

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Learning Works

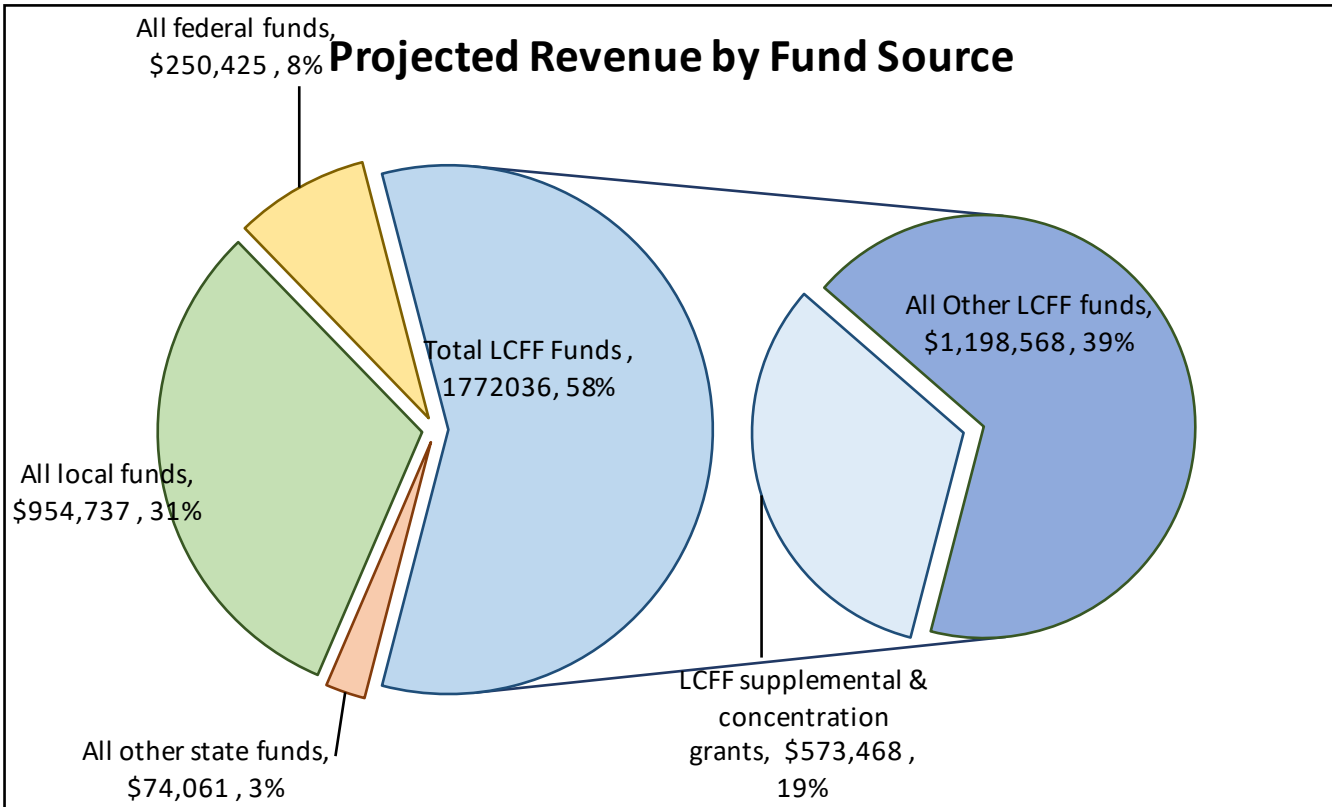
CDS Code: 19-64881-0118075

School Year: 2023 - 2024

LEA contact information: Patricia O'Driscoll

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023 - 2024 School Year

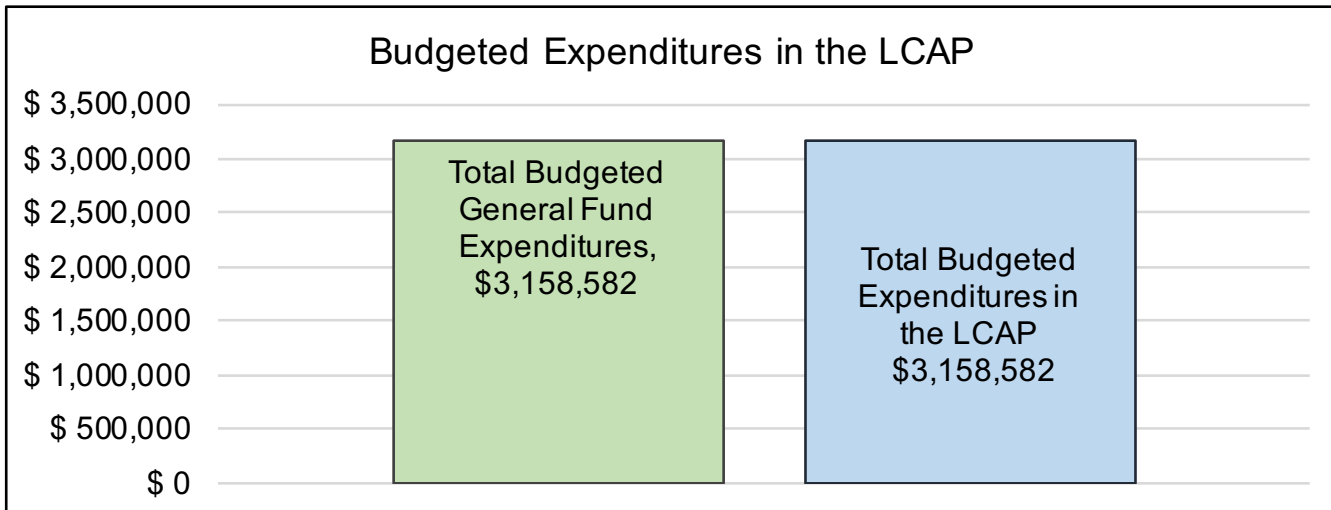


This chart shows the total general purpose revenue Learning Works expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Learning Works is \$3,051,259.00, of which \$1,772,036.00 is Local Control Funding Formula (LCFF), \$74,061.00 is other state funds, \$954,737.00 is local funds, and \$250,425.00 is federal funds. Of the \$1,772,036.00 in LCFF Funds, \$573,468.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school district must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Learning Works plans to spend for 2023 - 2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Learning Works plans to spend \$3,158,582.00 for the 2023 - 2024 school year. Of that amount, \$3,158,582.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

