Learning First Charter Public School

2020-2021 Annual Report

Submitted: July 27, 2021

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**Introduction to the School**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Learning First Charter Public School*** | | | |
| Type of Charter  (Commonwealth or Horace Mann) | Commonwealth | Location of School (Municipality) | Worcester |
| Regional or Non-Regional | Non-Regional | Chartered Districts in Region  (if applicable) | N/A |
| Year Opened | 1996 | Year(s) the Charter was Renewed  (if applicable) | 2001, 2006, 2011, 2016, 2021 |
| Maximum Enrollment | 666 | Enrollment as of 5/27/2021 | 666 |
| Chartered Grade Span | K-8 | Current Grade Span | K-8 |
| Number of Instructional Days per School Year (as stated in the charter) | 180 | Students on Waitlist as of 5/27/2021 | 241 |
| Final Number of Instructional Days during 2019-2020 School Year | 180 |
| School Hours | Monday-Thursday 7:40-3:30;  Friday 7:40-12:30 | Age of School as of 2020-2021 School Year | 25 Years |
| **Mission Statement**  Learning First Charter Public School is committed to preparing a diverse cross section of Worcester children for success as students, workers, and citizens by providing them with a high quality education at prevailing public school costs. | | | |

Letter from board chair:

July 20th 2021

To the Department of Elementary and Secondary Education:

The last few years at the Learning First Charter Public School (formerly the Seven Hills Charter Public School -case in point, the name of the school was changed recently) have been filled with change and improvement. Mr. Flanagan, our new Superintendent, and the LFCPS Board are hard at work building a solid foundation on which students can achieve at higher rates and have more options for continued education. The first example is of the new building we have closed on and will start construction on soon. For way too long now, our students have been without the amenities their suburban counterparts have enjoyed. Purchasing a new building and allocating the funds to make it a space that all our families, students, faculty, and community members are proud of has not been an easy process; however, after some adjustments and the finding of a different property, we are confident we can have our students in a modern school building that will enrich their education opportunities by the 2022-2023 school year. Science labs, a gymnasium, modern HVAC, and an auditorium that fits our various schools/grade levels, will greatly benefit our students and realize a dream this school community has had for quite some time.

Other data points show we are building and strengthening our foundation as well. Teacher retention has bettered under Mr. Flanagan’s leadership dramatically. Prior to Mr. Flanagan taking the helm, the school’s teacher retention flagged consistently with teacher retention percentages in the upper 60s. The latest data on the DESE profiles page shows our teacher retention at 88.9%, which is outpacing the state by nearly 5 percentage points. This is very impactful and something that is not easily accomplished in the face of such strong compensation packages awarded by traditional public schools. This is a testament to his and his team’s ability to foster a positive work environment where teachers want to stay and grow. We see this as a crucial indicator that our teaching staff is committed to our students and families and feel strongly this will pay off in large dividends in student achievement soon.

The relatively recent charter renewal review by DESE further validates we are moving in the right direction and should be hopeful about the future. On all criterion the school received a “Meets” classification by the reviewers (one criterion was not rated). Student performance was given a “Meets” as well and the reviewers noted that the 2019 MCAS results indicated “not requiring assistance or intervention.” Governance was also given a “Meets” rating. I came on as board chair more recently, but I have already noticed the board’s willingness to grow and develop as well. In the last few months, we, as others, have functioned new ways throughout the pandemic and have lost officers due to term limits. Early in the year, we spent time outlining our process for recruiting and acclimating new board members. We have looked to the larger community and alumni to establish a board bench that is dedicated to realizing the best for our students. As a result, we have already helped to transition new officers and new board members. Positive things are happening at LFCPS. As mentioned, we have already seen positive upticks in student achievement. With the improvements the school has made and is currently undertaking we are confident that this leadership team will realize dramatic gains in student achievement, and this will only allow for further success of our school population as “students, workers, and citizens.”

Sincerely,

Justin Anthony Vernon

Board Chair, Learning First Charter Public School

**School Performance and Program Implementation**

There were no changes in the 2020-2021 school year.

| **Faithfulness to Charter** |
| --- |

**Mission and Key Design Elements**

|  |  |
| --- | --- |
| **Key Design Element** | **Accomplishments** |
| Diverse Cross Section of Worcester Children | In response to the questions with which we constantly grapple, “What does it mean to be a truly diverse school and how will we know when we have achieved it?”, the Learning First community has developed this vision statement:  “All members of the school community will develop a strong sense of self and be equipped to engage comfortably and confidently with others of diverse backgrounds, orientations and abilities across environments, understanding and appreciating the personal and societal impact of culture and history.”  In addition to the work being done to constantly improve our school and programs, we have focused on connecting our students and families to diverse representatives from a wide range of professions, artistic and cultural arenas. They were inspired by college and career speakers and mentors, artists in residence and parent volunteers who ran classroom workshops. |
| Success as Students and Workers | The Learning First motto is “Kindergarten to college, career and beyond!” To this end, all of our students explored college life, during a variety of campus based activities this year.  Throughout the 2020-2021 school year, Learning First has continued our ongoing College and Career Speaker Series where professionals from throughout our community visited classrooms to share their college and career journeys. Although we had to do this virtually due to COVID, we were still able to have a number of professionals in various careers, from diverse backgrounds/genders, chat with our students over Google Meet/Google Classroom. We believe that we have a responsibility to expose our scholars to the wide range of opportunities available to them, so that, over time, they can find their passions and pursue them relentlessly. |
| Success as Citizens | The Learning First Core Values of wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity are at the heart of everything we do. Students explored these values through literature and real world connections and are learning to apply them in their everyday life. Teachers worked with students through class meetings and reflective exercises to develop each of the five pillars of social emotional learning and the concept of growth mindset.  Learning First is committed to preparing our scholars to be positive contributors to our school, community and world. Although we typically engage with the Community Harvest Project/ Worcester Food Bank, Stand Against Racism, Be Like Brit, and the Mass College of Pharmacy and Health Sciences, we were unable provide our students with any of those experiences due to COVID-19. We hope to continue with that work for the 2021-22 school year. |

**Amendments to the Charter**

There were no amendments to the charter for the 2020-21 school year.

**Access and Equity: Discipline Data**

[**http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04860000&orgtypecode=5&=04860000&**](http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04860000&orgtypecode=5&=04860000&)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2020-21 Student Discipline | | | | | |
| **Student Group** | **Total Number of Students** | **Students Disciplined** | **Percent In-School Suspension** | **Percent Out-of-School Suspension** | **Percent Emergency Removal** |
| **All Students** | 688 | 20 | 0.6 | 2.6 | 0.0 |
| **EL** | 188 | 8 | 1.6 | 3.7 | 0.0 |
| **Economically Disadvantaged** | 466 | 16 | 0.9 | 3.0 | 0.0 |
| **Students with Disabilities** | 106 | 1 | 0.0 | 0.0 | 0.0 |
| **High Needs** | 567 | 17 | 0.7 | 2.6 | 0.0 |
| **Female** | 354 | 4 | 0.0 | 0.0 | 0.0 |
| **Male** | 334 | 16 | 1.2 | 4.2 | 0.0 |
| **American Indian or Alaska Native** | 0 |  |  |  |  |
| **Asian** | 1 |  |  |  |  |
| **African American/Black** | 323 | 8 | 0.0 | 2.5 | 0.0 |
| **Hispanic/Latino** | 305 | 12 | 1.3 | 3.3 | 0.0 |
| **Multi-race, Non-Hispanic/Latino** | 16 | 0 |  |  |  |
| **Native Hawaiian or Pacific Islander** | 0 |  |  |  |  |
| **White** | 43 | 0 |  |  |  |

**Student Discipline Systems and Processes**

When a student has a behavioral concern, a teacher has the option to either manage the behavior independently using tier 1 strategies in the classroom (take 5, accommodations, conferencing, redirection, reinforce, etc..) or hit a button on the computer to request assistance from the Head of School or discipline team member, depending on the severity of the situation. The Head of School or discipline team member responds and provides intervention (including processing and conferencing with students) to deescalate the situation and reengage students in the classroom. The school uses a tracking form system for school behavioral concerns. Staff members fill out a tracking form and submit the form to the Head of School to input into the electronic behavior system SWIS (School Wide Information Systems). SWIS data is monitored by the behavioral specialist, guidance counselors and Heads of Schools for individual students with behavioral plans or social emotional concerns. The data is used to progress monitor students in weekly guidance meetings. The data is also reviewed at the classroom, grade, and whole school level at the monthly whole school behavior team meeting. The RTI coordinator, guidance team, school psychologist, Heads of School, and special education director are present at this meeting. From this meeting, the team develops interventions to address school wide trends (ex. a lunch wave with a high number of referrals, additional staff added to see if this increased monitoring/support) and then progress monitors the impact of these action plans on student behavior via SWIS and qualitative reports from involved staff. In school suspension, out of school suspensions and expulsions are also documented in SWIS.

**Steps we have taken:**

The school wide team has now begun looking at the SWIS data (including suspension/expulsion) for students by subgroups on a monthly basis and making behavioral support plans (including counseling/mental health services) for individual students with high numbers of referrals. The team noticed that many students with a high number of behavioral referrals on IEPs also have challenges with executive function. As a result, the special education department has ordered a standardized screener and test to evaluate executive function skills; the screener will be used as a piece of behavioral RTI systems in additional to formal team evaluations. The occupational therapist and school psychologist were also provided a school wide PD on executive functioning skills and strategies to support students in the classroom.

The behavior specialist, guidance counselors, special education director, occupational therapist and school psychologist meet and review all plans and services related to behavior and social emotional supports for students with more than 5 referrals for the year on IEPs to be sure that all of the students’ needs are being met by their current plans.

The school has also formed a Parent Contact Committee to work on engaging more parents and caregivers with the school. A Trauma Informed Care Committee was also formed to evaluate our current behavioral procedures and determine if they are aligned with a school trauma informed care model and will make suggestions to administration for potential changes if/when necessary.

