

Learning First Charter Public School
2021-2022 Annual Report
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Leo Flanagan, Superintendent
51 Gage St.
Worcester MA, 01501
Telephone: 508-799-7500
Fax: 508-753-9679
Email: lflanagan@learningfirstcharter.org
learningfirstcharter.org



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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 5/23/2022	663
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 5/23/2022	215
Final Number of Instructional Days during 2021-2022 School Year	180		
School Hours	Monday-Thursday 7:40-3:30; Friday 7:40-12:30	Age of School as of 2021-2022 School Year	26 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:

To the Department of Elementary and Secondary Education:

Another academic year down and the Learning First Charter Public School has again showed strong signs of improvement on many fronts. With respect to facilities, our building and relocation project is in the final stages. The administrative team has worked diligently on this big project and managed all the myriad issues that arise during such huge construction endeavors in a way to minimize costs and remain on timeline. Unforeseen issues in the supply chain have pushed us back slightly, but not by much. We are happy to say that the Learning First Charter Public School students will be in a newly outfitted building, one with access to amenities their suburban peers often have such as a theater/auditorium, a high-quality gymnasium, science labs, and state of the art HVAC, by the start of the calendar year.

The LFCPS board continues to improve and evolve as well. Superintendent Flanagan and his administrative team have taken a proactive role in not only recruiting new board members, but also by putting practices in place that link the board with school-based administrators. We have been to diversify the board by attracting new board members from the greater Worcester community and closer to home by bringing on new board members that are LFCPS alumni. We have continued to utilize

practices to foster the board/school-level relationship and communication. Different school-based administrators sit on our various board sub-committees (governance, academic, finance etc.). There are also more frequent presentations to the board by school-level personnel. This is part of a larger board goal to shine a light on and be more informed on academic achievement at LFCPS. Superintendent Flanagan established clear professional goals for himself and clear school goals at the very beginning of the school year. The board received several academic updates by the administrative team which included internal assessment results and specifics on academic programming initiatives such as the refined intervention blocks employed to better support our ESL students and students with special needs. We rolled out and are continuing to refine a board data dashboard as well. This allows board members to see up-to-date, high-level academic data from internal assessments on mathematics and ELA. We can also see attendance and suspension data too. This allows us as board members to keep a pulse on where the school sits data-wise and how things are progressing.

From a programmatic standpoint LFCPS has done well in striking a balance in building on positive changes and tweaking and modifying others. The school has and is maintaining use of the same core curriculum. However, the school took bold steps to infuse an “intervention block” into the school day to support students and close the COVID gap. In addition, the school created more opportunities for ESL and special education teachers to collaborate with general education teachers to plan for differentiated instruction. Next school year, we will take even further steps with the school schedule. With DESE now having approved the daily schedule change, students will benefit from a more consistent Monday-Friday schedule and have more opportunities for after school programming. In addition, LFCPS brought on a Family and Community Engagement Liaison. This is the first time the school has had a dedicated position in the area, and it has supported in connecting with families immensely.

Although these last few years have been challenging for LFCPS, as they have been for other schools, data points suggest that the consistency we have established in programming, systems, and leadership are having a positive impact. The waitlist remains high at over 260. Suspensions remain low and internal assessment data shows signs of our students bouncing back from the pandemic; Lexia Rapid Assessment is up five percentage points from last school year. And, DESE’s Official Accountability Report shows LFCPS at 60% or substantial progress towards goals. With the new building, revised schedule, and focus on targeted instruction, we are hopeful that our LFCPS students are primed to access greater educational opportunities and achieve at higher levels than seen before at LFCPS.
Sincerely,

Justin A. Vernon
Board Chair
Learning First Charter Public School

School Performance and Program Implementation

There were no changes in the 2021-2022 school year.

