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# Learning Works Charter School

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## 2024 – 25 School Accountability Report Card

*Published in the 2025 – 26 School Year*

### Letter from the Founder

Learning Works Charter School is an innovative secondary school designed for students who have not attained a high school diploma in the traditional school setting. We are completing our 18th 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 not on pace to graduate on time, have had a baby or are struggling with discipline or other challenges at school or in the community. Our school takes students where they are, provides unconditional love and tolerates no excuses in order to get them to graduation. We believe all students deserve and can earn a high school diploma.

Our staff is amazing and works tirelessly for our students. The two distinct features of our school are the Chasers® and our Principles. Every teacher has a Chaser and, therefore, every student has a Chaser. Chasers come from the same conditions 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 earning 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 nurture in our students include: improved decision making, time management, racial tolerance and positive participation in the community. Graduates demonstrate these skills by the time they receive a diploma.

Welcome to Learning Works! We are happy for you to join us in our mission. The curriculum is academically rigorous because we know students can do it. We will provide you with a variety of support 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 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. We have always operated as a community school, partnering with other organizations and offering a wide range of programs and resources to our students to support them in achieving their educational goals.



Our format provides the widest range of flexibility in tailoring an instructional program that works for our target population. We are structured more like an early college program where students work closely with their teacher and Chaser and attend small group classes, labs and tutoring. Students also participate in experiences that are required in the classes they need to graduate. LW is best described as an alternative education program where each class is designed to meet competencies through information from textbooks, projects and experiences.

Our primary and most important school outcome is to ensure that every LW student attains a high school diploma. LW student outcomes include making progress towards graduation, measuring the acquisition of academic and social/interpersonal skills necessary for real-world success 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 mothers. Our school enrolls approximately 300 – 350 students annually who are 11 – 21 years old who have been re-engaged and are working toward a high school diploma.

Within our school, we have multiple programs and activities:

- In addition to our main campus, LW has multiple programs within the school including our Pregnant and Parenting Teen (PPT) program serving teen parents 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 the Homeboy Industries Youth Reentry Center.
- Our wraparound 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 clinics and fairs, parenting resources and infant care support while at school, postsecondary preparation, job/career support, and more. Any youth who is on probation is assisted with tracking and completing their probation conditions and LW staff attends court appointments. Students also complete a senior project to graduate.
- 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, 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. Almost all of our students come from low-income households that qualify for Free or Reduced Price Meals. About one in three of our students are pregnant or parents, on probation, and/or have been expelled. Our resource center is located at the Homeboy Industries original site on East First Street in Boyle Heights and is co-located with the Homeboy Industries Youth Reentry Center. 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.

