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# Learning Works Charter School

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Grades 6 – 12

## 2020 – 21 School Accountability Report Card

*Published in the 2021-22 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 thirteenth 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<sup>®</sup> and our Principles. Every teacher has a Chaser and, therefore, every student has a Chaser. Chasers come from the same conditions as 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 provide 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 6 – 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 textbooks, 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 350 – 400 students annually who are 12 – 20 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 resource center in Boyle Heights at Homeboy Industries serving reentry youth and others from the community.
- 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. Students complete a senior project and we have also offered 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.
- 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.
- Hope Works is a drop-in center operated by Learning Works for homeless youth and young adults to take a shower, wash their clothes and get a meal. It is open from 4 – 7 p.m. Monday – Thursday.

## **Community & School Profile**

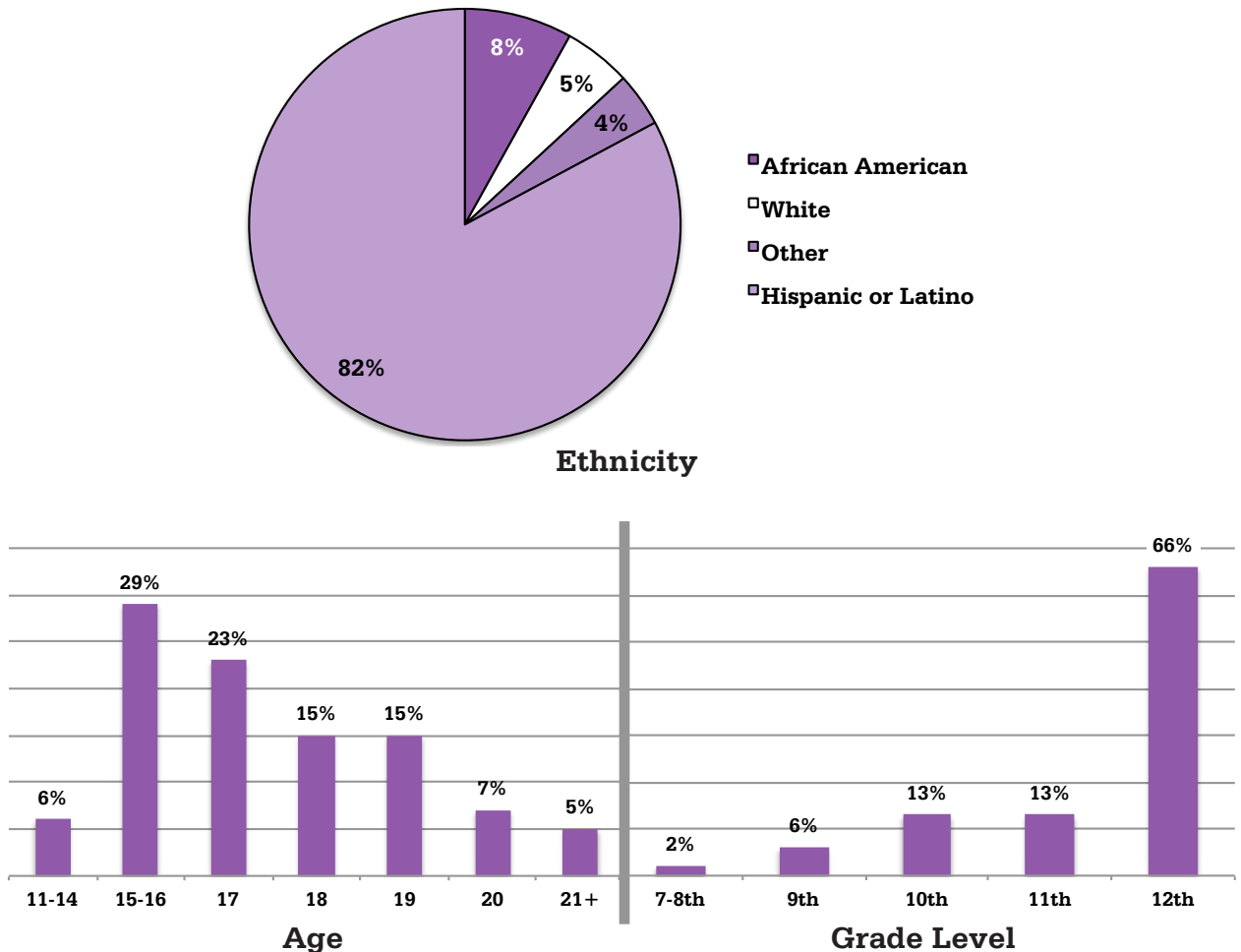
LW is located in the eastern part of the city of Pasadena, but most students reside in Northwest Pasadena/Altadena, an area characterized by very high percentages of families in poverty and immigrant and minority youth. Nearly all of our students qualify for the National School Lunch Program (NSLP), 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 resource center 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 relocate the school to Homeboy's original site at 1916 East 1st Street, and in 2020, the center moved into newly renovated space next door, at 1912 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 comprised approximately 79% of the school in 2020 – 21. The middle school and early high school programs (i.e., grades 6 – 9) are smaller and typically serve students who have faced discipline or expulsion from their regular schools. Most LW students were Hispanic (82%) in 2020 – 21. African Americans made up 8% of the school’s population. Nearly all the students come from low-income or poverty backgrounds, with almost all eligible for NSLP (90%). English Learners and Special Education students comprised 16% and 24% of students, respectively. In 2020 – 21, LW enrolled 3% foster youth.