**Dissemination Efforts**

| **Best Practice Shared** | **Vehicle for Dissemination** (describe the method, format, or venue used to share best practices) | **Who at the school was involved with the dissemination efforts?**  (Title) | **With whom did the school disseminate its best practices?**  (Highlight partners and locations, including school districts) | **Result of dissemination**  (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.) |
| --- | --- | --- | --- | --- |
| OT Field work Experiences | Learning First Charter Public School | Lauren Repucci | Springfield College | Students received OT field work experience at the LFCPS |
| Occupational Therapy Theories | Worcester State College Course | Lauren Repucci  Occupational Therapist | Worcester State College Students | Students receive 3 credits for completing the course   * Course syllabus available |
| SEL and Mental Health needs in the COVID-19 Era | Webinar | Lauren Repucci  Occupational Therapist | Massachusetts Educators | Link to webinar and resources here:  https://matoolsforschools.com/resources/covid-19-sel |

| **Academic Program Success** |
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**Student Performance**

Learning First Charter Public School’s school report card (overview) link below:

<https://reportcards.doe.mass.edu/2020/04860105>

\*\*This report is still from 2019, we did not test in 2020 due to COVID-19.

|  |  |
| --- | --- |
| 2019 Official Accountability Report – Learning First Charter Public School | |
| Overall classification | Not requiring assistance or intervention |
| Reason for classification | Substantial progress towards targets |
| Progress toward improvement targets | 58% Substantial progress towards targets |
| Accountability percentile | **Found here:** <http://profiles.doe.mass.edu/statereport/accountability.aspx> |

Academic Program

There were no changes in the 2020-2021 school year except for being fully remote until April 5th, 2021. Please see the school reopening plans for the fall of 2020 (fully remote) and the spring of 2021 (full in-person). These documents outline the evidence requested below. Our plans to accelerate learning during the 2021-22 school year will be acceleration academies during school vacation weeks, and strategic small group targeted instruction during the school year. We’re still in the process of deciding on other accelerated plans, and will use ANET to help support that initiative.

Based on our pilot work we developed the following outline for our approach to a high quality tiered system of support.

* Tier I
  + Core instruction for all students including Sheltered English Instruction and ELD for MSA students
  + Appropriate, effective, preventive, proactive and evidence-based core curriculum and instruction for all students
  + Includes direct social emotional learning and instruction
  + Includes data driven strategic small groups for behavior and academics
  + Ongoing assessment and progress monitoring for behavior and academics
* Tier II
  + Target  evidence based intervention provided in conjunction with tier 1 instruction
  + Supplemental curriculums and programs for behavior and academics
  + Ongoing assessment and progress monitoring for behavior and academics
* Tier III
  + Intensive instruction in conjunction with Tier I and Tier II instruction
  + Team intervention planning based on data, observations and/or standardized tools for behavior and academics
  + Ongoing assessment and progress monitoring for behavior and academics

All interventions have:

* A plan for implementation
* Evidence based pedagogy
* Criteria for successful response
* Assessment to monitor progress

**Tiered Support Process**

1. Designated assessment scores will be analyzed to determine students who need tiered support.
2. Student will be placed in the appropriate tiered support based on the entry data
3. At the designated times, the appropriate data team will meet to discuss the progress of the student toward meeting the designated goal and next steps
   1. All who work with the student discuss recent assessments and student progress
   2. Student placement is determined
4. If meeting grade level/designated expectations they are not assigned to a group
5. If making progress but not yet meeting grade level/designated expectations they are assigned to the next intervention
6. If not making progress discuss options
7. Re-do the intervention
8. Add another intervention (tier 2 and/or 3)
9. referral for additional assessments/screening through special education
10. In all cases the team will agree on a plan to inform parents
11. Begin at #3 again

\*\*LFCPS has a remote learning plan as well as our school reopening plan, that will be included as an attachment to this submission, that outlines what our academic program has looked like for our students and staff for the 2020-21 school year.

| **Organizational Viability** |
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**Organizational Structure of the School**

There were no changes in the 2020-2021 school year.