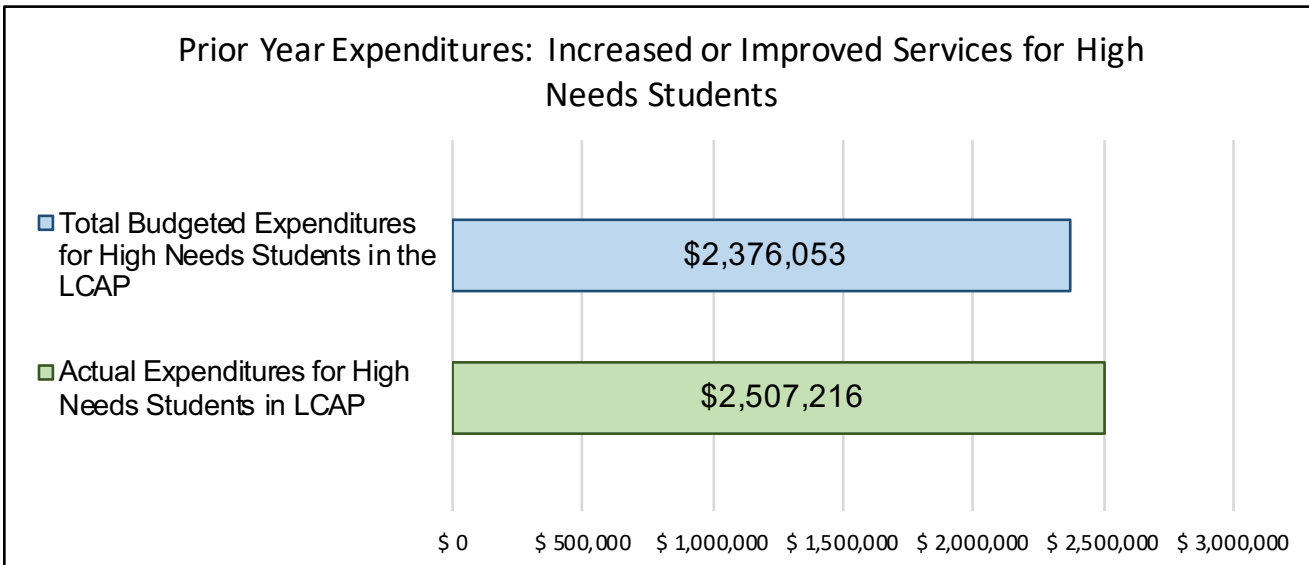
2023-24 LCAP includes all planned general fund budget expenditures.

Increased or Improved Services for High Needs Students in the LCAP for the 2023 - 2024 School Year

In 2023 - 2024, Learning Works is projecting it will receive \$573,468.00 based on the enrollment of foster youth, English learner, and low-income students. Learning Works must describe how it intends to increase or improve services for high needs students in the LCAP. Learning Works plans to spend \$2,368,937.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022 - 2023



This chart compares what Learning Works budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Learning Works estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022 - 2023, Learning Works's LCAP budgeted \$2,376,053.00 for planned actions to increase or improve services for high needs students. Learning Works actually spent \$2,507,216.00 for actions to increase or improve services for high needs students in 2022 - 2023.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Learning Works	Patricia O'Driscoll Vice President	patty@publicworksinc.org 626-564-9890

Plan Summary 2023-2024

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

Learning Works Charter School (LW) is a WASC-accredited single charter school and an independent LEA first authorized by the Pasadena Unified School District (PUSD) in 2008. Our campus is located in Pasadena, CA with a resource center at Homeboy Industries in Boyle Heights. LW enrolled a total of 356 students in 2020-21, 327 in 2021-22 and 306 in 2022-23. We serve students in grades 6-12 with a small number of middle school students who can enroll at any time during the school year.

Our school is designed to re-engage youth who have disengaged or dropped out of traditional public schools and is designated as an independent study school that has been approved to participate the DASS (Dashboard Alternative School Status) program. Our student population in 2021-22 was 86% Hispanic or Latino, 7% African American, 4% White and 3% Asian and 1% American Indian/Alaska Native. The racial composition of our school remains consistent with previous years with slight increases in the Latino population and a decrease in African American enrollment.

Our youth experience poverty at high rates and usually have experienced trauma or crises on multiple fronts—pregnant or teen parents, in the foster care or juvenile delinquency systems, experiencing housing insecurity or living in crowded, multi-generational home environments and more. A high proportion of our students are on IEPs with learning disabilities and nearly all enter the school with poor literacy and math skills. We serve a large number of students who enroll as adults age 18 or up (41% in 2021-22, which is an increase over the previous year) working towards a high school diploma, while balancing personal and family responsibilities and educational hardships that make staying engaged in school a challenge.

We have worked hard to maintain contact with students and their families, providing resources and opportunities to re-engage in their education with the goal of attaining a high school diploma through whatever circumstances or challenges they are facing. We have established ourselves as a trusted institution both from the perspective of donors and funders and the families and students we come in contact with on a regular basis.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The continued engagement of students in learning throughout the pandemic with 44 graduates in 2020, 70 graduates in 2021, 59 in 2022 and 59 in 2023 have been the best example of our success during this challenging period of the past few years. While we continue to try to maintain our enrollment and ADA/credit attainment, both total enrollment and ADA has declined during the past three school years. Median credit completion for our long-term students has remained stable in 2019-20, 2020-21

and 2021-22, which is an indicator of student and teacher commitment to progress. For many students, the commitment to a high school diploma is met with many obstacles along the way but our student and parent survey results indicate that they have a positive relationship to the school and highlighted the caring staff, availability of all-day tutoring and individualized supports. Some also appreciated the opportunities to work independently. With the hiring of a new counselor on staff, many systems and processes were re-established including state and local benchmark testing in the spring, a new family engagement policy was adopted and communicated with parents as educational partners, and coordination with PUSD special education staff on site to support our students on IEPs.

In 2021-22, we transitioned back to in person learning and maintained many of the advances in technology and distance learning that were incorporated over the previous two years. This has continued in 2022-23 with technology distribution and internet connectivity for our students now a standard operating procedure. This has become a new way of studying and learning for our students and teaching for our teachers and tutors. We re-launched field trips and labs this year and some small group activities that we had done prior to the onset of distance learning. We continue to learn how important relationships are within our framework of rigor, relevance, and relationship and the plans incorporated in the LCAP are intended to build on this learning. The initial development of the goals and actions under the LCAP continue to be relevant and no revision to these priorities is necessary. A successful mid-cycle WASC visit in 2022 and the preparation for that allowed for continued reflection and prioritizing of staff hiring and retention. We have identified the priority for student engagement in activities on campus, new and more robust field trips and opportunities for outdoor activities as being essential in 2023-24.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Student enrollment and engagement continue as the primary needs for the 2023-24 school year as we reflect on lower enrollments and ADA in 2022-23. The need identified in the review of data for the update to the 2023-24 LCAP and the CSI planning process continue to be curriculum enhancements and revisions to the English curriculum developed in the summer 2022, with modifications to the modules, guides for students and PD for teachers in grading and assessing work. Other areas to be updated or revisited include the writing course, labs, field trips and other experiences to embed relevance and engagement in the curriculum. This year, we engaged in a spring individual review and reflection process and collected data from educational partners including students, parents and staff, which has informed both the updated WASC action plan and alignment with the LCAP plan. The STAR Renaissance ELA and math periodic assessment system has also been implemented with one assessment taken at intake and another assessment conducted in the spring along with the state required assessments. Staff has identified a need for this process to be revisited in order to attain more authentic results for students so that they have more utility for improving literacy and math skills.