Mission and Key Design Elements

Key Design Element	Accomplishments
<p>Diverse Cross Section of Worcester Children</p>	<p>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:</p> <p>“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.”</p> <p>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, throughout the year.</p>
<p>Success as Students and Workers</p>	<p>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.</p> <p>Throughout the 2021-2022 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 a majority of 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 and a few in person. 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.</p>
<p>Success as Citizens</p>	<p>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.</p> <p>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 2022-23 school year.</p>

Amendments to the Charter

Date Submitted	Amendment Requested	Pending or Approved?
8-23-21	Accountability Plan	Approved on 9-29-21
1-14-22	Length of day	Approved on 1-31-22

Access and Equity: Discipline Data

<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	685	2			
EL	182	1			
Economically Disadvantaged	513	2			
Students with Disabilities	96	1			
High Needs	587	2			
Female	357	0			
Male	328	2			
American Indian or Alaska Native	0				
Asian	1				
African American/Black	316	0			
Hispanic/Latino	311	1			
Multi-race, Non-Hispanic/Latino	15	0			
Native Hawaiian or Pacific Islander	0				
White	42	1			

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 looks at the SWIS data (including suspension/expulsion) for students by subgroups on a monthly basis and makes 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 addition to formal team evaluations. The occupational therapist and school psychologist 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.)
SEL and Mental Health	Webinar	Lauren Reppucci Occupational Therapist	Massachusetts Educators	Link to webinar and resources here: https://sel4ma.org/webinar-archive-sel-in-massachusetts-resources-and-opportunities/
SEL programming/curriculum	Podcast	Lauren Reppucci Occupational Therapist, Sarah Messier Grade 3 teacher	Massachusetts Educators	Link to podcast here: https://edcuration.podbean.com/e/adaptive-culturally-relevant-easy-to-implement-sel-grades-1-6/
ESL teacher	Learning First Charter Public School	Christine Fairbanks	Merrimack College	ESL teacher received field work experience at LFCPS. She was responsible for observing, co-teaching, planning and executing lessons.

Student Performance

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

<https://reportcards.doe.mass.edu/2021/DistrictReportcard/04860000>

Academic Program

During the 2021-2022 school year, the curriculum, instruction and assessments all remained the same. We continued with equitable instruction for all learners. The only thing that was different for this school year was our ability to post all assignments on Google classroom for students that were absent due to COVID. Using grant money, we were able to purchase additional technology in order to have a surplus of computers we could loan out to the families that needed them. This ensured that all students who were home and feeling well enough to complete work, could. The general supports (i.e, special education and ESL) remained the same, but we did add an intervention block for each grade level. We used the American Reading Company for ELA and Bridges and Delta math for the math content areas. We provided additional small group instruction during this time based on specific standards certain students were struggling with. This is a little different from what we have done in the past, but only different with the curriculum we were using, and the standards based instruction. In years past, this block would have online interventions to be used rather than teacher facing.

During the 2021-2022 school year we focused on providing equitable instruction by implementing the curriculum following the scope and sequence provided, despite any gaps in standards that may have occurred in previous years due to Covid-19, ensuring academic access to students who were present and working below grade level standards. A crucial part to making sure that all students had access to the academic programming was building time into the schedule for each grade level to meet weekly with ESL and Special education team members to add specific scaffolds to lessons that some students needed. A thirty minute intervention block was added into the daily schedule so students not making adequate progress could have more intensive small group instruction. We used American Reading Company as our ELA intervention curriculum and a combination of Bridges and Delta Math for our math intervention. Along with these intervention programs we utilized online programs from our curriculum which allowed teachers to assign differentiated lessons to students that were tied to grade level standards taught in class. These online programs also provided the opportunity for students to work on a learning path that is based on their independent learning ability through a collection of diagnostic assessments. As a school, we adopted Google Classroom during the pandemic and continued to utilize this as a means to post assignments, video tutorials, learning resources and support for students that may have had an extended absence. This also helped with staff absences by providing our building substitutes access to each teacher's presentations and lessons. Substitutes were able to refer back to resources that may have been posted previously to help ensure that grade level content was provided in their absence.