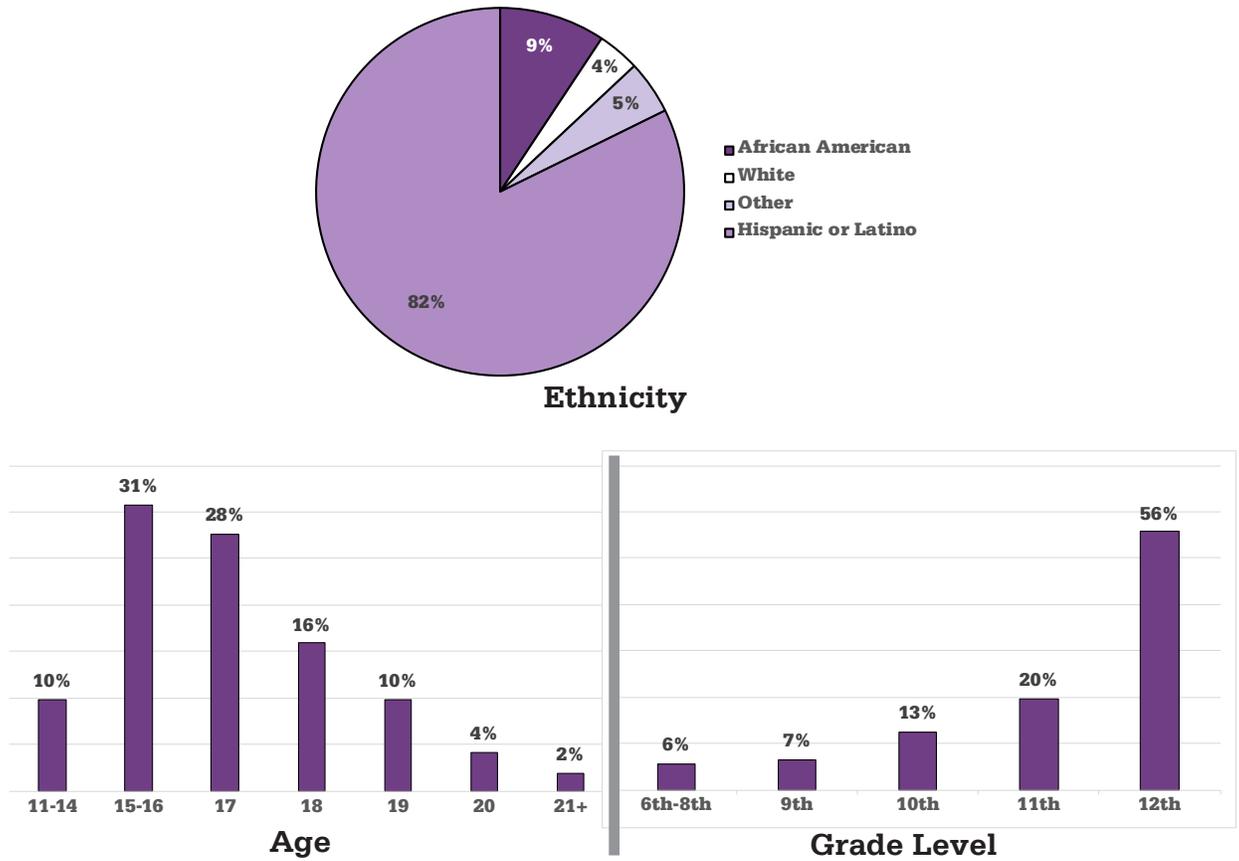


## Student Characteristics

Given the school’s mission to offer second-chance opportunities for student success, the majority of enrolled students are upperclassmen. In 2024 – 25, eleventh- and twelfth-grade students represented roughly three-quarters of the total student population. The middle school and early high school programs (grades 6 – 9) are smaller and generally serve students who have faced disciplinary removals or expulsions from their previous schools.

Most LW students in 2024 – 25 identified as Hispanic (82%), while African American students comprised nearly 9% of the population. Nearly all students came from socioeconomically disadvantaged backgrounds, with 90% eligible for free or reduced-price lunch. English Learners and Special Education students accounted for 19% and 36% of enrollment, respectively. Additionally, 20% of students were foster youth, and 9% were without permanent housing. Male students outnumbered female students 56% to 43%, with 1% identifying as non-binary.

### Learning Works Charter School Student Characteristics, 2024 – 25 (n=214)



## 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. During the 2024 – 25 school year, LW had four teachers with misassignments.

Authorization/Assignment	2022-23	2023-24	2024-25
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8	4	5
Intern Credential Holders Properly Assigned	2	1	1
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	3	3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1
<b>Total Teaching Positions</b>	<b>12</b>	<b>8</b>	<b>9</b>



**Textbooks and Instructional Materials**

LW students are required to complete 180 credits for graduation, thereby exceeding the state diploma (130 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, Integrated Math 1)
- 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)
- 15 credits of specified Electives: (Computer Technology, 2.5; Financial Literacy, 5; Health, 2.5; Writing, 5)
- 20 credits of Electives: Trimester classes include Driver’s Ed, Work Experience, Career Exploration, Spanish, and Multimedia Art.

Our elective options are designed to provide students with life skills and necessary knowledge for career transition.