We planned and engaged all stakeholders in the mid-cycle WASC visit in March 2022, which supported alignment of the goals and actions under WASC with the LCAP plan. A curriculum inventory and update of materials occurred in 2021-22, which included the use of a benchmark assessment and the implementation of statewide testing in 2022 to establish a new baseline for CAASPP. School staff continue to struggle with balancing individualized instruction based on the modules in the curriculum with standardization of assessment to gauge and reflect on student work more broadly. Continuing to work on the priorities identified in the LCAP based on five overarching goals will help us to continue the annual cycle of outcome analysis and prioritization. In addition to the adoption of English language arts textbooks and curriculum development, the primary need identified for 2023-24 continues to be hiring, retention, and professional development for our teaching and other professional staff. Many of our teachers are in various stages of the credentialing process and we are supporting testing and educational programs. In addition, turnover in the principal position means that continued emphasis must be placed on re-organization and systems development to incorporate a new leadership structure in 2023-24. Staff morale and retention are also crucial to the evolution and growth of Learning Works. Job market challenges continue to impact our school. However, we are committed to professional development and helping our employees thrive. PD for the 2023-24 year will emphasize team building, diversity, equity and inclusion, instructional practices in math and connections to special education strategies, safety, social emotional learning and supports, collaboration, communication/conflict resolution and introduce restorative practices. We will also revisit our school safety, security and student discipline plans, policies and practices in 2023-24. PD will also be specifically designed for tutors to support pedagogy, content and practices that align with educational goals of students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This LCAP identifies five goals that align and build on our instructional program's framework of rigor, relevance and relationship while also incorporating two goals that support the professional learning and morale of the school community and the overall health of the non-profit organization providing oversight to the school. As our school has developed and matured since its initial inception in 2008 and the subsequent reauthorizations of the charter school in partnership with our chartering school district, PUSD, the experience of educating our student population during the 2019-20 and 2020-21 school years highlighted the need to re-invigorate and re-organize our structure, which we engaged in during the 2022-23 school year and will continue in 2023-24. LW will continue to explore a structure that employs the vision and leadership of the Founder with new and existing staff to support the day to day running of the school at both the main campus and at the resource center with the need to identify key leadership positions to supervise the work of the teachers, chasers, tutors, and administrative support staff. The CEO and Founder will continue to focus on establishing a school operational structure whereby the management of the overall organizational board oversight and finances; community partners and donors; and the research and consulting work of the non-profit can continue its mission driven work.

The five overarching goals for Learning Works in this LCAP are:

1. Improve student literacy and language skills to support self-expression
2. Improve student mathematics and information analysis skills to support reasoning and decision-making processes
3. College and Career Readiness and Workforce Development Pathways/CTE
4. Create an environment where all staff participates and grows in their professional and work lives
5. Support the wellness of all members of the learning community and continue to improve and build a healthy organization

The focus of the work in 2023-24 will continue to prioritize a full return to the in-person learning that existed prior to the pandemic (in-person labs and small group classes in core curricular areas, in-person art and other outlets for creative expression, more outdoor education and wellness opportunities, new and different field trips, grad night, prom and student activities). English language arts, literacy and writing, and ELD support materials have been identified by staff as a focus goal that will continue this year including summer revision work.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Learning Works, single school independent charter LEA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

How the plan was developed based on a comprehensive needs assessment with stakeholder engagement and informed by all State Indicators
Learning Works Charter School (LW) is a single charter school and an independent LEA first authorized by the Pasadena Unified School District (PUSD) in 2008. Our most recent reauthorization grants us permission to operate until the 2022-23 school year, extended to the 2024-25 school year due to AB130 (2021). Our most recent WASC accreditation granted on May 2, 2019, provided for a Six-Year Accreditation through June 30, 2025 with a virtual mid-cycle visit conducted March 7 and 8, 2022. CSI planning is conducted as part of these review processes and adjustments are made each year to professional development and curriculum priorities.

Our campus is located in Pasadena, CA with a resource center at Homeboy Industries in Boyle Heights enrolling students throughout the school year, with approximately 225-275 active students at any one time. Our school is designed for opportunity youth who have disengaged or dropped out of traditional public schools to reengage in their learning and to attain a high school diploma. As an independent study school that is focused on providing an alternative to students who experience a wide range of challenges in their pursuit of an education, LW was approved to participate in the California School Dashboard program as a Dashboard Alternative School Status (DASS) school. Our model for student engagement is based on relationship, relevance and rigor, with the initial and ongoing priority of relationship to continuously engage and re-engage students in learning. LW was identified for the Comprehensive Support and Improvement (CSI) program because of its graduation rate of 39.1% in 2019 and 38.3% in 2018 and 40.2% in 2022 on its Dashboard. We enroll students based on age rather than credit accumulation, thus we have a large number of seniors, but many who have few credits and have a lot of ground to make up. Our seniors often need to re-enroll multiple times over the span of a few years in order to meet the goal of a high school diploma. Each year, we place a particular emphasis on supports for those seniors with 100 or more credits needed for graduation to stay motivated and engaged.

As a single school LEA, Learning Works Charter incorporated actions in the development of its LCAP adopted in 2021 to consolidate implementation of actions related to the Comprehensive Support and Improvement (CSI) and Title I funding. Federal resources and LCFF funding priorities are consolidated through the 2021-24 LCAP and in the updates to the WASC Action Plan for the mid-cycle self-study being prepared in the 2021-22 school year. In order to consolidate these planning processes, Learning Works incorporates and builds off the WASC accreditation cycle in its continuous cycle of action, reflection and improvement. Input from school stakeholders for the CSI plan included a staff curriculum survey, parent survey in English and Spanish, a staff return to school survey in the fall with one-on-one meetings in the spring with each staff member to provide reflections about strengths and areas to focus in the 2022-23 and 2023-24 school years. Board meetings included updates on the reporting and plan development process, which occurred throughout the school year. Input from students, family and school partners was also gathered through one-on-one meetings, through home visits and in interactions between the teacher/Chaser teams and students.

Staff review of student work in mathematics across all student groups identified a need to improve achievement in mathematics; students reported a dislike for mathematics as well as poor self-esteem based on previous failures and academic interactions. Data examined included course completion and grades in Algebra I/Integrated 1 and in Geometry/Integrated 2 courses. This review recommended the implementation of an interim assessment for math to set individual targets for learning and to support state academic indicators. Staff review of student work in language arts/writing also indicated the need for students to continue to improve in order to meet state academic indicators in this area. LW identified the need for an interim assessment in reading comprehension and to focus on the evaluation of student writing through rubrics and anchor papers as it prepares for revisions to its English language arts curriculum and new textbook purchases and piloting in the

2021-22 and 2022-23 school years. In 2023-24, this curriculum will continue to be adjusted and additional staff training and professional development related to instructional practices will be implemented.