**Budget and Finance**

**Approved school budget for FY21**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  | **LFCPS** | **Jul '20 - Jun 21** |
|  | **Ordinary Income/Expense** | | | | | |  |  |
|  |  |  | **Income** | |  |  |  |  |
|  |  |  |  | **41000 · Grants-State** | | | | 51,525.00 |
|  |  |  |  | **41010 · Per Pupil Revenue** | | | | 9,601,072.00 |
|  |  |  |  | **41500 · Grants-Federal** | | | | 1,056,246.80 |
|  |  |  |  | **42000 · Nutrition Funding State** | | | | 15,814.26 |
|  |  |  |  | **42300 · Nutrition Funding-Federal** | | | | 116,751.36 |
|  |  |  |  | **42301 · Nutrition Funding Federal Break** | | | | 66,254.16 |
|  |  |  |  | **43000 · Program Fees** | | | |  |
|  |  |  |  |  | **42020 · After School Income** | | | 29,790.51 |
|  |  |  |  | **Total 43000 · Program Fees** | | | | 29,790.51 |
|  |  |  |  | **44015 · Management Fee Revenue** | | | | 44,978.00 |
|  |  |  |  | **44500 · Contributions, Other** | | | | 5,170.00 |
|  |  |  |  | **45500 · Medicaid Reimbursement** | | | | 59,851.13 |
|  |  |  | **Total Income** | | |  |  | 11,047,453.22 |
|  |  | **Gross Profit** | | |  |  |  | 11,047,453.22 |
|  |  |  | **Expense** | |  |  |  |  |
|  |  |  |  | **50000 · Total Payroll** | | | |  |
|  |  |  |  |  | **50100 · Wages** | | |  |
|  |  |  |  |  |  | **50110 · Wages-Admin Professional** | | 144,536.08 |
|  |  |  |  |  |  | **50210 · Salaries Admin Support/Clerical** | | 284,390.00 |
|  |  |  |  |  |  | **50220 · Bonus Wages** | | 130,700.00 |
|  |  |  |  |  |  | **50320 · Salaries-Teachers** | | 2,931,914.06 |
|  |  |  |  |  |  | **50420 · Salaries Other Prof Instruction** | |  |
|  |  |  |  |  |  |  | **50425 · Salaries Technology** | 147,462.90 |
|  |  |  |  |  |  |  | **50420 · Salaries Other Prof Instruction - Other** | 706,089.36 |
|  |  |  |  |  |  | **Total 50420 · Salaries Other Prof Instruction** | | 853,552.26 |
|  |  |  |  |  |  | **50520 · Salaries Paraprofessionals** | | 726,244.46 |
|  |  |  |  |  |  | **50620 · Salaries Subs/Support/Clerical** | |  |
|  |  |  |  |  |  |  | **50625 · Wages Village** | 23,722.69 |
|  |  |  |  |  |  |  | **50620 · Salaries Subs/Support/Clerical - Other** | 112,163.63 |
|  |  |  |  |  |  | **Total 50620 · Salaries Subs/Support/Clerical** | | 135,886.32 |
|  |  |  |  |  |  | **50730 · Salaries Other Student Services** | | 789,882.61 |
|  |  |  |  |  |  | **50840 · Salaries Operation & Facilities** | |  |
|  |  |  |  |  |  |  | **50845 · Salaries Overtime** | 3,772.18 |
|  |  |  |  |  |  |  | **50850 · Food Service** | 40,036.30 |
|  |  |  |  |  |  |  | **50840 · Salaries Operation & Facilities - Other** | 206,904.03 |
|  |  |  |  |  |  | **Total 50840 · Salaries Operation & Facilities** | | 250,712.51 |
|  |  |  |  |  |  | **59620 · Staff Stipends** | | 34,348.11 |
|  |  |  |  |  | **Total 50100 · Wages** | | | 6,282,166.41 |
|  |  |  |  |  | **50500 · Employer Taxes(5205 DOE)** | | |  |
|  |  |  |  |  |  | **50530 · Fica and Unemployment** | | 296,711.46 |
|  |  |  |  |  |  | **50532 · COVID FFCRA Fed Tax Credit** | | -4,527.89 |
|  |  |  |  |  | **Total 50500 · Employer Taxes(5205 DOE)** | | | 292,183.57 |
|  |  |  |  |  | **50700 · Benefits** | | |  |
|  |  |  |  |  |  | **50705 · 403(b) Employer Cost 5205 DOE** | | 26,270.88 |
|  |  |  |  |  |  | **50710 · Payroll Benefits Exp 5225 DOE** | |  |
|  |  |  |  |  |  |  | **50711 · Dental Employee Benefit** | 83,950.01 |
|  |  |  |  |  |  |  | **50712 · Medical Employee Benefit** | 995,459.01 |
|  |  |  |  |  |  |  | **50713 · STD/LTD & Life Employee Benefit** | 59,257.19 |
|  |  |  |  |  |  | **Total 50710 · Payroll Benefits Exp 5225 DOE** | | 1,138,666.21 |
|  |  |  |  |  | **Total 50700 · Benefits** | | | 1,164,937.09 |
|  |  |  |  |  | **50720 · Workers Compensation Insurance** | | | 35,433.00 |
|  |  |  |  | **Total 50000 · Total Payroll** | | | | 7,774,720.07 |
|  |  |  |  | **51000 · Contracted/Purchased Services** | | | |  |
|  |  |  |  |  | **51010 · Consultants** | | | 90,230.50 |
|  |  |  |  |  | **51060 · Facility Management Fee** | | | 813,800.00 |
|  |  |  |  |  | **51090 · Food Services** | | | 348.17 |
|  |  |  |  | **Total 51000 · Contracted/Purchased Services** | | | | 904,378.67 |
|  |  |  |  | **52000 · Supplies/Materials** | | | |  |
|  |  |  |  |  | **52090 · COVID19 Related Purchases** | | | 435,446.78 |
|  |  |  |  |  | **52000 · Supplies/Materials - Other** | | | -747.12 |
|  |  |  |  | **Total 52000 · Supplies/Materials** | | | | 434,699.66 |
|  |  |  |  | **53011 · Business, Finance, HR and Legal** | | | |  |
|  |  |  |  |  | **52080 · Printed Mater. & Reprod. Costs** | | | 1,785.70 |
|  |  |  |  |  | **52142 · Postage & Stamps** | | | 1,216.28 |
|  |  |  |  |  | **52160 · Promotional/Marketing** | | | 20,000.00 |
|  |  |  |  |  | **53040 · Entertainment/Staff Appreciation** | | | 2,190.56 |
|  |  |  |  |  | **56050 · Bank Service Charges** | | | 63.00 |
|  |  |  |  |  | **56070 · Village Expenditures** | | | 4,145.67 |
|  |  |  |  |  | **56100 · Legal Fees** | | | 5,156.25 |
|  |  |  |  |  | **56110 · Audit Fees** | | | 39,050.00 |
|  |  |  |  |  | **56115 · Admin Outside Services Purchase** | | | 43,196.42 |
|  |  |  |  | **Total 53011 · Business, Finance, HR and Legal** | | | | 116,803.88 |
|  |  |  |  | **53120 · Contracted Services, Instr** | | | |  |
|  |  |  |  |  | **51020 · Outside Services Purchased Inst** | | | 13,970.00 |
|  |  |  |  |  | **51030 · Pupil Special Services** | | | 5,966.50 |
|  |  |  |  |  | **51035 · Student Assessment Service** | | | 37,685.43 |
|  |  |  |  | **Total 53120 · Contracted Services, Instr** | | | | 57,621.93 |
|  |  |  |  | **54011 · Professional Development Admin** | | | | 12,806.41 |
|  |  |  |  | **54020 · Professional Development Instr** | | | | 25,402.00 |
|  |  |  |  | **54210 · Dues, Licenses & Subscriptions** | | | | 10,129.84 |
|  |  |  |  | **54310 · Office Supplies & Mat Admin** | | | |  |
|  |  |  |  |  | **52140 · Office /Misc. Supplies** | | | 11,948.77 |
|  |  |  |  | **Total 54310 · Office Supplies & Mat Admin** | | | | 11,948.77 |
|  |  |  |  | **54320 · Instructional Supplies & Mat** | | | |  |
|  |  |  |  |  | **52015 · Replacement Core Durable Curric** | | | 32,649.95 |
|  |  |  |  |  | **52020 · Core Curriculum Consumables** | | | 89,268.05 |
|  |  |  |  |  | **52030 · Classroom Supplies** | | | 17,252.56 |
|  |  |  |  |  | **52070 · Paper Supplies - Copy Paper** | | | 2,658.11 |
|  |  |  |  |  | **52120 · Extracurricular Supply&Activity** | | | 15,714.40 |
|  |  |  |  | **Total 54320 · Instructional Supplies & Mat** | | | | 157,543.07 |
|  |  |  |  | **54511 · Info Mgt & Tech Admin** | | | | 2,659.52 |
|  |  |  |  | **54522 · Instructional Tech in Classroom** | | | | 3,166.15 |
|  |  |  |  | **55000 · Repairs & Maintenance** | | | |  |
|  |  |  |  |  | **55040 · Maintenance of Equipment** | | | 3,676.43 |
|  |  |  |  | **Total 55000 · Repairs & Maintenance** | | | | 3,676.43 |
|  |  |  |  | **55140 · Maint Building & Grounds** | | | |  |
|  |  |  |  |  | **51040 · Facility & Ground Mtn Services** | | | 1,355.36 |
|  |  |  |  |  | **51072 · Alarm Services** | | | 7,091.16 |
|  |  |  |  |  | **51080 · Refuse/Trash** | | | 8,844.74 |
|  |  |  |  |  | **52150 · Custodial Supplies** | | | 5,064.57 |
|  |  |  |  |  | **55010 · Repairs & Maint. - Fac./Grounds** | | | 2,674.16 |
|  |  |  |  |  | **55050 · Maintenance Contract Agreements** | | | 115,062.28 |
|  |  |  |  | **Total 55140 · Maint Building & Grounds** | | | | 140,092.27 |
|  |  |  |  | **55540 · Utilities** | | | |  |
|  |  |  |  |  | **54010 · Communications - Phone/Fax** | | | 16,553.64 |
|  |  |  |  |  | **54015 · Communications -Internet Access** | | | 666.33 |
|  |  |  |  |  | **54510 · Water/Sewer** | | | 563.77 |
|  |  |  |  |  | **54520 · Gas/Electric** | | | 91,891.78 |
|  |  |  |  | **Total 55540 · Utilities** | | | | 109,675.52 |
|  |  |  |  | **56144 · Rental Space/Lease of Equipment** | | | | 45,141.45 |
|  |  |  |  | **57010 · Dep Information Tech Admin** | | | | 5,999.25 |
|  |  |  |  | **57020 · Dep Instructional Technology** | | | | 33,993.75 |
|  |  |  |  | **57030 · Depreciation of Furn & Fixtures** | | | | 23,543.00 |
|  |  |  |  | **57045 · Depreciation Vehicle** | | | | 1,756.00 |
|  |  |  |  | **57050 · Depreciation Leasehold Improv** | | | | 51,387.00 |
|  |  |  |  | **57730 · Student & Parent Transportation** | | | |  |
|  |  |  |  |  | **57732 · Van related expenses** | | | 1,864.94 |
|  |  |  |  | **Total 57730 · Student & Parent Transportation** | | | | 1,864.94 |
|  |  |  |  | **58230 · Food Services** | | | | 184,222.82 |
|  |  |  |  | **58410 · Recruitment/Advertising Admin** | | | | 11,149.93 |
|  |  |  |  | **86010 · Activities Expense** | | | | 3,724.29 |
|  |  |  | **Total Expense** | | | |  | 10,128,106.62 |
|  | **Net Ordinary Income** | | | | |  |  | 919,346.60 |
|  | **Other Income/Expense** | | | | |  |  |  |
|  |  | **Other Income** | | |  |  |  |  |
|  |  |  | **49000 · Other Income** | | | | |  |
|  |  |  |  | **60100 · Interest Income/Bank Accounts** | | | | 19,766.63 |
|  |  |  |  | **60105 · Donated Transportation Income** | | | | 221,697.00 |
|  |  |  |  | **60106 · On Behalf Revenue** | | | | 840,019.00 |
|  |  |  |  | **60107 · Gain/(Loss) Capital Disposal** | | | | -6,322.00 |
|  |  |  | **Total 49000 · Other Income** | | | | | 1,075,160.63 |
|  |  | **Total Other Income** | | | | |  | 1,075,160.63 |
|  |  | **Other Expense** | | | |  |  |  |
|  |  |  | **57673 · In Kind Donation Expense** | | | | | 5,170.00 |
|  |  |  | **57676 · Donated Transportation Expense** | | | | | 221,697.00 |
|  |  |  | **57680 · On Behalf Expense** | | | | | 840,019.00 |
|  |  | **Total Other Expense** | | | | |  | 1,066,886.00 |
|  | **Net Other Income** | | | |  |  |  | 8,274.63 |
| **Net Income** | | |  |  |  |  |  | **927,621.23** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **LFCPS Pre-Audit** | **Jun 30, 21** |
| **ASSETS** | |  |  |  |  |  |
|  | **Current Assets** | | | |  |  |
|  |  | **Checking/Savings** | | | |  |
|  |  |  | **10000 · Cash** | | |  |
|  |  |  |  | **10741 · Websterfive MM Account** | | 307,786.51 |
|  |  |  |  | **10800 · Petty Cash** | | 350.00 |
|  |  |  |  | **10819 · UniBank Money Market** | | 11,498.56 |
|  |  |  |  | **10823 · UniBank Operating Checking** | |  |
|  |  |  |  |  | **10815 · Capital Reserve UniBank** | 860,000.00 |
|  |  |  |  |  | **10823 · UniBank Operating Checking - Other** | 2,916,460.36 |
|  |  |  |  | **Total 10823 · UniBank Operating Checking** | | 3,776,460.36 |
|  |  |  |  | **10824 · UniBank Activity Checking** | | 51,887.93 |
|  |  |  |  | **10825 · UniBank Food Checking** | | 57,217.25 |
|  |  |  |  | **10826 · UniBank Village Checking** | | 83,783.71 |
|  |  |  | **Total 10000 · Cash** | | | 4,288,984.32 |
|  |  | **Total Checking/Savings** | | | | 4,288,984.32 |
|  |  | **Other Current Assets** | | | |  |
|  |  |  | **12000 · Due from related parties** | | |  |
|  |  |  |  | **12200 · Grant Funds Receivable** | | 71,855.29 |
|  |  |  |  | **12300 · Other Funds Receivable** | | 86,696.93 |
|  |  |  |  | **12400 · Funds Due From LFF** | | 3,871.75 |
|  |  |  | **Total 12000 · Due from related parties** | | | 162,423.97 |
|  |  |  | **13000 · Pre-Paid Expenses** | | |  |
|  |  |  |  | **13010 · Pre-Paid Insurance** | | 431.00 |
|  |  |  |  | **13011 · Pre-Paid Curriculum** | | 171,483.03 |
|  |  |  | **Total 13000 · Pre-Paid Expenses** | | | 171,914.03 |
|  |  | **Total Other Current Assets** | | | | 334,338.00 |
|  | **Total Current Assets** | | | | | 4,623,322.32 |
|  | **Fixed Assets** | | |  |  |  |
|  |  | **15400 · Furniture** | | | | 269,542.99 |
|  |  | **15500 · Leasehold Improvement** | | | | 513,872.00 |
|  |  | **15600 · Computers** | | | |  |
|  |  |  | **15601 · Technology Capital Hardware** | | | 883,728.17 |
|  |  | **Total 15600 · Computers** | | | | 883,728.17 |
|  |  | **16000 · Accumulated Depreciation** | | | |  |
|  |  |  | **16421 · Accum Dep Tech Hardware** | | | -789,381.00 |
|  |  |  | **16425 · Accum Dep Furniture & Fixtures** | | | -237,600.00 |
|  |  |  | **16427 · Accum Dep Leasehold Improvement** | | | -79,222.00 |
|  |  | **Total 16000 · Accumulated Depreciation** | | | | -1,106,203.00 |
|  | **Total Fixed Assets** | | | |  | 560,940.16 |
|  | **Other Assets** | | |  |  |  |
|  |  | **14600 · Pre-Paid Lease Richland St.** | | | | 4,300,000.00 |
|  |  | **15110 · Lease Deposit** | | | | 203,450.00 |
|  | **Total Other Assets** | | | |  | 4,503,450.00 |
| **TOTAL ASSETS** | | | |  |  | **9,687,712.48** |
| **LIABILITIES & EQUITY** | | | | |  |  |
|  | **Liabilities** | | |  |  |  |
|  |  | **Current Liabilities** | | | |  |
|  |  |  | **Accounts Payable** | | |  |
|  |  |  |  | **20020 · Accounts Payable** | | 59,644.33 |
|  |  |  | **Total Accounts Payable** | | | 59,644.33 |
|  |  |  | **Other Current Liabilities** | | |  |
|  |  |  |  | **20058 · Due to Learning First Foundation** | | 214,281.75 |
|  |  |  |  | **20060 · Due to Related Party** | |  |
|  |  |  |  |  | **20065 · Recoverable Wages** | 61,630.65 |
|  |  |  |  | **Total 20060 · Due to Related Party** | | 61,630.65 |
|  |  |  |  | **20070 · AFLAC Due** | | 189.98 |
|  |  |  |  | **20071 · TASC FSA Med Due** | | 312.32 |
|  |  |  |  | **21000 · Accrued Expenses** | |  |
|  |  |  |  |  | **20040 · Accrued Expense** | 78,355.39 |
|  |  |  |  |  | **20042 · Accrued Audit** | 29,480.00 |
|  |  |  |  |  | **20047 · Accrued Bonus** | 131,331.26 |
|  |  |  |  |  | **21000 · Accrued Expenses - Other** | 8,754.49 |
|  |  |  |  | **Total 21000 · Accrued Expenses** | | 247,921.14 |
|  |  |  | **Total Other Current Liabilities** | | | 524,335.84 |
|  |  | **Total Current Liabilities** | | | | 583,980.17 |
|  | **Total Liabilities** | | | |  | 583,980.17 |
|  | **Equity** | |  |  |  |  |
|  |  | **3001 · Opening Bal Equity** | | | | -0.16 |
|  |  | **30700 · Retained Earnings** | | | | 8,176,111.24 |
|  |  | **Net Income** | | |  | 927,621.23 |
|  | **Total Equity** | | |  |  | 9,103,732.31 |
| **TOTAL LIABILITIES & EQUITY** | | | | | | **9,687,712.48** |