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 field trips related to the courses they take. Each course is designed to include five modules, which incorporate all assignments and experiences, additional reading material and any other information required. Students are assigned textbooks listed on the following page.

Alternative Education in an Independent Study Format		
Rigor	Relationship*	Relevance
Standards-based Instruction State-Adopted Textbooks Career Exploration Science: Biology, Chemistry, Environmental, Physics Financial Literacy Health Social Studies Art English Mathematics Labs Required Tutoring	Student Learning Plans Small Groups Teacher Chaser Tutor Wellness Team	Senior Project Projects for each course Field trips for each course Visual and performing arts Community Service Work Experience Health Community Partnership

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



## Textbooks (2024 – 25)

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 Language Arts	SpringBoard, CA Edition Grade 8, ELA Grade 9, ELA Grade 10, English Language Development Grade 11, ELA Senior English	The College Board, 2017 The College Board, 2017 The College Board, 2017 The College Board, 2017 The College Board, 2017
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

## School Facility Conditions and 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, and white boards). The building was upgraded in 2015 with new HVAC units, a Kool Roof and upgraded lighting through a Prop 39 grant.

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 received funding from the Pasadena Community Foundation to incorporate a teaching kitchen in the science center, which was completed in December 2024. This kitchen is designed as a teaching kitchen to add hands-on nutrition activities, basic meal preparation and other practical skills.

LW uses rented space one block from LW in Pasadena for our middle school and for artWORKS, our robust art program including silk screening, recording studio and digital storytelling facilities. Our school's community garden, GroWORKS is currently in transition to a new permanent space.

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. 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 the Homeboy Industries 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.

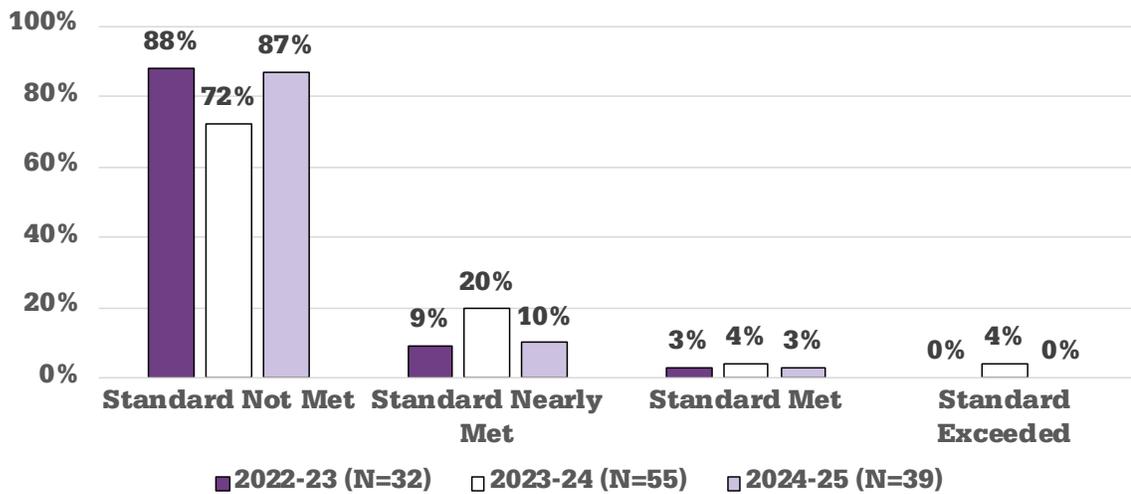
As an alternative education program, we also track completion of learning modules in a learning period (persistence), credit completion for long-term LW students (credit accumulation) and graduation rates of credit-eligible, long-term students (norm day graduation rate) to provide our school with important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

**Persistence Rate for Long Term Students.** The percentage of students completing three or more learning modules per trimester increased by 20% over the three-year period 2022 – 23 to 2024 – 25, with 81% of students completing three or more modules per trimester in 2024 – 25, up from 61% in 2022 – 23.