Accelerating learning was at the forefront of everyone's minds this year. We achieved that through multiple means. The first step was to have all students complete a math and ELA diagnostic. Based on the results, teachers planned small group instruction in both their content areas and the intervention blocks. We progress monitored frequently based on a predetermined timeline from the American Reading Company for ELA and Bridges and Delta math. Teachers had time for both planning and reflecting on the data collected. We used grade level planning time to look at student progress and determine next steps. Administration met with ANET to further our learning on "just in time" scaffolds,

followed by teachers attending a lesson planning professional development, based around lesson planning, assessments and “just in time” scaffolding.

Our 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

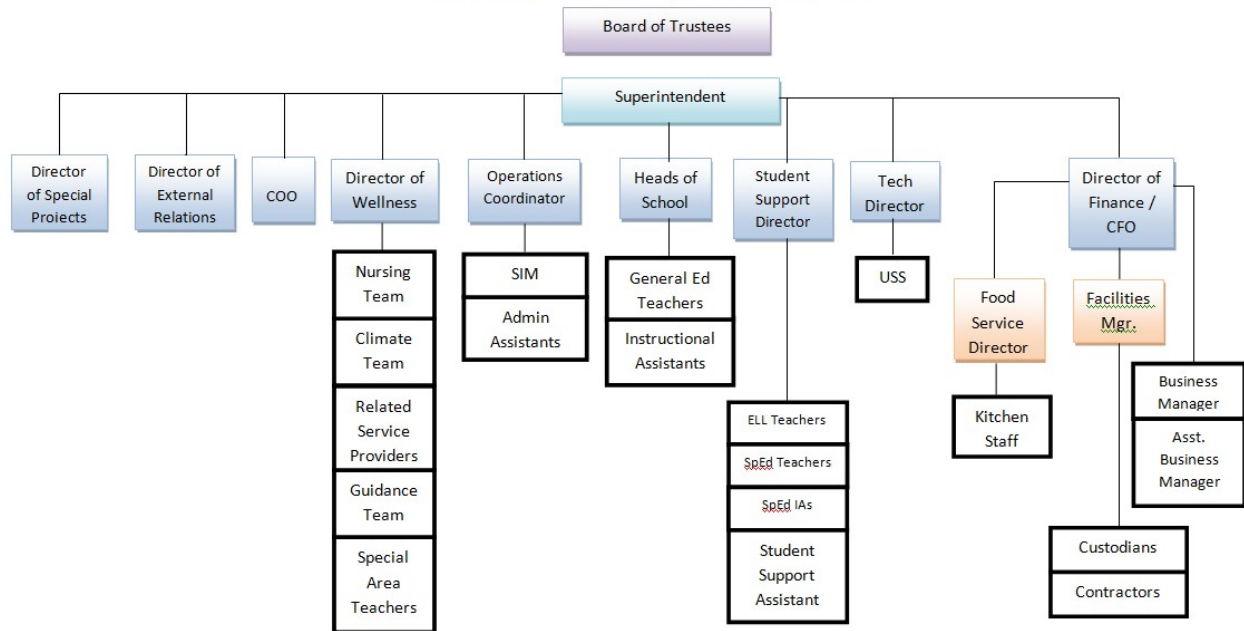
1. Designated assessment scores will be analyzed to determine students who need tiered support.
2. Student will be placed in the appropriate tiered support based on the entry data
3. At the designated times, the appropriate data team will meet to discuss the progress of the student toward meeting the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

Organizational Viability

Organizational Structure of the School

There were no changes to the organizational structure of the school for the 21-22 school year.

Learning First Charter Public School Organizational Chart



The Board of trustees supervises the Superintendent. The Superintendent supervises the Heads of School, Operations Coordinator, Director of Wellness, Director of External Relations, Director of Special Projects, the Student Support Director, the COO, the Tech Director and Director of Finance. Some of these people, also has a group of individuals they supervise in their departments. See organizational chart above.