How evidence-based practices were identified and selected for inclusion in the plan

LW is focused on re-engagement of in-crisis youth through an independent study model of instruction that blends rigor, relevance and relationship with a module-based curriculum that allows students flexibility as they make progress toward a high school diploma regardless of how many credits they have previously earned when they enroll in our school. An Individualized Learning Plan (ILP) is developed for each student when they enroll and complete an extensive intake process of transcript collection and review, math, literacy and comprehension assessments, a writing sample, and surveys that ask about past educational experiences. We also ask students to complete a self-assessment using the 40 developmental assets.

Learning Works operates under the umbrella of Public Works (PW), a 501c(3) corporation headquartered in Pasadena, California that is dedicated to working with schools, government, parents and communities by providing evaluation and technical assistance services and resources to educate and inform children, youth and families. Prior to its founding, PW had engaged in multiple research and evaluation projects related to high school structural reforms and analysis of dropout prevention and intervention data, which provided support to its initial application as a charter school authorized by PUSD. As it has implemented its programming, PW research staff have provided support to the school in data collection and analysis, which has supported charter renewal, accreditation and recommendations for curricular and programmatic modifications since the school's inception.

Two of the recommendations from the What Works Clearinghouse Educator's Practice Guide Preventing Dropouts in Secondary Schools produced by the US Department of Education in September 2017 have provided key practices that are embedded in the LW CSI plan, including Recommendation 2: Provide intensive, individualized support to students who have fallen off track and face significant challenges to success and Recommendation 3: Engage students by offering curricula and programs that connect schoolwork with college and career success that improve students' capacity to manage challenges in and out of school.

How the planning process identified resource inequities and how those will be addressed through the CSI plan

Our instructional program provides students with core academic skills based on California Content Standards and is aligned to our chartering school district, Pasadena Unified School District (PUSD) graduation requirements. LW offers a robust set of support services to all students, who after establishing an ILP are then assigned to a teacher and "Chaser" team when they enroll at LW. Chasers® are staff members who have similar life experiences as our students and provide students with the supports they need to come to school, to stay in school, and to reengage in school when they are presented with life challenges that keep them from making educational or personal progress. The allocation of resources to individualized supports was highlighted by the WASC Visiting Committee as a strength of our approach, highlighting the differentiation of instruction by the degree of one-on-one instruction students receive, providing opportunities for teachers to address unique learning styles using art and hands-on activities which support core curriculum.

LW has worked hard to maintain a balance of resources between its main campus in Pasadena and its resource center at Homeboy Industries in Boyle Heights, investing in facilities improvements and ensuring similar programming is available in both places. In addition, LW offers student support through its Pregnant and Parenting Teen program, probation liaison who helps with court and probation requirements, and tutoring for all students. The LW team has observed the difficulties that many students experienced with transportation and housing in recent years and the complications of the COVID-19 pandemic, noticing that the student population that enrolls at LW is more geographically spread out, often lacking transportation options and living in unstable or crowded housing. In addition, gaps in technology and connectivity were identified and addressed in 2019-20 and 2020-21 with the provision of Chromebooks to all students and hotspots to those who needed connectivity at home. This emphasis on technology is now a part of our regular practice and assigned to students when they enroll. We have engaged community partners and donors to provide specific supports for emergency needs that are provided directly to students and their families through home visits or on site at school. To address the needs of students, LW is in the process of identifying appropriate support staff including a social worker/Student Welfare Coordinator position to support the counselor and work with staff and individual students to provide staff training and wrap-around supports at both the main campus and the resource center.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

LW staff engages in weekly professional development on Monday mornings as a small learning community studying topics that include trauma-informed care, mental health interventions/needs, student supports, reviewing student progress and more. In reviewing the school's DASS graduation rate, staff determined a variety of

reasons for students not achieving graduation including the classification of students as seniors based on age rather than credit accumulation. With the vast majority of our students enrolling at the age of 17, 18, and up, we are addressing the CSI plan based on first examining those seniors who arrive at LW with 100 or more credits remaining to graduate, to understand their support needs, and to determine specific barriers that the teacher/Chaser teams can focus on to bridge academic gaps and assist them in focusing on learning. The CSI plan consists of implementing two priorities that were identified through the WASC self-study and examination of data related to the DASS graduation rate: (1) more focused analysis of credit accumulation on an ongoing basis throughout the school year to improve outreach and engagement in school and (2) continued improvements to curriculum modules and student experiences that blend rigor and relevance, providing an incentive for graduation and connecting to life after high school. As we have improved access to technology, we have also included the incentive of providing Chromebooks to students and for those students who graduate, we allowed them to keep their Chromebook in order to have a device easily available for potential enrollment in community college and/or to be able to find and keep a job.

After review of the stakeholder information, LW identified three goals in which to focus its CSI plan: (1) students will become proficient writers for all types of essay genres; writing will be aligned with the Common Core standards, (2) students will increase their mathematics knowledge and skills; students will be proficient at the Algebra I or Integrated I level, and (3) identification of professional development priorities and focus for school improvement goals including review and prioritization of curriculum improvements and adaptations to labs, field trips and in-person activities, and the use of Google classroom.

To provide data to support analysis of the CSI goals identified above, LW selected the Star Assessment system to implement in all grades in the 2021-22 and 2022-23 school years. Star Assessments are online computer adaptive tests that tailor items to a student's response to quickly identify a student's achievement level. The Star Reading test covers Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literacy Text, Understanding Author's Craft, and Analyzing Argument and Evaluating Text. The Star Math test covers Numbers Operations, Algebra, Geometry, Measurement, Data Analysis, Statistics, and Probability. Students (grades 7-12) take the STAR Math and Reading tests upon enrollment to provide a baseline score and again in the Spring to measure progress. Teachers received professional development on administering the assessment and analyzing data from the Star reports. Teachers use the data from these assessments to inform instruction and develop intervention strategies.

In addition to the selection of the Star Assessment system to provide data and information regarding student skills in language arts and mathematics, LW will investigate evidence-based practices embedded in the Multi-Tiered Systems of Support (MTSS) that can complement, bolster and be implemented within our relationship-focused model for student engagement and learning. These practices may provide important additions to the LW practices of relationship, relevance and curricular rigor as different curriculum areas are reviewed and revised as described through the school's LCAP and CSI plans.

In addition to the new interim assessment system and integration of MTSS, LW will expand on its efforts that are typically focused in the last trimester to an ongoing basis throughout the school year to reengage with students who are close to graduation and who need additional supports to achieve this goal. This will be implemented throughout the school year based on an analysis of credit accumulation by seniors per Learning Period (LP), with five credits per LP the benchmark for making sufficient progress toward graduation.