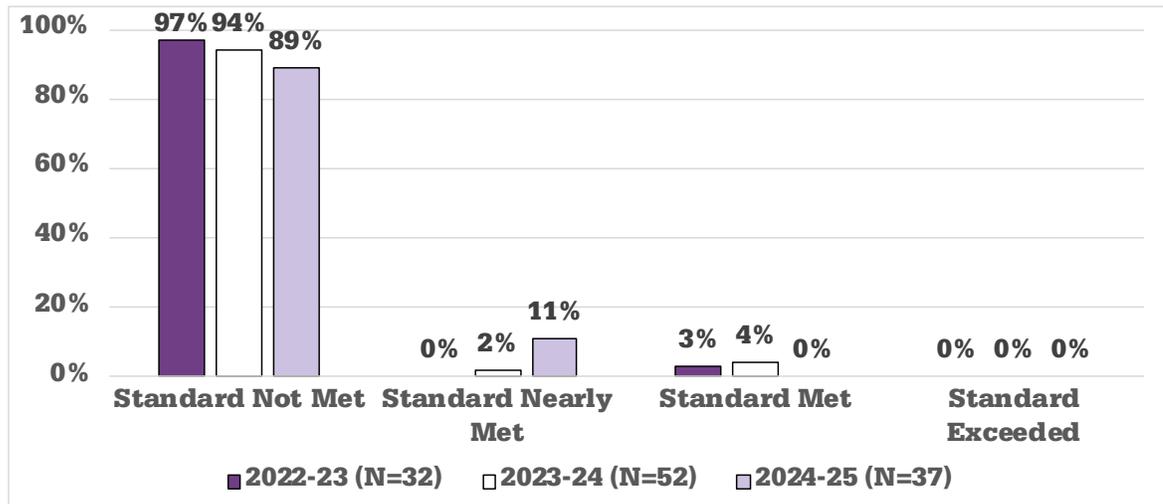
**Credit Accumulation for Long Term Students.** The median credit completion rate among long-term LW students (i.e., students enrolled for 90 days or more consecutively) increased from 26 to 29 credits earned over the past three years.

**Norm Day Graduation Rate.** The graduation rate of credit-eligible, long-term students dropped last year from 70% in 2022 – 23 to 45% in 2024 – 25.