Budget and Finance

Approved school budget for FY23

FY2023 School Budget for 2022 Annual Report

Board Voted 6/27/22

	FY2023 Rev1
Operating Revenue	
Total PP Revenue	11,435,877.00
Grants Entitlements	1,041,201.00
LFF Management Agreement	16,431.00
Competitive Grants	0
Net Transportation Reimb	877,766.00
Contribution from Foundation	25,000.00

Food	647,400.00
Finance Revenue/Medicaid	50,000.00
Village	0.00
Activities	50,000.00
Total Revenue	14,143,675.00

Operating Expense

Personnel Expense

Salary and Wages	7,162,863.00
COVID funded positions	284,358.00
Stipends	70,000.00
Payroll Taxes and Benefits	1,746,110.00
Total:	9,263,331.00

Occupancy

Occupancy	1,045,689.00
Repairs and Maintenance	498,395.00
Ventilation System/Capital	0.00
Utilities/Communication	225,111.00
Total:	1,769,195.00

Non Personnel

Business and Finance	242,887.00
Insurance Bldg/Liability	44,641.00
Instructional Materials & Subscriptions	260,404.00
Contracted Services/Moving	392,770.00
Technology	51,575.00
Field Trips/Activities/Afterschool	106,400.00
Food Service	379,500.00
Professional Development	52,311.00
Student Transportation	1,097,208.00
Depreciation	279,657.00
Contribution/Other	25,000.00
Total: COVID in Personnel	2,932,353.00

Other Expense/(Income)

Interest Income	0.00
Roof Write Off w/ Move	0.00
In Kind Expense(see Contribution Other)	0.00
Total:	0.00

TOTAL EXPENSE:	13,964,879.00
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Net Income	178,796.00
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Profit and Loss

**Ordinary
Income/Expense**

Income

41010 · Per Pupil Revenue	10,366,698.00
41500 · Grants-Federal	3,316,289.73
42000 · Nutrition Funding State	17,834.34
42010 · Emergency Food Service Income	104,355.97
42300 · Nutrition Funding-Federal	446,345.96
42301 · Nutrition Funding Federal Break	190,724.53
43000 · Program Fees	
42020 · After School Income	112,995.42
46010 · Activities Income	5,788.00
Total 43000 · Program Fees	118,783.42
44015 · Management Fee Revenue	15,952.00
44500 · Contributions, Other	16,037.00
45000 · Transportation Aid	933,399.00
45500 · Medicaid Reimbursement	126,896.57

Total

Income

15,653,316.52

Gross Profit

15,653,316.52

Expense

50000 · Total Payroll

50100 · Wages

50110 · Wages-Admin Professional	148,872.10
50210 · Salaries Admin Support/Clerical	284,951.13
50220 · Bonus Wages	134,562.00
50320 · Salaries-Teachers	3,148,212.91

50420 · Salaries Other Prof Instruction

50425 · Salaries Technology	151,879.00
50420 · Salaries Other Prof Instruction - Other	673,116.53

Total 50420 · Salaries Other Prof Instruction 824,995.53

50520 · Salaries Paraprofessionals 686,892.25

50620 · Salaries Subs/Support/Clerical

50625 · Wages Village	48,309.58
50620 · Salaries Subs/Support/Clerical - Other	136,123.12