How the effectiveness of the plan will be monitored and evaluated:

LW operates on a schedule of 10 Learning Periods (LP) in three trimesters. Each LP provides staff with an opportunity to assess and monitor module attainment and to develop a plan for the students supported by each teacher/Chaser team to engage and focus on aspects of the ILP that can be accomplished in the coming LP. After the conclusion of each LP, PW staff will share an additional analysis of credit accumulation for seniors organized into various levels of credit attainment and number needed to graduate. This information will be combined with an analysis of the ongoing tracking of services provided by the LW employment counselor and completion of senior English, which requires career and college exploration, college visitations and other activities that engage students in planning life after high school. Teachers received professional development on administering assessments and analyzing data from the Star reports. Teachers will use the data from these assessments to inform instruction and develop intervention strategies. This ongoing data analysis and sharing among the teacher/Chaser teams will be assessed to better understand the connections between this outreach and how that is related to progress toward graduation among all our students, but particularly our seniors with the intention to continuously focus on the graduation rate in our school. Stakeholder surveys, focus groups with students conducted by student welfare coordinator, and individual staff check-ins and surveys have been collected in the spring to review implementation and inform the school community on progress and to identify priorities for the 2023-24 school year.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The development of the LCAP incorporated the input from parents, teachers and school staff through surveys, in-person one on one meetings, staff meetings and by management staff providing reflections about the strengths and areas to focus from the 2022-23 school year and into the 2023-24 school year. This process is also used to plan for activities for the use of CSI funds for LW, focused primarily on curriculum enhancements, professional development, and graduate support. Analysis of data for the mid-cycle WASC visit that occurred in March 2022 was the primary information used to update the LCAP last year. Information collected in the spring from educational partners identified above forms the basis of the updates to the LCAP this year. The mid-cycle visit included the preparation of a report for the WASC visiting committee, preparation of a website with examples of teaching and student learning, revisions to curriculum and experiences, and data analysis to update the WASC action plan. Subsequent feedback included in the LCAP update has also been incorporated. Board meetings started via Zoom but have now resumed to being held in-person, where updates on the reporting and plan development process were provided.

A summary of the feedback provided by specific educational partners.

Staff feedback regarding the areas of the curriculum to focus on have consistently been English language arts followed by social studies. The next priorities identified by staff for updating include performing arts, career exploration, health and computer literacy/technology. Math and science have been identified as the areas which are lower priorities for updating/revisions. The curriculum inventory conducted in summer 2021 provides a roadmap for updating and upgrading instructional materials, module content/embedded assessments (projects), and experiences (labs and field trips) over the next two years. Staff feedback regarding personal and professional growth priorities for fall 2023 continued to emphasize student engagement, experiences, school safety, communication and consistency in discipline policies and practices. Staff would like to see more emphasis on experiences that have previously been a main source of keeping students engaged in learning and attaining credits toward graduation as well as support student health and wellness. Staff continue to indicate the toll that the previous school years have taken and the need to focus on personal wellness and health needs. Staff development, hiring and supporting credential attainment of teachers is another priority. Concerns regarding turnover of staff, how to structure school leadership and day-to-day operations, and hiring and retention of teachers are another area that must continue to be addressed. Student and family feedback indicates a great deal of comfort with the school staff and educational program that they participated in during this school year as well as the need to prioritize student health and wellness.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The individual reflections on the school year and staff personal and professional goals for the upcoming school year and into the future provided us with a sound sense of the priorities for moving forward. The LCAP prioritizes an emphasis on school community wellness while re-engaging in a focus on how to improve our instructional program and improved measurement of student outcomes to assess school wide performance.

Information obtained from stakeholder input of staff and families in the development of the LCAP continue to emphasize the importance of Goal #4 (staff participation and growth in professional learning) and Goal #5 (learning community wellness and organizational health). In addition, the plan prioritizes supporting and regularly checking in on individual professional development and education/credential development plans for school staff, and the re-opening of in-school and after-school programming through Community Works (artWORKS/GroWORKS) to enhance student engagement.

Actions under Goals #1-3 (literacy, math/analysis, and college/career development) will each incorporate the expansion of technology and support for connectivity that occurred as a result of the transition to distance learning. Chromebooks, using the Zoom platform for individual and group instruction and other online supports enhanced the experience of students and staff and has been incorporated in day-to-day instruction at Learning Works.

Goals and Actions

Goal

Goal #	Description
1	Improve student literacy and language skills to support self-expression

An explanation of why the LEA has developed this goal.

This goal was selected to encompass one aspect of the LW instructional framework of rigor, relevance and relationship and a key aspect of measurement of student outcomes at the individual level and for the school as a whole. Identification of this goal will help us to frame the adoption of new textbooks, instructional materials, and assessments in ELA and social studies curricular areas and in writing/expression across the curriculum. This goal also supports the LW CSI plan activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Implementation of State Standards	Met	Met	Met		100%
CAASPP ELA	31% Nearly Met or above	Administered in 2022	27%		50% Nearly Met or above
Student performance at or above grade level in writing/ELA	52%	Rubric developed/incorporated in curriculum revisions summer 2022	Planning revisions to writing curriculum in 2023-24 based on adoption in 2021-22; PD on grading		75% scoring a 3 or 4 on writing rubric
IReady or STAR E reading assessment	--	STAR E at intake: 56% in need of urgent intervention; 21% in need of intervention	71% in need of urgent intervention; 18.2% in need of intervention in Spring 2023		10% above baseline
ELPAC	51% Level 3 or 4	Administered in 2022	13% Level 3; 47% Level 2; 40% Level 1 (15 students tested)		65% Level 3 or 4

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELA Materials &	Direct instructional team in adoption of English language arts textbook, novels and	\$318,673.00	Yes

	Assessment Adoption	instructional and assessment materials to continue to provide historically underserved students with opportunities to improve reading comprehension, writing and achieve grade level performance while enrolled at Learning Works.		
2	Revise and update learning experiences	Implement a comprehensive review of curriculum and assessment and update labs, small group, and field trips for return to in-person learning to engage high poverty youth in a rigorous and relevant course of study.	\$318,673.00	Yes
3	ELD standards and instructional supports	Direct instructional team in study, analysis and implementation of ELD standards and instructional support materials to incorporate evidence-based strategies to improve the reading and writing skills of English Learners through ELA modules and as other curriculum areas are updated.	\$79,668.00	Yes

Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures/Planned Percentages of Increased or Improved Services (S&C); budget and expenditure plan revised mid-year to adjust to reduced enrollment and ADA from original projections in adopted budget.

An explanation of how effective the specific actions were in making progress toward the goal.

The professional development program and progress made by staff in 2022-23 focused on the adoption of a new textbook that was appropriate for an independent study school model and the development of instructional materials in the summer of 2022. Plans for 2023-24 include revisions to curriculum from 2022, alignment of curriculum in writing course to adoption or developing a class-based component for 9th graders, revising field trip curriculum with exhibits, opportunities for reflection and supplemental information for students about writing and how to approach the curriculum modules. Plans to develop and implement Novel labs will also be included in 2023-24 PD.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to planned goal, metrics, desired outcomes or actions; staff engaged in the implementation of the STAR-E assessment for use at intake; decided to implement post-assessment in the spring, rubric-based writing assessment of student work, and mandated summative state testing occurred; resumed state testing for CAASPP and ELPAC in spring 2022 and 2023. Staff suggested improvements in student engagement in testing to ensure accuracy in the assessments as a tool for designing interventions (at intake and at the post-test).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Improve student mathematics and information analysis skills to support reasoning and decision-making processes

An explanation of why the LEA has developed this goal.