**Learning Works Charter School Student Characteristics, 2020-21 (n=265)**



## A. Conditions of Learning

### Teacher Credentials

LW is designated as an independent study school so no teachers are instructing outside of their credential areas. When there is a class-based component, it is taught by a credentialed teacher in that subject area. Over the past three school years, LW has had no mis-assigned teachers to English Learners or other student groups and has had no vacant teacher positions. Each student has an individualized plan developed for them upon enrollment, which ensures that English Learners or other student groups are not mis-assigned and that students are placed with the teacher who can best support them to reach their educational goals and graduate from high school.



## Textbooks and Instructional 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)
- 2.5 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 credits of Required Electives: (Computer Technology, 2.5; Environmental Science, 5; Financial Literacy, 5; Health, 2.5; Writing, 5)
- 20 credits of Electives: Semester classes include Driver’s Ed, Work Experience, Career Exploration, Spanish, Multimedia 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 credits of 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. Each course is designed to include five modules, which incorporate all assignments and experiences, additional reading material and any other information required. In addition, students are assigned textbooks for the courses listed in the following table.

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 (2021 - 22)

Subject	Textbook	Publisher, Year
8th 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 Facility Conditions & Planned Improvements

Overall, our facilities are good-to-exemplary across the various components that contribute to high-quality educational settings. LW's main campus is housed in a 12,000 square foot facility owned by Public Works, a 501 (c) 3 not-for-profit corporation that runs the charter school. Prior to opening the charter in 2008, Public Works upgraded the facility from commercial to educational zoning. We upgraded the fire system and brought 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 and distribution space, student store, and a science lab and instructional room with a sink and other lab equipment. These spaces include access to technology (Apple computers, Chromebooks, Smart Boards, 3-D printer, LCD projectors, DVD player and white boards). The building has also been upgraded with 6 new HVAC units, a Kool Roof and upgraded lighting through a Prop 39 grant in 2015.

Our Pasadena science lab includes locking cabinets for all materials, as well as a dedicated chemical cabinet. Each semester of Biology, Physics, and Environmental Science includes hands-on, inquiry-based laboratory activities that incorporate safe and ethical experimental practices and account for 20% of required coursework. LW uses donated space from Victoria Rusnak one block from LW in Pasadena for artWORKS, our robust art program including silk screening, recording studio and digital storytelling facilities, and for our school's community garden, GroWORKS.