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| **FY22 Enrollment Table** | **Enter Number Below** |
| Number of students pre-enrolled via March 16, 2021 submission | 666 |
| Number of students upon which FY22 budget tuition line is based | 666 |
| Number of expected students for FY22 first day of school | 669 |

**Capital Plan FY22**

Our school building lives on the Learning First Foundation side, so most of our capital lives on those books.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Budget** | | | |  |
|  | | | |  |
| |  |  |  |  | | --- | --- | --- | --- | | **School** | **FY2022** | **Comment** |  | | Furniture | 530,000 | Anticipate purchase in FY2022 |  | | Technology Upgrades/Phone System | 300,000 | Anticipate upgrade in FY2022 |  | | Technology/Lap Top Replacement | 30,000 | Anticipate purchase in FY2022 |  | | Upgrade Ventilation to include AC | 1,000,000 | Anticipate work done in FY2022 |  | |  |  |  |  | | **Totals** | **1,860,000** | This will be reflected in the FY2021 Surplus Tuition Calculation |  | |  |  | Updated amount result of new building acquired in FY2021 | | | | | |  |
|  | **FY2022 School Budget** | |
|  | Board Voted 5/17/2021 |  |
|  |  |  |
|  |  | **FY2020 Rev2** |
| **Operating Revenue** | |  |
|  | Total PP Revenue | 10,531,231.00 |
|  | Grants Entitlements | 1,679,006.00 |
|  | LFF Management Agreement | 15,952.00 |
|  | Competitive Grants | 0 |
|  | Contribution from Foundation | 25,000.00 |
|  | Food | 575,000.00 |
|  | Finance Revenue/Medicaid | 30,000.00 |
|  | Village | 94,000.00 |
|  | Activities | 50,000.00 |
|  | **Total Revenue** | **13,000,189.00** |
|  |  |  |
| **Operating Expense** | |  |
|  | **Personnel Expense** |  |
|  | Salary and Wages | 6,898,061.00 |
|  | Stipends | 43,608.00 |
|  | Payroll Taxes and Benefits | 1,658,331.00 |
|  | **Total:** | **8,600,000.00** |
|  |  |  |
|  | **Occupancy** |  |
|  | Occupancy | 283,325.00 |
|  | Repairs and Maintenance | 171,075.00 |
|  | Ventilation System | 1,032,000.00 |
|  | Utilities/Communication | 174,855.00 |
|  | **Total:** | **1,661,255.00** |
|  |  |  |
|  | **Non Personnel** |  |
|  | Business and Finance | 204,970.00 |
|  | Instructional Materials | 205,393.00 |
|  | Contracted Services | 128,786.00 |
|  | Technology | 105,674.00 |
|  | Field Trips/Activities/After School | 103,875.00 |
|  | Food Service | 360,000.00 |
|  | Professional Development | 47,311.00 |
|  | Depreciation | 74,887.00 |
|  | Contribution/Other | 25,000.00 |
|  | **Total:** | **1,255,896.00** |
|  |  |  |
|  | **Other Expense/(Income)** |  |
|  | Interst Income | 0.00 |
|  | Roof Write Off w/ Move | 421,765.00 |
|  | In Kind Expense | 25,000.00 |
|  | **Total:** | **446,765.00** |
|  |  |  |
|  |  |  |
|  | **TOTAL EXPENSE:** | **11,963,916.00** |
|  |  |  |
|  | Roof Write off w/ Move |  |
|  | **Net Income** | **1,036,273.00** |
|  | Anticipated Capital Reserve | -560,000.00 |

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| Appendix A Accountability Plan Evidence 2020-2021 |

**Faithfulness to Charter**

| **Key Design Element #1: Diverse Cross Section of Worcester Children** | **2020-2021 Performance**  **(Met/Not Met)** | **Evidence** (include detailed evidence with supporting data or examples) |
| --- | --- | --- |
| **Objective: All members of the school community will develop a strong sense of self and be equipped to engage comfortably and confidently with others of diverse backgrounds, orientations and abilities across environments, understanding and appreciating the personal and societal impact of the culture of history.** | | |
| **Measure:** As part of developing a strong sense of self, each year, on a student survey, at least 75% of the students will report that they saw themselves (someone with a similar culture/background/ethnicity or experience) reflected in texts that they encountered in school that year (author, characters, content). | **Goal Not Met** | **Survey results.**  Students answer survey questions three times a year. Summary reports are generated after administration of surveys and results are shared with students and staff. Students are asked for feedback about what is working and what we can do better. Suggestions are incorporated into practice and impact is measured in subsequent surveys.  As of June 2021, 68 % of the students said they saw themselves reflected in their learning experience. |
| **Measure:** As part of learning to engage comfortably and confidently with others, each year, on a student survey, at least 75% of the students will report that they have learned about people who have a different background than their own, through texts that they encountered in school that year (author, characters, content). | **Goal Met** | **Survey results.**  Students answer rotating survey questions on a daily basis. Summary reports are generated bi-monthly and results are shared with students and staff. Students are asked for feedback about what is working and what we can do better. Suggestions are incorporated into practice and impact is measured in subsequent surveys.  As of June 2021, 93% of the students said they learned about others as part of their school experience. |
| **Measure:** As part of understanding and appreciating the personal and societal impact of culture and history, the Learning First will host monthly SEED (Seeking Educational Equity and Diversity) seminars for staff. | **Goal Not Met** | **Seminar agendas.**  The SEED meets once per trimester and covers topics such as identity development, the multicultural self, issues of gender, stereotypes, culturally inclusive curriculum and instruction, issues surrounding privilege and power, media and perception, educational case studies.  Due to COVID-19, we did not meet as a school for SEED seminars. |
| **Key Design Element #2: Success as Students and Workers** | **2020-2021** **Performance**  **(Met/Not Met)** | **Evidence** (include detailed evidence with supporting data or examples) |
| **Objective: LFCPS will prepare scholars for success in college and careers.** | | |
| **Measure:** All students will visit at least one college and at least one workplace each school year, and students will record their visits on their Student Learning Contract (SLC). | **Goal Met** | **Student Learning Contract (report card) School-wide Summary Report**. In collaboration with teachers, students record this information in the electronic SLC database to be included on each student’s trimester SLC’s. The Technology Director will generate a school-wide summary report at the end of each year.  **COLLEGE VISITS**  Students were able to visit multiple colleges through virtual tours that were posted in Google classrooms that were set up just for this purpose. Some of the colleges visited through posted links were: Holy Cross, Umass Amherst, Boston College, and Brandies University. This link was shared in the classroom as well, which allowed students to visit any college in the U.S that they chose to visit. <https://www.youvisit.com/collegesarch/>  High school informational sessions were also scheduled by our school guidance counselor for all grade 8 students. The sessions were conducted with the following schools:   * Worcester Academy * St. Pauls * Notre Dame * Worcester Tech * Worcester Public Schools Technical Education Program   **CAREER FIELDTRIPS**  Students were able to take virtual field trips that were posted in their Google classrooms. Some of the field trips taken were:   * San Diego Zoo * Pixar Studio * African Safari * The White House * Food Farms * Windmill Farm * National Park Tour * Havasupai Falls, Arizona * Native American Home * Puppy Shelter * Trash and Recycling Center * The Artic * Behind the scenes visit to a bowling alley * 7 Wonders of the World * Disney World * Southeast Asia * Aboard the Titanic * Anne Frank’s Attic * “This is Home” Google Field trip: Africa, Americas, East Asia, Europe, Middle East, Pacific, South Asia, Southeast Asia. * Marketing Operations * Mucci Farms: Agricultural industry * Best Western Hotel * Active Industrial Solutions * Ireland * Brazil * Mexico   Students conducted research about the jobs/careers people have in each of these fields/industries and in some cases presented to their classes about what they learned on these trips. |
| **Measure:** Each grade level will host at least three college and career speakers each school year, and record their visits on their Student Learning Contract (SLC). | **Goal Not Met** | **Student Learning Contract (report card) School-wide Summary Report.** In collaboration with teachers, students record this information in the electronic SLC database to be included on each student’s trimester SLC’s. The Technology Director will generate a school-wide summary report at the end of each year.  **COLLEGE AND CAREER SPEAKER SERIES**  Each classroom has hosted at least one college and career speaker this year. Due to being fully remote until April 5th 2021, it was difficult to secure and coordinate the three college and career speakers to conduct virtual visits to each grade level classroom. |
| **Measure:** At least 75% of students surveyed each year will state that they believe they will achieve their college and career goals. | **Goal Met** | **Survey results.**  Students answer rotating survey questions on a daily basis. Summary reports are generated bi-monthly and results are shared with students and staff. Students are asked for feedback about what is working and what we can do better. Suggestions are incorporated into practice and impact is measured in subsequent surveys.  As of June 2021, 96% of the students said they are confident that they will achieve their college and career goals. We were unable to conduct another survey for the third trimester due to COVID. |