This goal was selected to encompass one aspect of the LW instructional framework of rigor, relevance and relationship and a key aspect of measurement of student outcomes at the individual level and for the school as a whole. Articulation of this goal is to help us make improvements in the curricular areas of science, mathematics, health and others to assess student progress and to identify additional measures if needed. This goal also supports the LW CSI plan activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Implementation of State Standards	Met	Met	Met		100%
CAASPP Mathematics	5% Nearly Met	Administered in 2022	2% Nearly Met		20% Nearly Met
MDTP Algebra Readiness	32%	Measure replaced in 2021-22	Measure replaced in 2021-22		Measure to be replaced in 2021-22
IReady or STAR E Mathematics	--	STAR E at intake: 54% in need of urgent intervention; 22% in need of intervention	97% in need of urgent intervention; 2.3% in need of intervention		10% above baseline

Actions

Action #	Title	Description	Total Funds	Contributing
1	Review math modules and assessments	Direct instructional team in review of mathematics curriculum modules and assessment strategies to provide historically underserved students with opportunities to improve and engage in rigorous mathematics curriculum to achieve grade level performance while enrolled at Learning Works. Expand review to other curricular areas such as science and health in subsequent school years.	\$318,673.00	No
2	ELD standards and instructional supports for mathematics	Direct instructional team in study, analysis and implementation of ELD standards and instructional support materials to incorporate evidence-based strategies to improve the math and analysis skills of English Learners through incorporation of strategies in module-	\$79,668.00	Yes

		based curriculum.		
3	Tutoring and individualized supports	Enhance tutoring program under Title I supports to incorporate curriculum and assesment strategies as adopted by the instructional team.	\$318,673.00	Yes

Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between Budgeted Expenditures and Estimated Expenditures/Planned Percentages of Increased or Improved Services (S&C); budget and expenditure plan revised mid-year to adjust to reduced enrollment and ADA from original projections in adopted budget.

An explanation of how effective the specific actions were in making progress toward the goal.

Existing curriculum in all content areas was inventoried and updated in 2021-22; ELA modules were prepared in the summer and reviewed during the school opening three-day professional development in August for use in 2022-23 to be revised and additional supplemental materials developed in 2023. Materials for labs were updated. In-person tutoring resumed at both Pasadena and First Street sites; professional development included on site presentations. The STAR testing in math occurred at intake and in the spring along with state mandated testing, which resumed in 2022 and 2023. Financial Literacy labs were added in 2023-24.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to planned goal, metrics, desired outcomes or actions; staff engaged in the implementation of the STAR-E assessment for use at intake; decided to implement post-assessment in the spring and mandated summative state testing occurred; analyzed data related to mathematics course completion; resumed state testing for CAASPP and ELPAC in spring 2022 and 2023. Staff suggested improvements in student engagement in testing to ensure accuracy in the assessments as a tool for designing interventions (at intake and at the post-test).

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	College and Career Readiness and Workforce Development Pathways/CTE

An explanation of why the LEA has developed this goal.

This goal was selected to support preparation of and ongoing support to our students as they approach graduation. LW has established many key supports in this area including career exploration in middle school and as high school elective credit and has incorporated many additional components in its senior English course required for graduation. Articulation of this goal will allow us to develop new courses and options for students including CTE in arts and communication and online courses piloted based on student career interests. This goal also supports the LW CSI plan activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
% of graduating seniors identifying a career goal or direction	70%	TBD from 2022 Senior Survey	88% (50 out of 57 on the 2023 Senior Survey)		90%
% of graduating seniors planning to enroll in college	78%	TBD from 2022 Senior Survey	52% (2023 Seniors)		85%
#/% of middle school students completing career exploration modules	15		100% (11)		100%
# of students that attain LW CTE credit	0	0	0		40
Norm Day Graduation Rate	38%	72% (2020-21)	47% (2021-22)		50%

Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE course development	Work with CTE credentialed art instructor to establish an introductory and advanced course	\$79,668.00	No

		sequence in arts and communication pathway; instructor will engage at least 10 students in course sequence per year and provide 5 in-person instructional experiences each learning period.		
2	CTE course development Stride online learning	Engage in pilot CTE program with Stride online learning to offer medical assisting and entrepreneurship courses to LW students based on identified areas of interest.	\$79,668.00	No
3	College & Career Services	Continue to provide a robust college and career counseling program including job search and placement, college field trips, FAFSA completion for all graduating seniors, middle school career exploration and senior project career development support. College and career counselor will engage with school staff monthly and incorporate Homeboy Youth Reentry services for students at both sites.	\$318,673.00	Yes

Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences in planned actions; full time credentialed counselor hired in summer 2022 resulted in much progress related to this goal, resignation of student welfare coordinator created another gap in efforts related to this goal.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Some modest material differences between Budgeted and Estimated Expenditures/Planned Percentages of Increased or Improved Services (S&C) related to student welfare coordinator position; development of CTE curriculum and piloting of STRIDE or other online options postponed and to be revisited in 2023-24 in development of new LCAP; student run enterprise (hot dog stand) began in 2022-23. New career exploration modules were developed, FAFSA and college/career services were expanded.

An explanation of how effective the specific actions were in making progress toward the goal.

College and career activities in 2022-23 were implemented with new counselor hired and with support of other staff (teachers/Chasers/tutors), in person labs and field trips resumed in 2022-23 with some curricular adjustments/adding a reflection page to field trip curriculum.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to planned goal, metrics, desired outcomes or actions; CTE course development and piloting process to be implemented later--postponed primarily due to labor market challenges for all staffing and building career pathway courses/college and career staffing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
4	Create an environment where all staff participates and grows in their professional and work lives

An explanation of why the LEA has developed this goal.

This goal was selected to emphasize professional learning for all school staff. Individualized support for credential, bachelor's level, community college and other areas of personal and professional interest among teaching and classified staff will support staff morale and professional growth. In turn, this will enhance what we are able to offer students. This goal also supports the LW CSI plan activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Teachers fully credentialed and appropriately assigned	100%	100%	75% (2 out of 8 on 30 day in 2022-23)		100%
# of teachers with emergency sub credential	3	4 (2021-22)	2 (2022-23)		0
Support classified and/or credentialed staff pursuing bachelors degree or college enrollment or additional education	5	1 Chaser graduated in 2022; 1 Tutor transferred and is close to completing BA; 1 Chaser is graduating Fall 2022	2 Chasers graduated in 2022-23; 1 Tutor is continuing to pursue BA		5 with additional credits attained or graduated from program

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional learning	Engage staff in the development of a professional learning calendar based on curricular priorities identified in LCAP goals for Monday PD facilitated by principal and including guest speakers and consultants identified to support identified goals.	\$478,009.00	Yes
2	Individualized PD	Work with each staff member to identify a conference or other professional learning activity	\$159,337.00	No

Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between Budgeted Expenditures and Estimated Expenditures/Planned Percentages of Increased or Improved Services (S&C); budget and expenditure plan revised mid-year to adjust to reduced enrollment and ADA from original projections in adopted budget. Federal funding available to Learning Works through the ESSER, ELO and CSI grants provided fiscal support for credentialing and mentoring support from professional development consultant to support staff transitions.