Our resource center, LW@Homeboy, utilizes space in Boyle Heights at the original First Street location for Homeboy Industries. This space has also undergone renovations and upgrades in order to replicate all programming available in Pasadena for students attending at the resource center including science labs. Upgrades to furniture, technology, HVAC and other systems have occurred since this center opened in 2010. An extensive renovation in 2020 further improved the site and was made possible through an Everychild Foundation grant to jointly operate and open a Youth Reentry Center. Renovations and upgrades to our facilities have been supported by grants from the Pasadena Community Foundation, the Weingart Foundation, Parsons Foundation, and other individual donors.





## B. Pupil Outcomes

### Student Achievement

LW participates in the Dashboard Alternative School Status (DASS) program. LW understands the importance of required state testing and consistent measures for student achievement under California Assessment of Student Progress and Performance (CAASPP) and the California Dashboard.

As an alternative education program, we also track completion of learning modules in a learning period (persistence), credit completion for long-term LW students (credit accumulation) and graduation rates of credit-eligible, long-term students (norm day graduation rate) to provide our school with important information about how we are doing.

**Persistence Rate.** The percentage of students completing three or more learning modules per trimester increased 33% over the three-year period 2018 – 19 to 2020 – 21, with 82% of students completing 3 or more modules per trimester in 2020 – 21 up from 49% in 2018 – 19.

**Credit Accumulation.** The median credit completion rate among long-term LW students (i.e., students enrolled for 90 days or more consecutively) decreased slightly from 29 to 27 credits earned in the past three years.

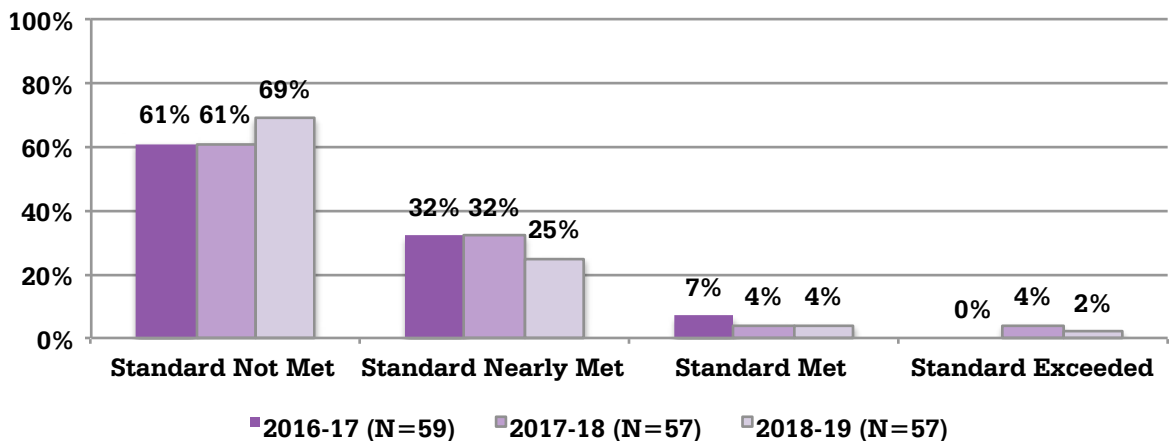
**Norm Day Graduation Rate.** The graduation rate of credit-eligible, long-term students increased from 43% in 2018 - 19 to 72% in 2020 – 21.

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

Learning Works has implemented a program to administer all required state testing under the CAASPP system. Our student population is particularly challenged by the process involved in standardized testing and is usually reluctant to take tests with no individual incentive for completion. However, our school continues to develop strategies to maximize participation under the state testing system and our staff is committed to helping more students be prepared to sit for the tests. However, the level of content continues to post significant challenges for our students.