### CAASPP, ELA (2023, 2024 & 2025)

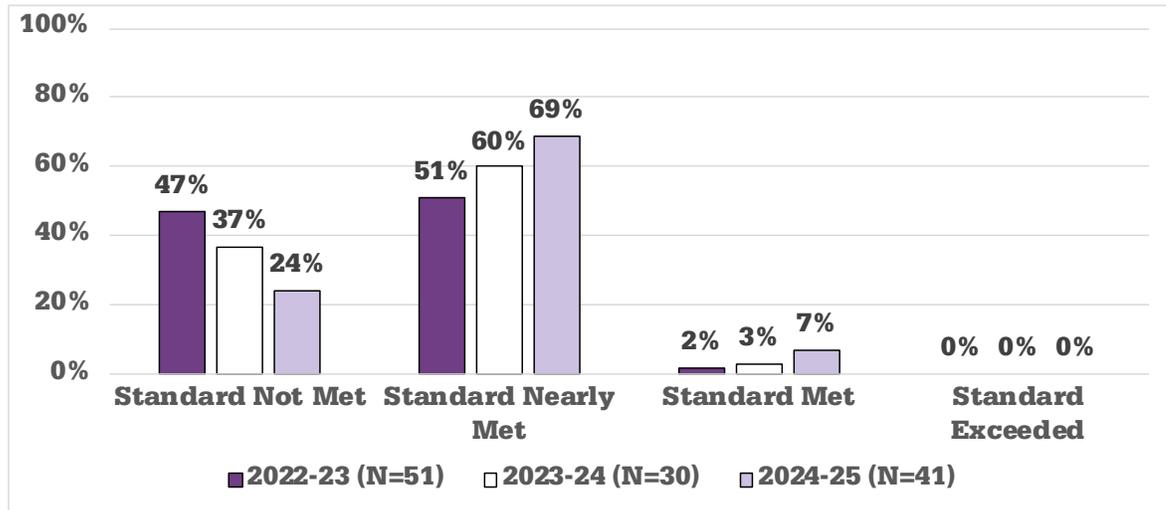


### CAASPP, Mathematics (2023, 2024 & 2025)





### CAST, Science (2023, 2024 & 2025)



### 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 pose significant challenges for our students.

In 2024 – 25, 10% of students tested “nearly met” the standard for ELA, 3% met the standard, and none exceeded the standard. For math, 11% of the students tested nearly met and none met the standard, while 89% of students did not meet the standard. None of the students exceeded the standard in Math. For science, 69% of students nearly met the standard, up from 51% in 2022 – 23. Our school does not have enough students taking the tests to provide information for individual subgroups.

### Career Technical Education

**Career and College Preparation:** Learning Works makes a significant effort to ensure our students have the tools necessary to navigate life after graduation which includes services, resources, and experiences surrounding college and career readiness. Learning Works has a school counselor who works with students on college and career preparation such as resume building, filling out FAFSA, Career and Technical Education (CTE) options, and college applications. To support this effort, LW has a partnership with local non-profit College Access Plan who come on site to provide additional workshops for our students and assist them in completing the FAFSA, college and CTE application processes. In order to emphasize experiential learning, LW offers a financial aid elective which a majority of our seniors take, as well as mandatory college and CTE campus tours. We also offer extensive field trips to locations such as Junior Achievement Finance Park and the Rose Bowl, hands-on labs, and experiences through artWORKS and GroWORKS. CTE courses are not currently offered at Learning Works.

**Experiences:** LW prioritizes experiential learning for our students to engage meaningfully with the content being learned in school, and additionally helps them expand their horizons through exposure to new environments and cultures. LW provides mandatory weekly field trip experiences designed to provide students with life skills and necessary knowledge for careers 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, The Hammer Museum, The Broad, The California African American Museum, and Chinese American Museum. Students are also given the opportunity to attend performances at various theaters around Pasadena and Los Angeles such as the Pantages Theatre, Pasadena Playhouse, A Noise Within, Huntington Library, and La Mirada Playhouse. These opportunities expose our students to art and art performances that are otherwise inaccessible to our student



population because of their socioeconomic backgrounds. Students enhance their artistic expression in our space artWORKS, where they 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. We strive to increase exposure to the arts by welcoming one of our partners MUSE/IQUE to our campus engaging our students in live music experiences that are accessible for all.

**Student Activities:** LW has a student council that plans student events and encourages students to more meaningfully participate in their school. Juniors and Seniors participate in a prom, with Seniors participating in Grad Night and a Graduation ceremony.

**Incentives:** Learning Works students that maintain enrollment, receive the Metro GoPass and TAP card. This Metro Tap pass gives them unlimited rides throughout the school year. Each teacher also awards a \$25 gift card to the Highest Achieving and Most Improved student each learning period.

**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 English, social studies, biology and math courses. We encourage all of our students to enroll in a community college, trade school or apply for employment, as well as 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, we 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. These services are supported by our partnership with the non-profit College Access Plan which provides our students with additional resources and guidance for navigating their post-high school pathways.

**California Physical Fitness Test Results**

The California Physical Fitness Test (PFT) is administered to 5th, 7th and 9th grade students at LW. In 2024 – 25, five seventh graders and 16 ninth graders participated in the PFT.