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| **Key Design Element #3: Success as Citizens** | **2020-2021 Performance**  **(Met/Partially Met/Not Met)** | **Evidence** (include detailed evidence with supporting data or examples) |
| **Objective: Learning First scholars will develop the five pillars of social emotional learning (SEL) and exhibit the school’s core values of wisdom, justice, courage, compassion, hope, respect, responsibility and integrity.** | | |
| **Measure:** As reviewed by Heads of School, all core teachers will incorporate the character education curriculum in their content area instruction, as documented in their unit plans. | **Goal Not Met** | **Kinds of data gathered/data collection plan:**  LFCPS teachers are still delivering SEL instruction but they are not including them in unit plans that are then reviewed by the Heads of School any longer. The teachers have new curriculums in ELA, Math and Science and the unit scope and sequence (plan), is developed already within them and they teach from that. So they do not develop their own unit plans any longer, nor embed SEL lessons within them. |
| **Measure:** At least 80% of the students will meet at least one SEL Student Learning Contract goal by the end of each year. | **Goal Met** | **Kinds of data gathered/data collection plan:**  Through a collaboration between the student, teacher and parent, each student sets a social emotional learning (SEL) goal each year, to be assessed by the teacher reported on by trimester through the Student Learning Contract (SLC). If a goal is achieved during the first or second trimester, a new goal is established for subsequent terms. Data will be pulled from the electronic SLC three times a year to determine which students met their goals. At the end of the year, summary data will be pulled from the SLC to determine the percentage of students meeting at least one goal over the course of the year.   * All scholars have set SEL goals as part of the ongoing reflection and goal setting process that is more fluid than just one per trimester. A summary document will be attached to the term 3 SLC to demonstrate progress over the course of the year.   As of June 2021, 92% of students metat least one SEL Student Learning Contract goal. We were unable to provide trimester 3 data due to COVID-19, so this percentage reflects the first two trimesters of the school year. |
| **Measure:** Each year, at least 85% of the students who participate in a peer mediation will report no further incidents / complaints throughout the rest of the year, with the others involved in the mediation. | **Goal Met** | **Kinds of data gathered/data collection plan:**  Throughout the year, the peer mediation coordinator maintains a referral log and follow up check in reports that are submitted by the peer mediators. Each trimester these documents, along with school discipline data, will be reviewed by the director of guidance, who will provide a summary report at the end of each school year.  100% of the students who participated in the peer mediation program this year reported no further incidents or complaints throughout the remainder of the year.  \*\*Due to being fully remote up until April 5th 2021 because of COVID-19, there were minimal incidents in which peer mediation needed to occur. But in the instances where it did, there was a 100% success and no further incidents took place. |
| **Key Design Element #4: Integration of Arts and Technology** | **2020-2021 Performance**  **(Met/Not Met)** | **Evidence** (include detailed evidence with supporting data or examples) |
| **Objective: Learning First scholars will learn and express themselves in a variety of creative ways, utilizing a multitude of technology-based resources and tools in their daily lives.** | | |
| **Measure:** All students will participate in at least one community based public art performance, exhibit or event each year. | **Goal Not Met** | **Kinds of data gathered/data collection plan:**  Student Learning Contract (report card) School-wide Summary Report: In collaboration with teachers, students record this information in the electronic SLC database to be included on each student’s trimester SLC’s. The Technology Director will generate a school-wide summary report at the end of each year.  \*\*Goal not met due to COVID-19. |
| **Measure:** All core content classes will integrate the arts and technology into at least one of their student learning showcases each year. | **Goal Met** | **Kinds of data gathered/data collection plan:**  A binder containing showcase fliers (including descriptions) will be maintained, by class, in the main office each year.  All classes presented several showcases throughout the year. All showcases were technology based presentations (virtual due to COVID-19). Artwork and project displays, writing and poetry presentations, research presentations, video and music productions, and animation are just a few of the kinds of student learning showcases that were held this year. |
| **Measure:** At least 75% of the students in grades K-8 will master (a 3 or 4 on the Student Learning Contract) at least 75% of the new MA Digital Learning Standards taught at their grade level each year. | **Goal Not Met** | **Kinds of data gathered/data collection plan:**  After further research and conversation with our technology director and core classroom teachers, it does not seem that we will continue to utilize this measure as support for our key design element #4. Without a technology class to explicitly teach these standards (which we no longer have here at LFCPS), it would be difficult for a classroom teacher to teach and assess these standards properly. |

**Dissemination**

|  | **2020-2021 Performance**  **(Met/Not Met)** | **Evidence** (include detailed evidence with supporting data or examples) |
| --- | --- | --- |
| **Objective: Effective Key Design Elements from Learning First will be shared with public school educators in Worcester and beyond.** | | |
| **Measure:** Learning First will partner with a local university to teach at least one college level (graduate or undergraduate) educator preparation course per year. The course, taught by members of the LFCPS community and grounded in our school’s key design elements, will be available to Worcester Public School educators, as well as other interested pre-service and in-service teachers. The course can be taken, free of charge, for professional development points or for a fee for college credits. | **Goal Met** | **Kinds of data gathered/data collection plan:**  Syllabus, Course Roster, Course Feedback Data completed by students, Course curriculums, student work samples.   * Lauren Repucci is teaching a 3 credit course through Worcester State University called Occupational Therapy Theories. |
| **Measure:** Learning First will maintain a public access webpage containing professional development materials so that other public school educators can utilize our tools to run trainings in our key design elements. Learning First staff members will be available for consultation around training development and, when possible, delivery. | **Goal Met** | **Kinds of data gathered/data collection plan:**  LFCPS Teacher Learning Center webpage.  The TLC webpage is available for educators leading professional development in other districts. |

**Reach Objectives and Measures**

| **Key Design Element #2: Success as students and workers.** | **2020-2021 Performance**  **(Met/Not Met)** | **Evidence** (include detailed evidence with supporting data or examples) | |
| --- | --- | --- | --- |
| **Objective: Students will demonstrate the necessary reading and math skills to access the general curriculum.** | | | |
| **Measure:** By the end of each school year, at least 90% of the students in each grade level will read within the grade level band of proficiency as measured by the Teachers College Independent Reading Level Assessment (TCIRLA). | **Goal Not Met** | **Kinds of data gathered/data collection plan:**  Teachers College Independent Reading level Assessment Reports for Each Grade Level  **June 2021** | |
| Grade K: Not assessed  Grade 1: 37%  Grade 2: 27%  Grade 3: 43%  Grade 4: 42%  Grade 5: 38%  Grade 6: 66%  Grade 7: 64%  Grade 8: 65%  **Overall schoolwide average: 47%** |  |
| **Measure:** By the end of each school year, at least 75% of the students in each grade level will demonstrate at least one year’s worth of progress (100% growth) as measured by the Dreambox adaptive standards based assessments.  **Proposed New Measure:**  By the end of each school year, at least 75% of the students in each grade level will meet an average weekly lesson completion rate of 5 lessons/week. | **Goal Not Met** | **Kinds of data gathered/data collection plan:**  We no longer use Dreambox as a program here at LFCPS. After we purchased new math curriculum and adopted it this school year (2018-19), we use their online component called iReady to assess student math proficiency and growth over time. | |
| **Measure:** In 2014, the percentage of boys scoring proficient or advanced on the ELA MCAS was exactly half (50%) of the percentage of girls scoring proficient or advanced. By 2021, this achievement gap will be cut in half, with the variance being 25% or less on MCAS 2.0. | **Goal Not Met** | **Kinds of data gathered/data collection plan:**  MCAS Results  \*\*Did not take MCAS in Spring 2020 due to COVID-19. | |
| **Measure:** In 2014, there was a 29% difference in the percentage of students who scored in warning on the ELA MCAS between special education and general education students. By 2021, this achievement gap will be cut in half, with the variance being 14.5% or less on MCAS 2.0. | **Goal Not Met** | **Kinds of data gathered/data collection plan:**  MCAS Results  \*\*Did not take MCAS in Spring 2020 due to COVID-19. | |
| **Measure:** In 2014, there was a 30% difference in the percentage of students who scored proficient or advanced on the ELA MCAS between multilingual (ELL/FLEP) and general education students. By 2021, this achievement gap will be cut in half, with the variance being 15% or less on MCAS 2.0. | **Goal Not Met** | **Kinds of data gathered/data collection plan:**  MCAS Results  \*\*Did not take MCAS in Spring 2020 due to COVID-19. | |

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| Appendix B Charter School Recruitment and Retention Plan Template |

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| **Recruitment Plan**  2021-2022 |

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| --- |
| Learning First Charter Public School |

|  |
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|  |
| **2020-2021 Implementation Summary:**   1. **In a brief narrative, what were the successes and challenges of implementing the school’s recruitment strategies from the 2020-2021 Recruitment Plan?**   I would report that we were quite successful in recruiting a large number of students for the 2020-21 school year as our waiting list was 245 students after filling all the kindergarten classrooms. Most of our student population is siblings, family members and friends of current Learning First families, regardless of our active recruitment strategies. This in turn continues to keep our student demographic similar over multiple years (46.5% African American and 45.3% Hispanic). What continues to be a challenge is our ability to recruit other demographic groups regardless of our recruitment strategies.   1. **Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?**   As described in question 1, most of our students that apply and are enrolled are siblings, family members and friends of current Learning First families. So, there is no additional information to give context to our subgroup enrollment numbers.   1. **Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2021 SIMS report) will meet the comparison index or the school’s gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school’s Recruitment Plan once your school has submitted October 1st SIMS demographic information.**   We believe our October 1st SIMS data will meet the comparison index or the school’s gap narrowing targets as we have historically done in previous and the current school years. No further discussion or a delayed review is needed. |

|  |
| --- |
| **Describe the school’s general recruitment activities, i.e. those intended to reach all students.** |
| **General Recruitment Activities for 2020-2021:**   * Learning First advertises on the school website, Worcester Telegram and Gazette, Bay State Parent Magazine, our local Spanish Language Newspaper. * The Special Education Parent Advisory Council and ELL Parent Advisory Council will host multiple information nights for prospective families. They have previously and will continue to attend community events like the Latin Festival, parades and community celebrations and the Diwali Festival each year. * Open Houses are held three times per year, as well as upon request by potential families. * School flyers and lottery announcements which include information on the rights of students with disabilities to attend charter schools will be sent out at least twice a year to Food Banks, Public Housing Projects, Shelters, Unemployment Office, GED Programs, Job Corps, DCFC, Multicultural Wellness Center, LUK, Counseling Assessment Clinic of Worcester as well as local Early Intervention and preschool programs. * Personal outreach at least twice a year, to Early Intervention programs, Head Start, and preschools by Head of School for Lower Academy, other school administrators, and Kindergarten staff. * Personal outreach at least twice a year, and translated materials to Spanish and Vietnamese speaking church and community groups.   \*\*Documents are provided in English, Spanish, Portuguese, Vietnamese, Arabic and other languages as necessary. Twi is a prevalent language of our district, but does not have a written form. We have a staff member at LFCPS that can translate verbally, any documents requested by families who may speak Twi. To date, any families who speak Twi request their documents and meetings with the school, be in English.  **\*\*Any in-person recruitment that we usually do each year, did not happen this year due to COVID-19.** |