An explanation of how effective the specific actions were in making progress toward the goal.

3 day PD prior to the start of the school year included a robust schedule of activities; professional development calendar of activities on Monday PD was developed and implemented including consultant hired in December 2022 to provide oversight at First Street site and implement PD through a DEI lens. Hiring new teaching staff and staff turnover in general continued to be a challenge in 2022-23. Two staff members are pursuing teaching credentials after starting in classified positions and earning 30 -day credentials. Enrolling in intern program in summer 2023 at LACOE.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to planned goal, metrics, desired outcomes or actions; will continue to develop a recruitment and retention plan to hire new teaching staff; staff turnover in hourly positions has also been a concern and outreach/recruitment and hiring will continue to be essential in 2023-24. School leadership structure is also being reviewed based on staff feedback to best meet the needs at both the main Pasadena site and at the resource center. LW will continue to support current staff in attaining preliminary and/or clearing credentials. PD for the 2023-24 year will emphasize safety, social emotional learning and supports, collaboration, communication/conflict resolution and introduce restorative practices.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
5	Support the wellness of all members of the learning community and continue to improve and build a healthy organization

An explanation of why the LEA has developed this goal.

This goal was identified based on the experiences of the past two school years and the realization that a focus on all members wellness (staff, students, families, partners and supporters) is necessary to balance work, family and community so that we can continue to grow and develop as an organization. This goal also supports the LW CSI plan activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
ASSETS Survey Care about Education	68%	67% (2020-21)	68% (2021-22)		75%
ASSETS Survey Feel good about school	76%	80% (2020-21)	79% (2021-22)		80%
ASSETS Survey Mental and moral framework	69%	69% (2020-21)	70% (2021-22)		75%
Staff Wellness Survey & Indicator	--	Mid-year and Annual check-ins conducted (90% staff retention 2021-22)	Spring review conducted, 80% retention in 2022-23		15% above baseline
Parent Satisfaction/Engagement	78% quite or extremely satisfied	Parents engaged in WASC visit focus group; Engagement Plan TBD 2022-23	Family engagement policy developed and approved; family input in school safety plan and engagement policy; parent survey results (71% very satisfied, 28% satisfied)		90%
ADA as a percentage of total enrollment	59%	60% (2020-21)	57% (2021-22)		65%
Credit accumulation	25.5	27 (2020-21)	26 (2021-22)		30

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Wellness Program	Revise health modules and expand wellness offerings in health courses and offer weekly schedule of optional wellness activities including meditation, yoga, healthy living, healing arts, hiking and biking clubs, and movement. All staff and students will be encouraged to participate in activities while present at school.	\$478,009.00	Yes
2	Parent engagement and supports	Adapt parent engagement and provide family supports based on lessons learned during pandemic including home visits, delivery of emergency food and supplies, curriculum, technology and project supplies; incorporate parent engagement in 2021-22 Community Works re-opening plans for community wellness (garden, clubs, after school and other opportunities for students)	\$159,337.00	No

Goal Analysis for 2022-2023

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences in planned actions; development and adoption of parent engagement plan occurred in 2022-23. Meeting held and safety plan reviewed. Field trips and other student outdoor activities resumed in 2022-23 including grad night at Universal Studios. Labs, field trips, outdoor experiences and other wellness related programming to resume in a more robust way in 2023-24. New space identified for artworks and for middle school classes, renovations took place in 2022-23 and space began to be used in last trimester of school year. Social worker or other similar student welfare coordinator position to be advertised and hired in 2023-24 due to staff concerns and student needs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between Budgeted Expenditures and Estimated Expenditures/Planned Percentages of Increased or Improved Services (S&C); budget and expenditures related to some of the actions under this goal were reduced. Wellness position was eliminated and instead full time Community Works coordinator hired in February 2022 supported artworks, return to Art Night and other programming that returned to in-person in 2022-23 including tutoring and other supports at the First Street site provide additional staffing and support graduates.

An explanation of how effective the specific actions were in making progress toward the goal.

Health curriculum revisions continued in 2022-23 including parenting support and sex education; some planned activities such as yoga, art and wellness were implemented on a limited basis; exercise equipment was purchased; field trips and out door activities were implemented in 2022-23; home visits/wellness check-ins/support continued by staff as needed. Counselor coordinated with teachers, Chasers and other staff to provide additional supports and resources including students who were on probation.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to planned goal or desired outcomes or actions; will continue to develop metrics for measuring student and staff wellness through surveys and spring review process. Policies and practices related to school discipline is an important topic to address in the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$573,468.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
43.15%	0.00%	\$0.00	43.15%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Learning Works is a single independent charter school with a main campus in Pasadena and a resource center located at Homeboy Industries on First Street in Boyle Heights. We operate as a single school, with a single model for implementation of school programming. Our low income rate is 88% and fluctuates slightly from year to year. Our practice is to budget funding equitably across the two locations where student needs are prioritized in our model of relationship, relevance and rigor. This includes additional staffing, counselors, mental health, foster care, and probation coordination and outreach to community partners and donors to support our population. Through our LCAP development process, we are hiring additional staff in 2023-24 including a student welfare coordinator/social worker and identified other staff to work specifically with these identified populations of students to provide customized support and access to services.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The needs of foster youth, English learners and low-income students have been prioritized through the actions related to curricular enhancements and professional learning, the acquisition and distribution of technology; an emphasis on customizing educational priorities in the Learning Works individualized learning plan and matching students to an appropriate teacher/Chaser team to maximize engagement and progress toward graduation. We have developed a tailored approach to foster youth, which includes having the Director of Accountability working closely with three of our local group homes. A thorough review of the pupils academic records and his/her Health and Education is done during the student's initial enrollment. Our staff works hard to locate any missing records the student may not have as a result of frequent transitions. Our counselor and the position of student welfare coordinator/social worker that is to be hired in 2023-24 will provide supports as the pupils transfer into transitional and independent living programs once they graduate or turn 18.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Additional concentration grant add-on funding will be used to increase staffing of direct services to students at the main site and in Boyle Heights as we are a single school with a high concentration of unduplicated students. Examples of increased staffing include the Student Welfare Coordinator/social worker, counselor and other support staff to engage directly with students. Tutors and other personnel are added throughout the year as enrollment increases and student or program needs are identified.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	9:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	22:1