**California Physical Fitness Test Results (2024 – 25): Percentage of Students Participating in Each of the Five Fitness Components**

Grade	n	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor & Strength & Flexibility	Component 4: Upper Body Strength & Endurance	Component 5: Flexibility
5	0	n/a	n/a	n/a	n/a	n/a
7	5	–	–	–	–	–
9	16	75%	69%	81.25%	79%	87.5%

*Note: Percentages are not calculated and n/a appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

**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
<b>At Intake: Academic Assessment</b> <ul style="list-style-type: none"> <li>Level of student performance: below, at or above grade level</li> <li>Level of credit deficiency based on conditions, performance, or student population (special education or EL)</li> </ul>	<ul style="list-style-type: none"> <li>Prior performance on statewide tests</li> <li>Prior performance in coursework</li> <li>STAR Renaissance Mathematics and ELA</li> <li>Writing assessment</li> </ul>	<ul style="list-style-type: none"> <li>Student Learning Plan (SLP)</li> <li>Assignment of first academic course</li> <li>Placement in tutoring and small group instruction</li> <li>Pedagogical assessment</li> </ul>
<b>At Intake: Social Assessment</b> <ul style="list-style-type: none"> <li>Assessment of level of barriers to education attainment based on conditions</li> <li>Assessment of personality and learning style strengths</li> </ul>	<ul style="list-style-type: none"> <li>40 Developmental ASSETs</li> <li>Student Survey</li> <li>Complete National School Lunch Program (NSLP) paperwork</li> </ul>	<ul style="list-style-type: none"> <li>Assignment of Teacher/Chaser</li> <li>Mental Health Team provides student supports</li> <li>Assigned to a course based on interest</li> </ul>
<b>Ongoing Academic Assessment</b> <ul style="list-style-type: none"> <li>Assessment of the attainment of academic content in each course</li> </ul>	<ul style="list-style-type: none"> <li>End of unit/course projects</li> <li>Credit accumulation/attainment</li> <li>Grades</li> <li>Senior Project</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student work</li> <li>Tutoring &amp; Small-group instruction</li> <li>SLP monitoring</li> <li>Cooperative group work and projects</li> <li>Engagement in experiences of school &amp; community</li> </ul>
<b>Ongoing Academic Assessment</b> <ul style="list-style-type: none"> <li>Proficiency in core academics</li> </ul>	<ul style="list-style-type: none"> <li>Statewide tests</li> <li>End-of-course projects</li> <li>Credits/Grades</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student work</li> <li>Tutoring &amp; Small-group instruction</li> <li>Course completion</li> </ul>
<b>At Exit</b> <ul style="list-style-type: none"> <li>Assessment and plan for future</li> </ul>	<ul style="list-style-type: none"> <li>Senior Project</li> <li>Graduation</li> <li>Enrollment in postsecondary</li> <li>Job Placement</li> <li>Exit Survey</li> <li>Alumni/Graduate Follow-up Survey</li> </ul>	<ul style="list-style-type: none"> <li>Engagement &amp; Caring Adult in their life</li> <li>Enrollment in post-secondary through English 12A Module 5</li> <li>Career Center</li> <li>Follow-up Study</li> </ul>

## C. Engagement

### Community and Parent Involvement

Community and Parent engagement is a large priority for Learning Works and we have created multiple opportunities to foster deeper, more meaningful engagement between these parties and the school. Parents are encouraged to participate in the life of the school and their student's education. We host bi-annual parent-school meetings to review our engagement policy, school calendar, safety plan and much more. 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, College Access Plan, Families Forward, Planned Parenthood, MUSE/ique, Boys and Girls Club, and D'Veal Family and Youth Services. The school shares the most up-to-date information with parents on activities, offerings, and updates from the school through communication on the platform ParentSquare. We have also established a Community Schools Advisory Council which seeks to highlight parent voices and needs amongst the various members of our learning community. Many of our community partners are also members of the council and regularly



provide feedback on school plans which helps us refine and focus our goals as a Community School. Community partners and Learning Works parents are encouraged to be active participants in the school community through these various opportunities.