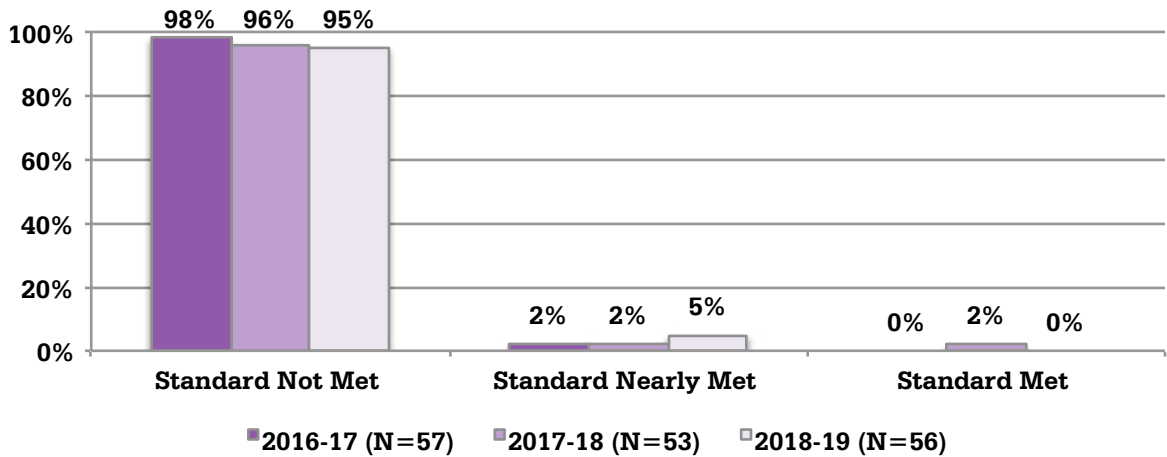
In 2019, just a fourth of students tested (25%) “nearly met” the standard for ELA, 4% met the standard, and 2% exceeded the standard. For math, 5% of the students tested nearly met the standard, while 95% of students did not meet the standard. No students met or exceeded the standard in Math. Our school does not have enough students taking the tests to provide information for individual subgroups or for our 2021 results. Overall results available for the past three years in which the assessment was administered statewide are reported in the following figures for English language arts and mathematics. CAASPP was suspended in 2019-20 and schools could administer a local assessment in lieu of the CASSPP in 2020-21 due to the COVID-19 pandemic.