Total 50620 · Salaries Subs/Support/Clerical 184,432.70

50730 · Salaries Other Student Services 832,017.43

50840 · Salaries Operation & Facilities

50845 · Salaries Overtime	4,971.03
50850 · Food Service	202,354.62

50840 · Salaries Operation & Facilities - Other	216,339.21
Total 50840 · Salaries Operation & Facilities	423,664.86
59620 · Staff Stipends	70,405.18
Total 50100 · Wages	6,739,006.09
50500 · Employer Taxes(5205 DOE)	
50530 · Fica and Unemployment	284,788.55
50531 · Mass Paid FMLA Tax	0.00
Total 50500 · Employer Taxes(5205 DOE)	284,788.55
50700 · Benefits	
50705 · 403(b) Employer Cost 5205 DOE	24,477.52
50710 · Payroll Benefits Exp 5225 DOE	
50711 · Dental Employee Benefit	77,928.71
50712 · Medical Employee Benefit	1,066,676.19
50713 · STD/LTD & Life Employee Benefit	65,552.21
50710 · Payroll Benefits Exp 5225 DOE - Other	0.00
Total 50710 · Payroll Benefits Exp 5225 DOE	1,210,157.11
Total 50700 · Benefits	1,234,634.63
50720 · Workers Compensation Insurance	41,913.00
Total 50000 · Total Payroll	8,300,342.27
51000 · Contracted/Purchased Services	
51010 · Consultants	192,367.97
51060 · Facility Management Fee	463,029.02
51090 · Food Services	6,883.88
Total 51000 · Contracted/Purchased Services	662,280.87
52000 · Supplies/Materials	
52090 · COVID19 Related Purchases	99,163.80
Total 52000 · Supplies/Materials	99,163.80
53011 · Business, Finance, HR and Legal	
52080 · Printed Mater. &Reprod. Costs	1,785.70
52142 · Postage & Stamps	5,022.48
52160 · Promotional/Marketing	40,168.27
53040 · Entertainment/Staff Appreciatio	4,699.56
56050 · Bank Service Charges	588.00
56070 · Village Expenditures	27,803.95
56100 · Legal Fees	4,841.63
56110 · Audit Fees	40,582.00
56115 · Admin Outside Services Purchase	78,903.37
Total 53011 · Business, Finance, HR and Legal	204,394.96
53120 · Contracted Services, Instr	
51020 · Outside Services Purchased Inst	22,148.95
51030 · Pupil Special Services	3,717.07
51035 · Student Assessment Service	37,431.96

Total 53120 · Contracted Services, Instr	63,297.98
54011 · Professional Development Admin	12,579.41
54020 · Professional Development Instr	24,628.53
54210 · Dues, Licenses & Subscriptions	23,214.71
54310 · Office Supplies & Mat Admin	
52140 · Office /Misc. Supplies	17,826.48
Total 54310 · Office Supplies & Mat Admin	<u>17,826.48</u>
54320 · Instructional Supplies & Mat	
52015 · Replacement Core Durable Curric	75,827.37
52020 · Core Curriculum Consumables	57,587.67
52030 · Classroom Supplies	28,165.41
52070 · Paper Supplies - Copy Paper	13,697.87
52115 · Uniforms	160.31
52120 · Extracurricular Supply&Activity	35,700.86
Total 54320 · Instructional Supplies & Mat	<u>211,139.49</u>
54511 · Info Mgt& Tech Admin	713.31
54522 · Instructional Tech in Classroom	4,341.92
55000 · Repairs & Maintenance	
55040 · Maintenance of Equipment	8,437.51
Total 55000 · Repairs & Maintenance	<u>8,437.51</u>
55140 · Maint Building & Grounds	
51040 · Facility & Ground Mtn Services	8,499.31
51072 · Alarm Services	17,054.49
51073 · Parking Expense	16,520.00
51080 · Refuse/Trash	11,742.40
52150 · Custodial Supplies	18,024.51
55010 · Repairs & Maint. - Fac./Grounds	6,212.18
55050 · Maintenance Contract Agreements	206,496.28
Total 55140 · Maint Building & Grounds	<u>284,549.17</u>
55540 · Utilities	
54010 · Communications - Phone/Fax	21,525.87
54015 · Communications -Internet Access	595.00
54510 · Water/Sewer	4,651.75
54520 · Gas/Electric	124,994.38
Total 55540 · Utilities	<u>151,767.00</u>
56000 · Other Expenses	
56090 · Field Trips	5,363.10
Total 56000 · Other Expenses	<u>5,363.10</u>
56144 · Rental Space/Lease of Equipment	52,125.57
57010 · Dep Information Tech Admin	5,687.97
57020 · Dep Intructional Technology	32,228.03
57030 · Depreciation of Furn& Fixtures	16,856.01
57050 · Depreciation Leasehold Improv	38,857.00
57730 · Student & Parent Transportation	