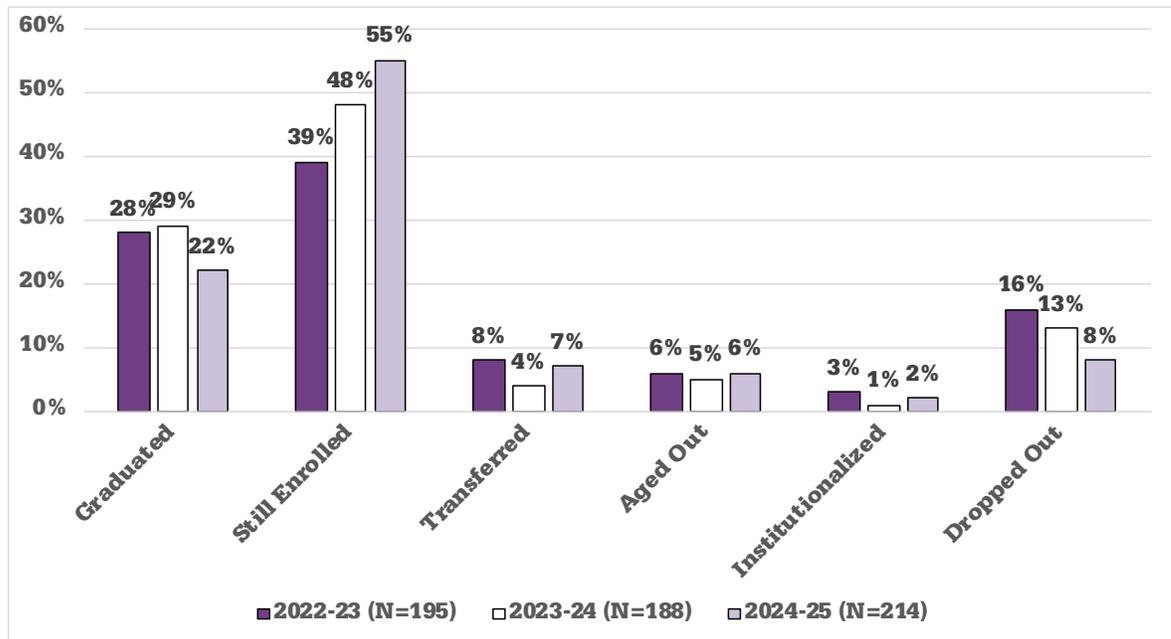
### Student Engagement

#### Graduation and Dropout Rates

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. Based on information published on the California School Dashboard, in 2022 – 23, our combined four- and five-year adjusted graduation rate was 41.5%. In 2023 – 24, it was 43.3% and in 2024 – 25, it was 42.9%.

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. The chart below indicates the status of students enrolled at LW on the October norm day the following June for the following school years: 2022 – 23, 2023 – 24 and 2024 – 25.

### End-of-year Status of Norm Day Enrollment (2022, 2023 & 2024)





*Discipline & Climate for Learning*

Our school identifies itself as a SAFE HAVEN and actively seeks to resolve conflicts that arise in a safe and fair manner. Learning Works prides itself on a FRESH START and multiple chances to improve behavior and academic performance. Based on information published in the California Dashboard, the LW suspension rate in 2023 was 7.5% in 2023, declined to 2% in 2024, and 0% in 2025. Expulsions are rarely 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 Director of Student Wellness is a credentialed counselor and is assigned to discipline with a philosophy of de-escalation, conflict resolution, personal accountability, forgiveness and fresh start. LW’s Student Support Team meets weekly to discuss students in need of support including disciplinary concerns. A system of referral, suspension and resolution is managed by the Director 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.

**School Safety Plan (2025 – 26)**

Our Emergency Safety Plan is reviewed annually and was presented to our staff in August 2025 and presented to parents at the first meeting of the year. The goal of our safety plan is to prepare school employees, students, staff and parents to react properly in emergency situations. The information provided through the safety plan is designed to give general instructions in the event of a disaster and outlines the responsibilities and cooperation necessary to safeguard staff and students before, during and after an emergency. It also includes procedures on abuse/neglect, school policies and procedures, suicide prevention, employee policies on sexual harassment and maintaining a tobacco/drug-free work environment. We have also included additional information about the roles and responsibility of our wellness team, information about the school climate, and our school improvement plan.