### CAASPP, ELA (2017, 2018 & 2019)

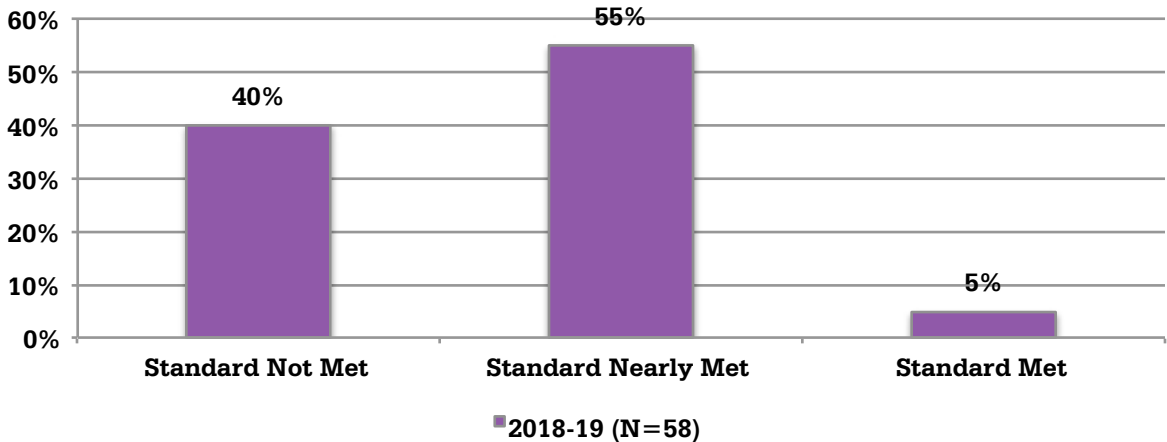




### CAASPP, Mathematics (2017, 2018 & 2019)



### CAST, Science (2019)



### Career Technical Education

**Career and College Preparation:** Learning Works received a CTEIG grant in the 2018 – 19 school year and further developed career and employment counseling services and to enhance programming with our individualized alternative education format. Relationships with local postsecondary institutions and other community partners continue to be developed by the school to emphasize experiential learning, college and workplace readiness, and transition to postsecondary education after graduation. We also offer extensive field trips, a career and college center staffed by one counselor, hands-on science labs offered on a weekly basis and through experiences such as artWORKS and GroWORKS. Activities were delivered online in 2020 – 21. GroWORKS remained open as an outdoor space for socially distanced learning and activities in 2019 – 20 and 2020 – 21.

**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, we also offer frequent hikes for students and a summer camping trip. Online field trips were developed and substituted for these activities in 2020 – 21 and in 2019 – 2020 due to the onset of the pandemic.



**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. These were on hold in the 2020-21 school year due to the pandemic and distance learning.

**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 including all students participating in our hands-on physics class, which is A – G approved along with our math courses. While we offer them, most of our students do not attempt to complete Algebra II or Spanish 2. Because the students enroll in our school with deep credit deficiencies, they focus on the goal to graduate and transition to a two-year college or other postsecondary option. We encourage all of our students to enroll in a community college, trade school or employment and help them with their transition plans before they graduate. If they are eligible for Cal State/UC, we are committed to making this possible. In addition, our counselors work with all students to complete the FAFSA, provide information about financial aid and other opportunities available to them, and take students on field trips to community colleges, trade schools and four year universities.

### **California Physical Fitness Test Results**

The California Physical Fitness Test (PFT) was suspended in 2020-21 due to the COVID-19 pandemic and no data is reported.





## 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
<p><b><i>At Intake: Academic Assessment</i></b>            Level of student performance: below, at or above grade level            Level of credit deficiency based on conditions, performance, or student population (special education or EL)</p>	Prior performance on statewide tests Prior performance in coursework MDTP Math Assessment Writing assessment	<ul style="list-style-type: none"> <li>• Individualized Learning Plan (ILP)</li> <li>• Assignment of first academic course</li> <li>• Placement in tutoring and small group instruction</li> <li>• Pedagogical assessment</li> </ul>
<p><b><i>At Intake: Social Assessment</i></b>            Assessment of level of barriers to education attainment based on conditions            Assessment of personality and learning style strengths</p>	40 Developmental ASSETs Student Survey Complete National School Lunch Program (NSLP) paperwork	<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>
<p><b><i>Ongoing Academic Assessment</i></b>            Assessment of the attainment of academic content in each course</p>	End of unit/course projects Credit accumulation/attainment Grades Senior Project	<ul style="list-style-type: none"> <li>• Teacher-student work</li> <li>• Tutoring &amp; Small-group instruction</li> <li>• ILP monitoring</li> <li>• Cooperative group work and projects</li> <li>• Engagement in experiences of school &amp; community</li> </ul>
<p><b><i>Ongoing Academic Assessment</i></b>            Proficiency in core academics</p>	Statewide tests End-of-course projects Credits/Grades	<ul style="list-style-type: none"> <li>• Teacher-student work</li> <li>• Tutoring &amp; Small-group instruction</li> <li>• Course completion</li> </ul>
<p><b><i>At Exit</i></b>            Assessment and plan for future</p>	Senior Project Graduation Enrollment in postsecondary Job Placement Exit Survey Alumni/Graduate Follow-up Survey	<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

### Community and Parent Involvement

Parents are encouraged to participate in the life of the school and their student's education. We host luncheons for parents with teachers. 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, Families Forward, Just Keep Livin', The Advot Project, Planned Parenthood, and Pasadena Mental Health.



