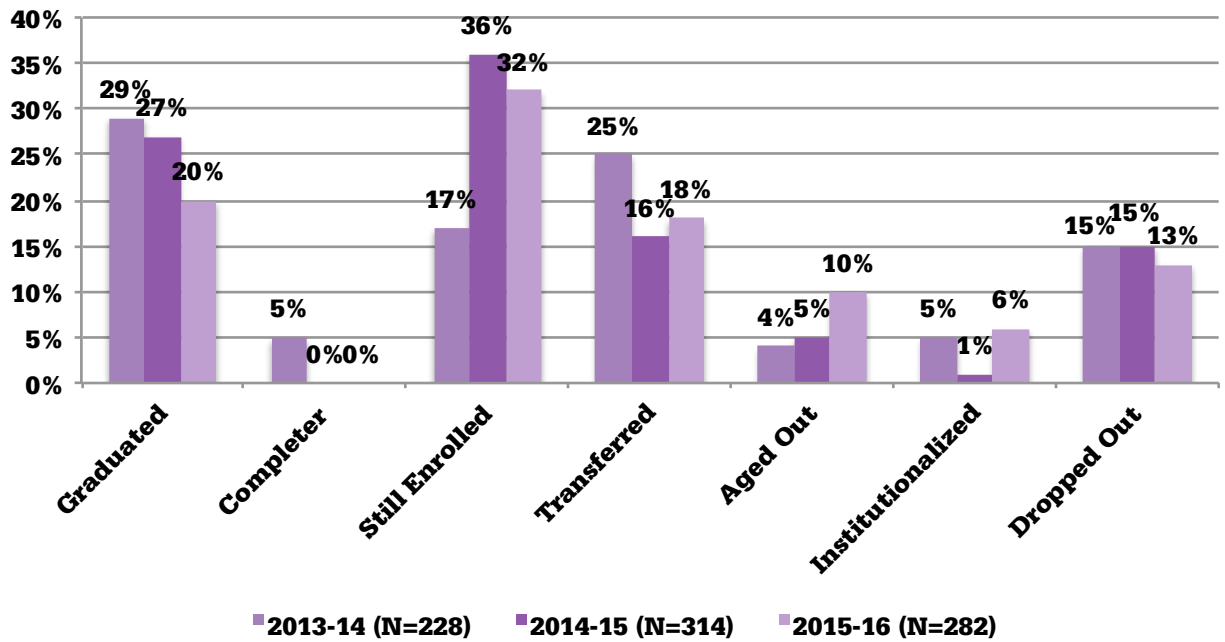
Parents are encouraged to participate in the life of the school and their student's education. Given the high needs and supports our students demand, LW has a number of partnerships with community organizations to provide education, services, and more including, Homeboy Industries, Armory Center for the Arts, the Flintridge Center, Mother's 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 drop out, age out of the system or choose to enroll in another school. When CAHSEE was a requirement for graduation, we had a few students each year who were considered "completers" with enough credits to graduate but unable to earn a diploma because they hadn't passed the CAHSEE. Some students are institutionalized. Both of these options are coded as dropouts by California. For additional details about our students, the following chart indicates the status of students enrolled at LW for the October 2015 norm day in June 2016.



## End-of-year Status of Norm Day Enrollment



The graduation rate for credit eligible students is one other 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. While LW has seen improvements and success, each year this rate fluctuates depending on the particular student population that enrolls in the fall as “credit eligible” for graduation. For example, in 2013-14, 54% of the 110 students in this category graduated. In 2015-16, this rate improved to 99% out of 108 students. In 2015-16, 34% of 67 students who were credit eligible graduated.

### 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 2015-16, Learning Works had 9 referrals for discipline and 6 incidents in which a suspension/s was concluded. There have only been three expulsions in the nine 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 Discipline Coordinator 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 needs 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.

## D. Other SARC Information

### School Fiscal Resources

- a. Expenditures per pupil: \$11,798 per pupil
- b. Total Revenue 2011-12 to 2015-16 (not including grants)
  - 2011-12: \$2,333,749
  - 2012-13: \$2,337,745
  - 2013-14: \$2,662,508
  - 2014-15: \$2,524,454
  - 2015-16: \$2,672,352



c. Monies from other funding sources e.g. Title I, grants, foundations  
Title I from 2011-12 to 2015-16:

- 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
- Title I, 2015-16 (Basic): \$87,376

Common Core 2013-14: \$76,768

Prop 39 California Clean Energy Jobs Act 2013-14: \$112,040

Educator Effectiveness Grant 2015-16: \$20,678

Grants/Foundations August 2008 – June 2016:

- 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/Field trips/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/Field trips/Science laboratory experiences/artWORKS)
- The Rowe & Gayle Giesen Trust (2015): \$5,000 (artWORKS)
- Pasadena Child Health Foundation (2015): \$40,000 (PPT Program)
- Pasadena Community Foundation (2015 Yes, Virginia): \$1,000 (PPT Program)
- The Fullen Smith Foundation (2016): \$10,000 (College & Career Club)
- Lowe's (2016 Toolbox for Education grant): \$4,500 (GroWorks)
- The Rowe & Gayle Giesen Trust (2016): \$5,000 (artWORKS)
- Rotary Foundation of Pasadena (2016): \$3,000 (College & Career Club)
- Metropolitan Associates (2016): \$5,000 (Performing Arts Field Trips)
- National Endowment for the Arts (2016): \$20,000 (artWORKS)

### **Professional Development**

Staff professional development is ongoing throughout 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: trauma informed approach; new math textbook series; curriculum and rubrics; drug education and public health information; curricular training in academic subject areas; strategies for scaffolding academic support and literacy; targeted mental health and special education topics; and many others.