| **Recruitment Plan – 2021-2022 Strategies**  **List strategies for recruitment activities for each demographic group.** | |
| --- | --- |
| **Special education students/students with disabilities** | |
| **(a) CHART data**  **School percentage**: 13.8%  **GNT percentage**: 14.4%  **CI percentage**: 15.1%  The school is below GNT percentages and below CI percentages | **(b) Continued 2020-2021 Strategies**  LFCPS Special Education Parent Advisory Council will continue to host an information night for prospective families. School fliers and lottery announcements will be sent to local Early Intervention and Head Start programs. Promotional materials will include information regarding special education programming and services. Personal outreach either in person or via telephone from a school representative to Early Intervention programs in order to introduce Learning First to families of young children with identified special needs will continue to be conducted. Area service organizations (examples: Seven Hills Foundation, Easter Seals, Head Start, Autism Resource Center) will be solicited to arrange presentations to parents and/or staff about LFCPS as an educational venue for their children. |
| **(c) 2021-2022 Additional Strategy(ies), if needed**  Did not meet GNT/CI: additional and/or enhanced strategies needed  Typically this isn’t an area we struggle to maintain a greater percentage than the CI/GNT. We have traditionally always reported higher percentages in this area. The Special Education Parent Advisory Council and ELL Parent Advisory Council will host multiple information nights for prospective families. They have previously and will continue to attend community events like the Latin Festival, parades and community celebrations and the Diwali Festival each year.  Open Houses are held three times per year, as well as upon request by potential families. School flyers and lottery announcements which include information on the rights of students with disabilities to attend charter schools will be sent out at least twice a year to Food Banks, Public Housing Projects, Shelters, Unemployment Office, GED Programs, Job Corps, DCFC, Multicultural Wellness Center, LUK, Counseling Assessment Clinic of Worcester as well as local Early Intervention and preschool programs.  Personal outreach at least twice a year, to Early Intervention programs, Head Start, and preschools by Head of School for Lower Academy, other school administrators, and Kindergarten staff, will be conducted.  Personal outreach at least twice a year, and translated materials to Spanish and Vietnamese speaking church and community groups will be conducted. |
| **Limited English-proficient students/English learners** | |
| **(a) CHART data**  **School percentage**: 26.0%  **GNT percentage**: 25.0%  **CI percentage**: 26.7%  The school is above GNT percentages and below CI percentages | **(b) Continued 2020-2021 Strategies**  Met GNT/CI: no enhanced/additional strategies needed  Translated school fliers and lottery announcements will be sent to local cultural organizations such as Centro las Americas, the Southeast Asian Coalition, and the India Society of Worcester. Promotional materials will include information regarding ELL programs and services.  LFCPS has hired a grant-funded ELL Family Liaison to focus on development and implementation of strategies to support Title III families in school activities, enliven the ELL Parent Advisory Council, and host community activities to bring attention to the ELL programming available at LFCPS. Families are asked to “spread the word” about our interest in increasing our English Language Learner population.  Additionally, the school will advertise in a local Spanish-language newspaper, and contact local Spanish- and Vietnamese-language churches to advertise to their parishioners. We are also increasing our outreach to the Arabic speaking community through interaction with various media and community forums. |
| **Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)** | |
| **(a) CHART data**  **School percentage**: 70.2%  **GNT percentage**: 53.6%  **CI percentage**: 60.2%  The school is above GNT percentages and above CI percentages | **(b) Continued 2020-2021 Strategies**  Met GNT/CI: no enhanced/additional strategies needed  We will post or send lottery fliers and application information to local food banks, shelters and unemployment offices. |
| Students who are sub-proficient | **(d) Continued 2020-2021 Strategies**  We are a K-8 school so most of our new students enter in kindergarten. Our baseline standards-based assessments indicate that most of our kindergartners enter our program at sub-proficient levels of readiness.  We have begun running Acceleration Academies for students who fail within this service delivery zone. |
| Students at risk of dropping out of school | **(e) Continued 2020-2021 Strategies**  Education level of parents and instability in homes are two factors that research has shown to predict school performance and completion. To attract students who may be at risk, we will advertise at the Job Corps, the Department of Child and Family Services, the Multicultural Wellness Center, LUK, Counseling Assessment Clinic of Worcester. |
| Students who have dropped out of school  \*only schools serving students who are 16 and older | **(f) Continued 2020-2021 Strategies**  Not applicable |
| **OPTIONAL**  Other subgroups of students who should be targeted to eliminate the achievement gap | **(g) Continued 2020-2021 Strategies**  Asian and Arabic speaking students are still underrepresented at Learning First Charter Public School. Translated school fliers and lottery announcements will be sent to local cultural organizations such as the Southeast Asian Coalition and the India Society of Worcester. A school representative will personally contact these cultural organizations by telephone, email or in person to invite applications. A school staff member will attend a cultural event held by the India Society of Worcester in order to personally invite applications, and the school will advertise application opportunities in at least one public document of the India Society of Worcester or Southeast Asian Coalition. School representatives will contact local Vietnamese-language churches to request permission to advertise in their bulletins or speak with parishioner groups.  Additionally, the school Title III Family Liaison will engage in activities with the Southeast Asian Coalition to develop a stronger relationship with Vietnamese and Cambodian community members. |

| **Retention Plan**  2021-2022 |
| --- |

| **Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2020-2021 Retention Plan.** |
| --- |
| **2020-2021 Implementation Summary:**  **\*\*Due to COVID-19 and our school being fully remote until April 5th 2021, we were unable to fully implement our strategic plans as outlined in the recruitment and retention plan.** **We hope to be able to fully implement all strategies outlined in last year’s report, fully this year.**  Learning First is proud of the work we have done to retain our students and provide them with the appropriate access to a high quality education. We firmly believe that all students are capable of meeting the high standards we set for academic and behavioral performance and we understand that the entire school community shares the responsibility of helping each child succeed. It is our goal to ensure that all efforts have been made to meet the needs of diverse learners in the general education program. The Multi-Tiered System of Support assists the general education teacher in analyzing and accommodating diverse learning styles of all children in the general education classroom and in providing appropriate services and support within the general education program, including, but not limited to, direct and systematic instruction in Reading and Math and provision of services to address the needs of children whose behavior may interfere with learning.  Classroom teachers worked together with school support staff (MSA teachers, special education teachers and related service providers) to ensure student achievement data was analyzed so that instruction could be differentiated in order to meet the wide range of needs present in every classroom. To do this, students participated in full class lessons as well as small group or one to one instructional opportunities. By flexibly grouping students they were able to access the general curriculum and demonstrate their understandings in a variety of ways.  The school curriculum is designed to allow for individualized action planning. By using a three-tiered approach, all students were exposed to a rich core program as well as daily opportunities for enrichment or intervention based on needs identified through data analysis, observation and interview techniques.  The school provided ongoing embedded professional development to staff in curriculum, pedagogy and social/emotional supports, as well as professional development that was grounded in data analysis and specific to the needs of the school population.  Learning First supports a collaborative model of educating children. Our goal is to work as a team to ensure that each student receives the appropriate level of challenge and support. In the classroom, teachers were expected to provide a wide range of accommodations to support children’s learning. When teachers and staff join forces with families and community members, children gain access to a powerful network of support. Our philosophy includes parental involvement in support design and implementation, data team meetings, as well as meetings of the Leadership team to ensure that Heads of School will have ongoing collaboration with the Student Support Director and other school leaders in efforts to access possible support solutions.  In addition to the academic and behavioral needs of the students being analyzed and planned for according to assessment and discipline data, the guidance team also met with the Heads of School bi-weekly, to review information about students that may have recently become homeless, have had DCF called, need uniforms, or who have disclosed other important information to the guidance team, that is pertinent to the well-being of the child and their success in the classroom. An action plan will be made and communicated to the teachers and a check-in schedule will be developed with the student and the guidance team. |

| Overall Student Retention Goal | |
| --- | --- |
| **Annual goal for student retention (percentage):** | 96.1 |

| **Retention Plan – 2021-2022 Strategies**  **List strategies for retention activities for each demographic group.** | |
| --- | --- |
| **Special education students/students with disabilities** | |
| (a) CHART data  **School percentage**: 3.6%  **Third Quartile**: 11.0%  The school’s attrition rate is below third quartile percentages. | **(b) Continued 2020-2021 Strategies**  Below third quartile: no enhanced/additional strategies needed  Learning First will continue to maintain a full range of services for students on IEPs. Should a student continue to struggle, the school will hold “Failure to Progress” meetings to determine root causes of a lack of progress so that additional interventions can be tried. The SEPAC will reach out to parents to form a network of support. |
| **Limited English-proficient students/English learners**  Limited English-proficient students | |
| **(a) CHART data**  **School percentage**: 2.3%  **Third Quartile**: 9.8%  The school’s attrition rate is below third quartile percentages. | **(b) Continued 2020-2021 Strategies**  Below third quartile: no enhanced/additional strategies needed  Learning First will continue to provide ELL, ELD and SEI programming for students. The school will help parents access adult ELL classes and maintain an ELL Parent Advisory Group to reach out to parents to form a network of support. |

|  |  |
| --- | --- |
| **Students eligible for free or reduced lunch (low income/economically disadvantaged)** | |
| **(a) CHART data**  **School percentage**: 3.4%  **Third Quartile**: 9.6%  The school’s attrition rate is below third quartile percentages. | **(b) Continued 2020-2021 Strategies**  Below median and third quartile: no enhanced/additional strategies needed  Learning First provides support for families experiencing economic hardship including uniforms, food, book and household item drives, and distribution of holiday gifts and dinner baskets. The guidance office and school handbook also includes a wealth of information regarding community resources available for families experiencing hardship. These include 24 hour helplines, food pantries, counseling and advocacy agencies, among others. By offering these the school builds a partnership with these families so they feel comfortable and supported at Learning First. |
| Students who are sub-proficient | **(d) Continued 2020-2021 Strategies**  The LFCPS Academic and Behavior Support Guide (District Curriculum Accommodation Plan) outlines steps, strategies and supports available to students who are struggling to meet the school’s academic and/or behavioral standards. Some of these strategies include but are not limited to:   * The Family and Student Support Team (FASST) collaboratively develops plans to support each learner. * Core instruction for all students including Sheltered English Instruction and ELD for MSA students * Ongoing assessment and progress monitoring for behavior and academics * Target  evidence based intervention provided in conjunction with tier 1 instruction * Intensive instruction in conjunction with Tier I and Tier II instruction   All interventions have:   * A plan for implementation * Evidence based pedagogy * Criteria for successful response * Assessment to monitor progress   Students who aren’t making progress after these strategies are employed, will be referred for special education evaluation. |
| Students at risk of dropping out of school | **(e) Continued 2020-2021 Strategies**  As a practice, Learning First has structures in place that monitor students who could be considered to be at risk for dropping out. The guidance team and Heads of School meet bi-weekly to discuss student behavior, academic and other social-emotional concerns, as well as student attendance. All factors that could be red flags for a student potentially dropping out of high school, if not addressed in a timely manner and concerns resolved. Action plans are created that could include a number of strategies. The plans may include but aren’t limited to: attendance outreach and support for parents in getting their children to school (ultimately filing truancy paperwork with the courts if our efforts don't improve the student’s attendance), counseling services both in-house and outsourced to support student SEL needs, academic tutoring in school and after school hours and small group interventions to close learning gaps. We also conduct classroom observations and develop student intervention plans that usually include the student having a mentor they check in with that supports their SEL and academic goals. We continue to monitor these students and their plans bi-weekly to see if there is a need for any adjustments to the plan and/or progress being made towards eliminating the initial concerns. |
| Students who have dropped out of school  \*only schools serving students who are 16 and older | **(f) Continued 2020-2021 Strategies**  Not Applicable |
| **OPTIONAL**  Other subgroups of students who should be targeted to eliminate the achievement gap | **(g) Continued 2020-2021 Strategies**  By increasing the Asian population at the school, students and families will feel more comfortable knowing that there is a representative peer group. We are also working hard to increase our Arabic speaking incoming students. |