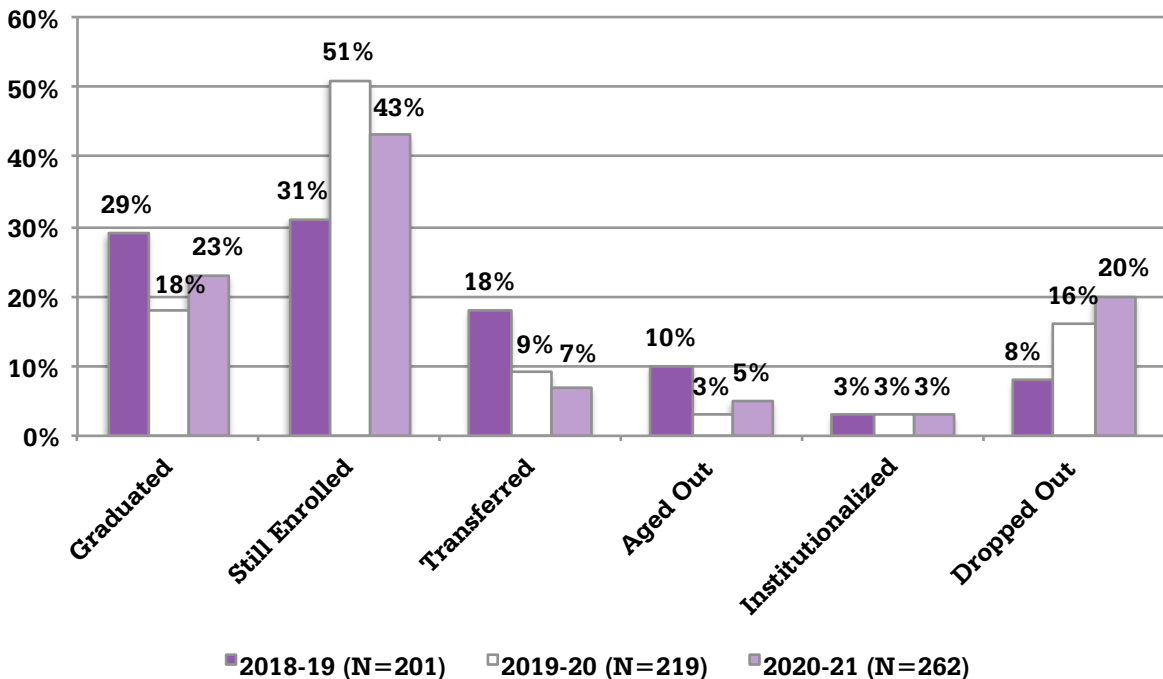
## Student Engagement

### Graduation and Dropout Rates

Our school's California Dashboard reported a graduation rate of 37.8% in 2018 and a slight increase in 2019 to 39.1%. As part of the DASS program, CDE reports a one-year graduation rate for alternative education programs instead of the four-year cohort rate used in traditional high school programs. Our school is designed to serve students who have dropped out of traditional public schools and have experienced long absences from a regular school routine. We also serve a large number of students who are 18 or over, for whom our program can be a last chance for a high school diploma.

Because of this target student population, pathways to graduation 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. 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 norm day the following June for the following school years: 2018 – 19, 2019 – 20, and 2020 – 21.

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



### 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. Suspension rates during the two school years were 0.5% in 2018 – 19 and 0.1% in 2019-20. Due to distance learning in 2020-21, no suspensions occurred. No expulsions occurred during this time. Expulsions are rarely if ever used in our school.