**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 to student ratio doesn’t exceed 25:1.

	22 – 23	23 – 24	24 – 25
Enrollment	307	313	334
ADA	180	189	220

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 60 or 75 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.

Academic Calendar 2024-25		
Trimester 1	Trimester 2	Trimester 3
<b>August 22 – December 16</b>	<b>January 6 – April 9</b>	<b>April 21 – June 16</b>
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 Student Support Staff (2024 – 25)**

In 2024 – 25, LW had nine certificated teaching staff including a half-time curriculum coordinator and one full-time certificated counselor. In addition to the Founder/CEO, the administrative team included directors of student registration and accountability, student support services, and human resources and facilities, and a site lead for the resource center. Our classified staff included eight Chasers and four tutors. In addition, we had seven classified staff members providing child care, security, textbook and lunch room support, technology and teaching assistance. We also have a Community Schools coordinator supporting partnerships and new student programming.

Our Chasers are recruited based on their experience living with similar conditions as our students and are often hired after graduating from LW. Chasers are trained as mentors and coaches and help students overcome major life challenges that may get in the way of school work and guide students through completing the courses on their Student Learning Plan (SLP). All staff at LW help students focus on graduation and improving the skills they need to navigate life's challenges. We offer full-time tutoring during the school day and look for tutors who are highly qualified to support students in all subject areas with an emphasis on providing additional individualized support for mathematics and science.

### **School Fiscal Resources**

*Expenditures per pupil: \$17,319 per pupil*

*Total Revenue 2022 – 23 to 2024 – 25 (not including grants)*

2022 – 23: \$3,849,241

2023 – 24: \$3,748,553

2024 – 25: \$4,168,431

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

*Title I from 2022 – 23 to 2024 – 25*

Title I, 2022 – 23 (Basic): \$62,474

Title I, 2023 – 24 (Basic): \$56,896

Title I, 2024 – 25 (Basic): \$61,948

*Comprehensive Support and Improvement Grant*

2022 – 23: \$178,351

2023 – 24: \$174,382

2024 – 25: \$472,095

*Emergency and Secondary School Emergency Relief (ESSER)*

ESSER I: \$58,292

ESSER II: \$209,337

ESSER III: \$471,326

*Expanded Learning Opportunities: \$200,021*

*Grants/Foundation July 2022 – June 2025:*

California Coastal Commission – Whale Tail Grant (2022-24): \$17,625 (Expanding field trips and labs)

Zimmerman Memorial Fund (2023): \$22,500 (Hope Works support)

The Fullen-Smith Foundation (2023): \$5,000 (artWORKS: Healing Through the Arts)

California Department of Education – Bipartisan Safer Communities Act: Stronger Connections Grant (Nov. 2023 – Sept. 2026): \$591,899 (Funds innovative mental health and wellness programming and community safety)

Pasadena Community Foundation – Yes, Virginia Grant (2023): \$1,500 (Ice skating field trip)

Justice and Compassion Essential Ministry Team Grant (2024): \$1,000 (artWORKS and GroWORKS support)

Zimmerman Memorial Fund (2024): \$22,500 (Hope Works support)

Adobe Employee Community Fund Grant (2024): \$20,000 (AW programming)

Pasadena Community Foundation (2025): \$20,000 (Eaton Fire)

Zimmerman Memorial Fund (2025): \$19,406 (Hope Works support)

Pasadena Showcase House (2025): \$5,000 (AW recording equipment)



### **Certificated Average Salaries**

Learning Works has a small staff of certificated teachers, counselors, classified and administrative staff to support the student population. Our average teacher salary was \$66,200. Our administrative support staff includes both certificated and classified positions to support different facets of our small charter school. Our annual budget reflects 38% for instructional salaries and instructional staff and 15% for administrative salaries.

### **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 field trips, 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; restorative practices; health and wellness; substance use education and public health information; curricular training in academic subject areas, rubrics and grading; 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 participate in off-site professional development are asked to provide and share the information they gathered when they return at the Monday staff meetings.