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| --- |
| Appendix C School and Student Data Tables |

## end

Learning First Charter Public School’s student demographic enrollment data link:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04860000&orgtypecode=5&>

| **STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS** | |
| --- | --- |
| Race/Ethnicity | % of School |
| African American | 46.5% |
| Asian | 0.2% |
| Hispanic | 45.3% |
| Native American | 0% |
| White | 6.2% |
| Native Hawaiian, Pacific Islander | 0% |
| Multi-race, non-Hispanic | 2.0% |
| Selected Populations | % of School |
| First Language not English | 52.5% |
| English Language Learner | 26.0% |
| Students with Disabilities | 13.8% |
| High Needs | 83.5% |
| Economically Disadvantaged | 70.2% |

| **ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR** | | | |
| --- | --- | --- | --- |
| **Name, Title** | **Brief Job Description** | **Start date** | **End date**  (if no longer employed at the school) |
| Leo Flanagan  Superintendent | Strategic Planning, Curriculum and Instruction, Board and DOE Accountability, Daily Operations | July 2017 |  |
| Kimberly Wright  Chief Operations Officer | Title I grant focus, DOE accountability, LFF building committee, Test Coordination | August 2006 |  |
| Tina DeVito  Upper Academy Head of School | Supervision of teachers in grades 4-8, instructional coaching | July 2011 |  |
| Brianne Padden  Lower Academy Head of School | Supervision of teachers in grades k-3, instructional coaching | April 2001 |  |
| Steve Colorio  Academy Director | School Wide Student Safety and Discipline | August 2010 |  |
| Lisa Moore  School Guidance Director | Guidance support grades k-8, high school placement | August 1998 |  |
| Josh Coyne  Technology Director | Instructional and informational technology planning, school wide training and support | September 2005 |  |
| Jennifer Applegate  Student Support Director | Special Education and ESL | August 2013 |  |
| Cynthia Krackovic  Business Manager | Financial records maintenance, budgets and related reporting, HR and compliance | December 2000 |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR** | | | | |
|  | **Number as of the last day of the 2020-2021 school year** | **Departures during the 2020-2021 school year** | **Departures at the end of the school year** | **Reason(s) for Departure\*** |
| Teachers | 52 | 0 | 2 | Performance, Relocation, Personal / Family, Other Positions |
| Other Staff | 61 | 3 | 3 | Performance, Relocation, Personal / Family, Other Positions |

|  |  |
| --- | --- |
| **BOARD AND COMMITTEE INFORMATION** | |
| Number of commissioner approved board members **as of** **August 1, 2021** | 11 |
| Minimum number of board members in approved bylaws | 9 |
| Maximum number of board members in approved bylaws | 25 |

**Members of the Board of Trustees for the 2020-2021 School Year**

| **BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR** | | | | |
| --- | --- | --- | --- | --- |
| **Name** | **Position on the Board** | **Committee affiliation(s)** | **Number of terms served** | **Length of each term** (start and end date) |
| John Latino | Finance Chair | Finance | 2 | Elected June 2018  Term 1: 3 yrs  Term 2: 2 yrs  Exp. 2024 |
| Betsy Fuller | Secretary | Governance | 2 | Elected Sept 2016  Term 1: 3 yrs  Term 2: 3 yrs  Exp. Sept 2023 |
| Elizabeth Bacon | Chair | Governance | 2 | Elected Dec. 2014  Term 1: 3 yrs  Term 2: 3 yrs  Exp. 2020 |
| Eduardo Cabello | Vice Chair | Governance | 2 | Elected Sept 2015  Term 1: 3 yrs  Term 2: 3 yrs  Exp. 2021 |
| Elizabeth Buck | Trustee | Academic Excellence | 2 | Elected June 2019  Term 1: 3yrs  Term 2: 3yrs  Exp. 2025 |
| Claudine Coulon | Trustee | Academic Excellence | 2 | Elected June 2019  Term 1: 3yrs  Term 2: 3yrs  Exp. 2025 |
| Ewald Charles | Trustee | Academic Excellence | 2 | Elected June 2019  Term 1: 3yrs  Term 2: 3yrs  Exp. 2025 |
| Astri Rodriguez | Trustee | Academic Excellence | 2 | Elected June 2019  Term 1: 3yrs  Term 2: 3yrs  Exp. 2025 |
| Sharon Thyden | Trustee | Academic Excellence | 2 | Elected June 2019  Term 1: 3yrs  Term 2: 3yrs  Exp. 2025 |
| Mike Sabin | Trustee | Governance | 2 | Elected June 2019  Term 1: 3yrs  Term 2: 3yrs  Exp. 2025 |
| Chris Saari | Trustee | Finance | 2 | Elected June 2019  Term 1: 3yrs  Term 2: 3yrs  Exp. 2025 |
| Denise Fogarty | Trustee | Academic Excellence | 2 | Elected Dec. 2019  Term 1: 3yrs  Term 2: 3yrs  Exp. 2025 |
| Justin Vernon | Board Chair | Governance | 2 | Elected Dec. 2020  Term 1: 3yrs  Term 2: 3yrs  Exp. 2026 |

|  |  |
| --- | --- |
| **BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR** | |
| **Date/Time** | **Location** |
| August 16, 2021 6:00pm-8:00pm | LFCPS or Virtual |
| September 20, 2021 5:00pm-8:00pm | TBD/Retreat |
| October 18, 2021 6:00pm-8:00pm | LFCPS or Virtual |
| November 15, 2021 6:00pm-8:00pm | LFCPS or Virtual |
| December 20, 2021 6:00pm-8:00pm | LFCPS or Virtual |
| January 24, 2022 6:00pm-8:00pm | LFCPS or Virtual |
| February 28, 2022 6:00pm-8:00pm | LFCPS or Virtual |
| March 21, 2022 6:00pm-8:00pm | LFCPS or Virtual |
| April 25, 2022 6:00pm-8:00pm | LFCPS or Virtual |
| May 16, 2022 6:00pm-8:00pm | LFCPS or Virtual |
| June 20, 2022 6:00pm-8:00pm | LFCPS or Virtual |

| **COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR** | | |
| --- | --- | --- |
| **Name of Committee** | **Date/Time** | **Location** |
| Governance Committee | Committees meet on the same dates at the full board meetings, starting at 5:00pm BEFORE the board meeting starts. | LFCPS or Virtual |
| Academic Excellence Committee | LFCPS or Virtual |
| Finance Committee | LFCPS or Virtual |

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| --- |
| **Appendix D**  Additional Required Information |

| **Position** | **Name** | **Email Address** | **No Change/ New/Open Position** |
| --- | --- | --- | --- |
| Board of Trustees Chairperson | Justin Vernon | justinanthonyvernon@gmail.com | New |
| Charter School Leader | Leo Flanagan | lflanagan@sevenhillscharter.org | No change |
| Assistant Charter School Leader | Kimberly Wright | kwright@sevenhillscharter.org | No change |
| Special Education Director | Jennifer Applegate | japplegate@sevenhillscharter.org | No change |
| MCAS Test Coordinator | Kimberly Wright | kwright@sevenhillscharter.org | No change |
| SIMS Coordinator | Sally Ustaitis | sustaitis@sevenhillscharter.org | No change |
| English Learner Program Director | Jennifer Applegate | japplegate@sevenhillscharter.org | No change |
| School Business Official | Cindy Krackovic | ckrackovic@sevenhillscharter.org | No change |
| SIMS Contact | Sally Ustaitis | sustaitis@sevenhillscharter.org | No change |
| Admissions and Enrollment Coordinator | Sally Ustaitis | sustaitis@sevenhillscharter.org | No change |

**Facilities**

| **Location** | **Dates of Occupancy** |
| --- | --- |
| N/A |  |
|  |  |

**Enrollment**

| **Action** | **2021-2022 School Year Date(s)** |
| --- | --- |
| Student Application Deadline | 3-3-2022 |
| Lottery | 3-4-2022 |

**Attachments**

**Remote and in-person learning plan link:**

<https://learningfirstcharter.org/wp-content/uploads/2021/03/Reopening-Plan-Full-in-Person-Focus.pdf>

**School reopening plan link**: <https://learningfirstcharter.org/wp-content/uploads/2021/10/Reopening-plan.-Full-in-person-August-2021.pdf>

**Remote learning plan:**

**Learning First Charter Public School Remote Learning Plan**

**Week 1 - 2 (3/16-3/29)**

* Prioritize health, safety, and wellness of students, families, educators, and staff
* Operate various remote learning models – varied across grade levels
* With extension clarity of state expectations- Guiding principles for priorities and recommendations for remote learning
  + Does not replace student experiences in school with teachers and staff
  + Recommendations customized based upon unique contexts, capacity and needs
  + Additional guidance for students with disabilities and ELLs

**Week 3 (3/30-4/5)**

* Planning for extension and roll out
* Guiding Principles: Supporting student learning and holistic needs
  + Continue to focus on the holistic needs of the community
  + Adopt a remote learning model (does not just mean online learning)
* Guidance on Developing and implementing remote learning
  + Take planning time to launch in early April (consider capacity and resources)
  + Design model as makes sense for SHCPS
  + LFCPS as a school community and staff can best make decision and it could change over time
* Recommended Remote Learning Model
  + Meaningful and productive learning for approximately ½ the regular school day- a combination of educator directed and student self-directed learning (4 hours)
  + Focus on reinforcing skills already taught and deepening these skills
  + Student experience will vary depending upon student age, individual and family needs, access and capacity for remote learning (including access to technology and internet) and ongoing health of students, families and staff
* Definition and Scope of remote learning
  + Remote learning can encompass a wide variety of learning opportunities (online, exploring the natural world, hands-on projects, artistic creations
  + Examples include-
    - large group video or audio conference calls
    - 1:1 phone or video calls
    - Email
    - Work packets
    - Projects
    - Reading lists
    - Online Learning platforms
    - DOE resource page: [http://www.doe.mass.edu/covid19/ed-resources.html#](http://www.doe.mass.edu/covid19/ed-resources.html)
    - Other resources
    - (tools used to deliver lessons, provide individual student support, resources (instructional material and student assignments), connect students to each other and their teacher, provide feedback on student work)
* Components of a remote learning schedule:
  + Opportunity to connect with 1 or more educators multiple times per week (additional for students with disabilities and ELLs)
  + Access to multiple hours per day of academic content directed by educators- 4 hours (focused on reinforcing skills, applying and deepening skills
  + Time each day for physical activity (by teachers (such as gonoodle or other)or PE teacher)
  + Additional time for enrichment- specials (art, music, health, drama, guidance or PE one time a week)
* Feedback on Student work and grading:
  + To the extent practicable, teachers should provide feedback on student work
  + Consider equitable access to learning opportunities