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 Student Supports Team meets weekly to discuss 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 team. 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

### 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 modules instead require class-based and community-based experiences for each class. Our teacher-student ratio doesn't exceed 25:1.

	2018 – 19	2019 – 20	2020 – 21
Enrollment	387	365	362
ADA	196	216	218

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 2020 – 21		
Trimester 1	Trimester 2	Trimester 3
August 24 – December 16	January 4 – March 26	April 5 – June 9
4 classes: 20 credits	4 classes: 20 credits	4 classes: 20 credits
5 classes: 25 credits	5 classes: 25 credits	5 classes: 25 credits

### Academic Counselors and Other Support Staff (2020 - 21)

In 2020 – 21, LW had eight certificated teaching staff and 5 counseling and other pupil support staff including one full time certificated counselor, a mental health case manager, a director of registration and a director of student supports. In addition, there were 24 other classified staff members. Our classified staff includes many Chasers and tutors. Our Chasers are trained as mentors and coaches. Chasers have come from similar conditions of the students (several 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.

### School Fiscal Resources

*Expenditures per pupil: \$11,879 per pupil*

*Total Revenue 2018 – 19 to 2020 – 21 (not including grants)*

2018 – 19: \$2,305,249

2019 – 20: \$2,949,585

2020 – 21: \$3,438,419



*Monies from other funding sources e.g. Title I, grants, foundations*

Title I from 2018 – 19 to 2020 – 21

Title I, 2018 – 19 (Basic): \$71,939

Title I, 2019 – 20 (Basic): \$70,310

Title I, 2020 – 21 (Basic): \$66,332

*Comprehensive Support and Improvement Grant*

2018 – 19: \$174,545

2019 – 20: \$170,123

2020 – 21: \$177,547

*Emergency and Secondary School Emergency Relief (ESSER)*

ESSER I: \$58,292

ESSER II: \$209,337

*Expanded Learning Opportunities: \$200,021*

*Grants/Foundation August 2018 – June 2021:*

Metropolitan Associates (2018): \$5,000 (Performing Arts Field Trips)

Webster (2018): \$50,000

Pasadena Garden Club (2018): \$800 (GroWORKS)

Moccasin Lake Foundation (2018): \$500

The Fullen-Smith Foundation (2019): \$10,000 (Trauma-informed Middle School Program)

San Marino Women's Club (2019): \$10,000 (Student Technology Needs)

Pasadena Garden Club (2019): \$300 (GroWORKS)

National Endowment for the Arts (2020): \$50,000

Webster Foundation (2020): \$50,000

The Fullen-Smith Foundation (2020): \$9,000 (Trauma-informed Middle School Program – Part 2)

Pasadena Community Foundation (2020): \$25,000 (COVID General Fund)

Pasadena Community Foundation (2020): \$15,000 (Spring Support to Students & Families during COVID-19 Pandemic)

Pasadena Community Foundation (2020): \$10,000 (Fall Support to Students & Families during COVID-19 Pandemic)

Webster Foundation (2021): \$50,000

The Fullen-Smith Foundation (2021): \$10,000 (Physical and mental health for students after COVID-19)

California Community Foundation (2021): \$25,000 (six-week summer youth program to mitigate learning loss and social isolation caused by COVID-19)

Pasadena Child Health Foundation (2021): \$5,000 (Supporting youth well-being)

First Congregational Church of Pasadena (2021): \$1,000 (Immediate technology needs)

California-Pacific United Methodist Foundation (2021): \$2,000 (Youth community service and peer engagement at GroWORKS)

Coffee Cart Boys (2021): \$1,200

The Home Depot (2021): \$5,000

## **Professional Development**

Staff professional development is ongoing throughout the school year and built into the school schedule. 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. Some staff attended conferences and in other cases, the information was provided to staff through an in-house seminar or by consultants with various specialties and information relevant to our school. Staff that participates in off-site professional development are asked to provide and share the information they gathered when they return at the Monday staff meetings.