Action Tables

2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,772,038.00	\$104,113.00	\$954,738.00	\$355,840.00	\$3,186,729.00	\$2,423,447.00	\$763,282.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ELA Materials & Assessment Adoption	Low Income	\$177,204.00	\$10,411.00	\$95,474.00	\$35,584.00	\$318,673.00
1	2	Revise and update learning experiences	Low Income	\$177,204.00	\$10,411.00	\$95,474.00	\$35,584.00	\$318,673.00
1	3	ELD standards and instructional supports	English learner (EL)	\$44,301.00	\$2,603.00	\$23,868.00	\$8,896.00	\$79,668.00
2	1	Review math modules and assessments	All	\$177,204.00	\$10,411.00	\$95,474.00	\$35,584.00	\$318,673.00
2	2	ELD standards and instructional supports for mathematics	English learner (EL)	\$44,301.00	\$2,603.00	\$23,868.00	\$8,896.00	\$79,668.00
2	3	Tutoring and individualized supports	Foster Youth, Low Income	\$177,204.00	\$10,411.00	\$95,474.00	\$35,584.00	\$318,673.00
3	1	CTE course development	Low Income	\$44,301.00	\$2,603.00	\$23,868.00	\$8,896.00	\$79,668.00
3	2	CTE course development Stride online learning	Low Income	\$44,301.00	\$2,603.00	\$23,868.00	\$8,896.00	\$79,668.00
3	3	College & Career Services	Low Income	\$177,204.00	\$10,411.00	\$95,474.00	\$35,584.00	\$318,673.00
4	1	Professional learning	English learner (EL), Low Income, Foster Youth	\$265,805.00	\$15,617.00	\$143,211.00	\$53,376.00	\$478,009.00
4	2	Individualized PD	All	\$88,602.00	\$5,206.00	\$47,737.00	\$17,792.00	\$159,337.00
5	1	School Wellness Program	English learner (EL), Foster Youth, Low Income	\$265,805.00	\$15,617.00	\$143,211.00	\$53,376.00	\$478,009.00
5	2	Parent engagement and supports	All	\$88,602.00	\$5,206.00	\$47,737.00	\$17,792.00	\$159,337.00

2023-2024 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,329,027.00	\$573,468.00	43.15%	0.00% - No Carryover	43.15%	\$1,329,028.00	0.00%	100.00%	Total:	\$1,329,028.00
								LEA-wide Total:	\$1,329,028.00
								Limited Total:	
								Schoolwide Total:	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	ELA Materials & Assessment Adoption	Yes	LEA-wide	Low Income	All Schools	\$177,204.00	0.00%
1	2	Revise and update learning experiences	Yes	LEA-wide	Low Income	All Schools	\$177,204.00	0.00%
1	3	ELD standards and instructional supports	Yes	LEA-wide	English learner (EL)	All Schools	\$44,301.00	0.00%
2	2	ELD standards and instructional supports for mathematics	Yes	LEA-wide	English learner (EL)	All Schools	\$44,301.00	0.00%
2	3	Tutoring and individualized supports	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$177,204.00	0.00%
3	3	College & Career Services	Yes	LEA-wide	Low Income	All Schools	\$177,204.00	0.00%
4	1	Professional learning	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$265,805.00	0.00%
5	1	School Wellness Program	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$265,805.00	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$3,168,068.00	\$2,855,441.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ELA Materials & Assessment Adoption	No	\$633,614.00	\$417,869.00
1	2	Revise and update learning experiences	Yes	\$158,403.00	\$417,869.00
1	3	ELD standards and instructional supports	Yes	\$79,202.00	\$139,290.00
2	1	Review math modules and assessments	No	\$316,807.00	\$278,580.00
2	2	ELD standards and instructional supports for mathematics	Yes	\$79,202.00	\$139,290.00
2	3	Tutoring and individualized supports	Yes	\$158,403.00	\$278,580.00
3	1	CTE course development	Yes	\$158,403.00	\$0.00
3	2	CTE course development Stride online learning	Yes	\$158,403.00	\$0.00
3	3	College & Career Services	No	\$475,210.00	\$278,580.00
4	1	Professional learning	Yes	\$475,210.00	\$417,869.00
4	2	Individualized PD	No	\$79,202.00	\$0.00
5	1	School Wellness Program	Yes	\$316,807.00	\$417,869.00
5	2	Parent engagement and supports	No	\$79,202.00	\$69,645.00

2022-2023 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$511,109.00	\$694,933.00	\$651,876.00	\$43,057.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	2	Revise and update learning experiences	Yes	\$69,493.00	\$150,433.00	0.00%	0.00%
1	3	ELD standards and instructional supports	Yes	\$34,747.00	\$50,144.00	0.00%	0.00%
2	2	ELD standards and instructional supports for mathematics	Yes	\$34,747.00	\$50,144.00	0.00%	0.00%
2	3	Tutoring and individualized supports	Yes	\$69,493.00	\$100,289.00	0.00%	0.00%
3	1	CTE course development	Yes	\$69,493.00	\$0.00	0.00%	0.00%
3	2	CTE course development Stride online learning	Yes	\$69,493.00	\$0.00	0.00%	0.00%
4	1	Professional learning	Yes	\$208,480.00	\$150,433.00	0.00%	0.00%
5	1	School Wellness Program	Yes	\$138,987.00	\$150,433.00	0.00%	0.00%

2022-2023 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$1,190,985.00	\$511,109.00	0.00%	42.91%	\$651,876.00	0.00%	54.73%	\$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$56,858.00	\$0.00	\$0.00	\$0.00	\$178,004.00	\$120,978.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	ELA Materials & Assessment Adoption	\$0.00	\$0.00	\$0.00	\$0.00	\$35,584.00	\$0.00	\$318,673.00
1	2	Revise and update learning experiences	\$0.00	\$0.00	\$0.00	\$0.00	\$35,584.00	\$0.00	\$318,673.00
1	3	ELD standards and instructional supports	\$0.00	\$0.00	\$0.00	\$0.00	\$8,896.00	\$0.00	\$79,668.00
2	1	Review math modules and assessments	\$6,274.00	\$0.00	\$0.00	\$0.00	\$29,310.00	\$0.00	\$318,673.00
2	2	ELD standards and instructional	\$0.00	\$0.00	\$0.00	\$0.00	\$8,896.00	\$0.00	\$79,668.00

		supports for mathematics							
2	3	Tutoring and individualized supports	\$35,584.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$318,673.00
3	1	CTE course development	\$0.00	\$0.00	\$0.00	\$0.00	\$8,896.00	\$0.00	\$79,668.00
3	2	CTE course development Stride online learning	\$0.00	\$0.00	\$0.00	\$0.00	\$8,896.00	\$0.00	\$79,668.00
3	3	College & Career Services	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00	\$20,584.00	\$318,673.00
4	1	Professional learning	\$15,000.00	\$0.00	\$0.00	\$0.00	\$26,942.00	\$11,434.00	\$478,009.00
4	2	Individualized PD	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,792.00	\$159,337.00
5	1	School Wellness Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$53,376.00	\$478,009.00
5	2	Parent engagement and supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,792.00	\$159,337.00