**Weeks 4 -7 (4/6- 5/3, except vacation)**

All Staff 2 lessons per week

* K-5: 6 lessons per week
  + ELA
  + Math
  + Science
  + SS
  + Read Aloud
  + SEL
* 6: (ELA- 2 lessons, Math 2 lessons, SS 1, Science 1)
* 7-8: 6 lessons per week (ELA- 2 lessons, Math 2 lessons, SS 1-7th 1-8th, Science 1-7th 1-8th)
* Daily schedule includes
  + Daily lesson (age/grade appropriate) with learning extension
  + Math- Iready, worksheets, problems of the day
  + Reading- recorded read aloud, Reading A-Z, book club, individual reading
  + PE- everyday whole school movement activity (could hold dance parties, yoga, aerobic exercise, daily workout)
  + Educational video/tv show/BrainPOP/WGBH
  + Specials lesson- 1 per day - combined grade (k,1-2,3-4,5-6,7-8)
  + Daily Word Work/Writing: Sight Word and/or Vocabulary- make an activity menu- new words provided each day or weekly (ELA, Math, Science, SS, SEL)
  + Online Learning Extension Options

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Art | Music | Drama | Health | Guidance |
| Monday | K | 1-2 | 3-4 | 5-6 | 7-8 |
| Tuesday | 7-8 | K | 1-2 | 3-4 | 5-6 |
| Wednesday | 5-6 | 7-8 | K | 1-2 | 3-4 |
| Thursday | 3-4 | 5-6 | 7-8 | K | 1-2 |
| Friday | 1-2 | 3-4 | 5-6 | 7-8 | K |

* Educator connection (possibilities- at least once per week)
  + Call students
  + Email
  + Dojo
  + Office hours (google classroom)
  + Hangouts
  + Work feedback
  + Other options

Special education

1. Supports and resources
2. Instruction and services
3. Communication

Supports and resources

* General ed. materials with accommodations
* Provide materials directly from special ed teachers and related service providers and make choices available-
  + Reading Horizons
  + MobyMax
  + OT list of fine motor activities
  + PT weekly list of movement activities
  + YouTube channels and streaming content
  + WGBH online resources and television
  + Apps to meet individual needs

Provide services - consider options

* + Telephonic instruction and therapies
    - Lessons with small groups or individuals
    - Phone calls for related services
    - Morning meeting with class via conference call
  + Telephonic or internet-based parent consultation
    - A grid consultation service
    - Ongoing support during closure
  + Interactive internet-based lessons
    - Online virtual instruction with teacher and class
    - Virtual small group
    - Pre-scheduled and announced to families
    - Frequency as appropriate given circumstances
  + Recorded lessons
    - Teachers recording and then posting lessons for students
    - Allows students to still see their teachers
    - Step by step related services videos to assist caregivers in replicating at home

Communicate with students and families (scheduled, office hours, other)

* + Regular check-ins from case manager and service providers (phone, email, dojo, google classroom)
  + Document how providing services (clinical notes, service logs, communication log, email, google classroom, phone, dojo....)

Special Education-Case managers and Related service providers

Week: 4/6 - 4/10

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student | General Ed. materials with Accommodations | Instruction/ Services Provided | Student/Family Communication | Documentation Method |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

EL

1.Scaffolds and supports

2.Instruction

3.Communication

Scaffolds and supports

* General ed. materials with scaffolds and supports
* Provide materials directly from EL teacher and make choices available-
  + Ellevation videos
  + Youtube channels and streaming content
  + WGBH online resources and television
  + Apps to meet individual needs

Provide Instruction - consider options

* + Virtual instruction
    - Lessons recorded and provided
    - Phone calls
    - Google classroom meeting
  + Telephonic or internet-based parent or student/parent conference
  + Interactive internet-based lessons
    - Online virtual instruction with teacher and class
    - Virtual small group
  + Recorded lessons
    - Teachers recording and then posting lessons for students
    - Allows students to still see their teachers
    - Step by step related services videos to assist caregivers in replicating at home
* ELE Remote Learning Suggested Instructional Strategies
  + Strategy #1: Collaboration between core content and ESL teachers.
    - Co-planning during PLC and other arranged planning times
  + Strategy #2: ESL instruction is still a required component of all ELE programs.
    - Suggestion of a learning choice menu with the 4 domains
  + Strategy #3: Amplify English Learners’ voices.
    - Person to person communication, phone calls, live lessons, digital audience
  + Strategy #4: Chunk content instruction into smaller pieces for English Learners.
  + Strategy #5: Remain flexible with pacing.
    - Post assignments but be flexible with deadlines
  + Strategy #6:Use online tools and applications to link to the main lessons of the content classroom teachers. ESL teachers will focus on linking vocabulary support and comprehension skills necessary for content classes.
    - Differentiated resources on line or with translation features (google-translate)
  + Activities to support remote learning not reliant on technology
    - Journals
    - Double Entry Journals
    - Reading Logs
    - Role Play
    - Turn on subtitles
    - Learning packets

Communicate with students and families (scheduled, office hours, other)

* + Regular check-ins from EL teacher (phone, email, dojo, google classroom)
  + Document how to provide instruction (communication log, email, google classroom, phone, dojo....)

EL

Week: 4/6 - 4/10

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student | General Ed. materials with scaffolds/supports | Instruction Provided | Student/Family Communication | Documentation Method |
|  |  |  |  |  |
|  |  |  |  |  |
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**Weeks 8-End of Year**

3 Guiding Principles have stayed the same:

1. Safety and well-being of students, families, and staff is the priority (physical health, safety, nutrition, social emotional and mental health needs)
2. Crisis disproportionately affects our most vulnerable students physical health, mental health and academics so equity must be considered
3. Maintain connections between school staff, students, and families

**“Strengthening our remote learning experience”**

Continue our current plan with strengthening 2 following areas:

1. Move all students to successful engagement in remote learning with focus on addressing fundamental needs
2. Focus on teaching the content standards most critical for success in next grade during remote learning. Teachers will use the DESE Pre-requisite Content Standards document to determine what content is most essential to students in your grade to ensure the utmost success when advancing to the next grade level.

\*Goal: Move all students toward consistent engagement in remote learning, focus on connectedness and content standards most critical for success in the next grade

**1. Engaging all Students**

* Develop system to identify and support students not engaged in remote learning
* Collect information - engagement concerns
* Provide supports with focus on foundational student needs

**SEL Tracker**

* Teachers can put in a referral through the SEL Button added to the website
* Referrals are reviewed during weekly guidance meeting
* Automated teacher updates on progress with updated notes are provided to referring teacher
* SEL referrals could be submitted by teachers based upon:
  + Concern about a student
  + Not heard back from a student or family
  + Other
* Work completion concerns addressed through general ed
  + A communication plan developed with
    - Script for supportive calls
    - Focus being on wellness before leading into academic support
    - Support provided to address any barriers to work completion

**Student Engagement Ideas to share with families**

* Increasing Engagement Document created and shared with families
* Sample of suggested engagement strategies
* Study Buddy
* Facetime, zoom or schedule a google meet with a friend to complete work together
* I do, we do, you do model
* Submit work as a video
* Provide a visual to track work completion
* Choose order of assignments that coincides with your day
* Have the student be the teacher and the parent be the student

**2. Strengthen Remote Learning for all students**

* Prioritize meaningful connections with educators and peers
* Provide engaging core instruction\*\*\*content standards most critical for success in next grade\*\*\*
* Opportunities for enrichment, exercise and play
* Ensure programming is accessible, secure and communication is streamlined
* Review the DESE Pre-requisite Content Standards document to determine what content is most essential to students in your grade
  + Think about during planning: What does exposure to content standards not already taught look like? Virtually and non-virtually
  + Plan lessons with: content standards that focus on virtual and non-virtual instruction ideas for teaching new content
  + If all content standards in the DESE Pre-requisite document have been taught, choose which standards to strengthen during remote learning.

**Strengthen Remote Learning: Special Education**

* Continue providing supports and resources, instruction and services and communicating with families
* Schedule, hold and conduct annual IEP meetings due from closure through the end of the school year.
* Schedule, hold and conduct evaluation meetings that could be held from closure through the end of school year.

**Strengthen Remote Learning: EL**

* Provide scaffolds, supports and instruction to students while continuing communication with families.
* Schedule, hold and conduct student success plan meetings and re-classification meetings for all EL students based upon ACCESS scores.
* Identify any provisional EL students

**Virtual Step Up Day**

* Looping classes to:
  + Decrease anxiety
  + Maintain sense of community
  + No new/ lack of data to form balanced classes
* Meet and greet with new teachers
  + Virtual meeting
  + Starting to build relationships before day one (start of school)

**Trimester 3 Student Learning Contracts**

* Create a new format removing scores of 1-4 that are standards based with Credit, Partial Credit, No Credit for remote learning purposes.
* The idea behind this was to not award “privilege” and give students credit for the work that is feasible for them to complete while still upholding students and families to the standard set at the beginning of the remote learning experience.
* All core subject areas: ELA, Math, Science, Social Studies and a combined Special Area credit score will be included.
* Teachers will include a comment for each core subject that outlines a skill to continue strengthening for success in the next grade level by using the DESE Pre-requisite Content Standards document to determine what is most essential.

|  |  |
| --- | --- |
| Score | Explanation |
| Credit (C) | Student participated in most aspects of remote learning for T3 |
| Partial Credit (PC) | Student participated in some aspects of remote learning for T3 |
| No Credit (NC) | Student did not participate in any aspects of remote learning for T3 |

**Setting the stage for the 2020-2021 school year**

* Incoming Kindergarten Class
  + Registration process (March-May)
    - Office Manager conducted phone calls and sent mailings
  + Parent Communication (May)
    - Kindergarten teachers, IAs, and support staff divide up the 75 students and make a connection
      * Building relationships
      * Gather background information
      * Invitation to zoom sessions
      * Schedule a virtual screening appointment
  + Family Bulk Mailing (end of May)
    - Welcome Letter
    - Print out of PowerPoint presentation
    - Zoom invitations
    - Summer work packet
  + Family Orientation zoom sessions (June)
    - 3 sessions (two evening hours and one afternoon)
    - All staff working with K students and families attend (Office Manager, HOS, Teachers, IAs, Support Staff, Guidance, Nurse, Superintendent)
    - PowerPoint presentation with Q&A built in
  + Conduct virtual screening early June
    - Assess students academically and socially using screening slideshow
    - Create class lists using gathered data
* All students will be issued a Chromebook for home/school use
* Continued communication and engagement with families
* Continued communication with staff around planning and utilizing the current curriculum components best suited for learning in the 2020-2021 school year.
* Professional development opportunities scheduled with teachers around remote learning
* Administration will attend webinars based on the recovery of education and learning for students returning to school.