57732 · Van related expenses	431.00
57730 · Student & Parent Transportation - Other	<u>1,045,077.41</u>
Total 57730 · Student & Parent Transportation	1,045,508.41
58230 · Food Services	
58235 · Sales Tax Food Program	3.43
58230 · Food Services - Other	<u>403,299.04</u>
Total 58230 · Food Services	403,302.47
58410 · Recruitment/Advertising Admin	24,626.11
58850 · Insurance (Non Employee)	9.44
86010 · Activities Expense	<u>15,444.61</u>
Total Expense	<u>11,708,686.13</u>
Net Ordinary Income	3,944,630.39
Other Income/Expense	
Other Income	
49000 · Other Income	
60100 · Interest Income/Bank Accounts	<u>1,090.90</u>
Total 49000 · Other Income	<u>1,090.90</u>
Total Other Income	1,090.90
Other Expense	
57673 · In Kind Donation Expense	16,037.00
57674 · Abandonment Loss	<u>406,815.00</u>
Total Other Expense	<u>422,852.00</u>
Net Other Income	<u>-421,761.10</u>
Net Income	<u><u>3,522,869.29</u></u>

Balances

ASSETS

Current Assets

Checking/Savings

10000 · Cash

10741 · Webster Five MM Account	308,411.27
10800 · Petty Cash	350.00
10923 · Web5 Operating	
10914 · Transportation Reserve Web5	103,316.04
10915 · Capital Reserve Web5	860,000.00
10923 · Web5 Operating - Other	<u>2,827,493.02</u>

Total 10923 · Web5 Operating	3,790,809.06
10924 · Web5 Activity Account	42,571.82
10925 · Web5 Food Account	142,895.16
10926 · Web5 Village Account	135,953.46
Total 10000 · Cash	4,420,990.77
Total Checking/Savings	4,420,990.77
Other Current Assets	
12000 · Due from related parties	
12200 · Grant Funds Receivable	1,366,438.00
12300 · Other Funds Receivable	92,761.57
Total 12000 · Due from related parties	1,459,199.57
13000 · Pre-Paid Expenses	
13011 · Pre-Paid Curriculum	111,472.91
13015 · Pre Paid Rent	10,000.00
Total 13000 · Pre-Paid Expenses	121,472.91
15100 · Security Deposit	10,000.00
Total Other Current Assets	1,590,672.48
Total Current Assets	6,011,663.25
Fixed Assets	
15400 · Furniture & Equipment	269,542.99
15500 · Leasehold Improvement	2,361,796.84
15600 · Computers	
15601 · Technology Capital Hardware	890,388.17
Total 15600 · Computers	890,388.17
16000 · Accumulated Depreciation	
16421 · Accum Dep Tech Hardware	-827,297.00
16425 · Accum Dep Furniture & Fixtures	-254,456.01
16427 · Accum Dep Leasehold Improvement	-11,022.00
Total 16000 · Accumulated Depreciation	-1,092,775.01
Total Fixed Assets	2,428,952.99
Other Assets	
14600 · Pre-Paid Lease Richland St.	5,332,000.00
15110 · Lease Deposit	203,450.00
Total Other Assets	5,535,450.00
TOTAL ASSETS	13,976,066.24
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	

Accounts Payable	
20020 · Accounts Payable	197,381.88
Total Accounts Payable	<u>197,381.88</u>
Other Current Liabilities	
20058 · Due to Learning First Foundation	951,920.91
20059 · Due to Mass Teacher Retirement	555.28
20060 · Due to Related Party	
20065 · Recoverable Wages	<u>92,761.57</u>
Total 20060 · Due to Related Party	92,761.57
20070 · AFLAC Due	-235.83
20071 · TASC FSA Med Due	-3,111.58
21000 · Accrued Expenses	
20040 · Accrued Expense	152,716.56
20042 · Accrued Audit	29,815.00
20047 · Accrued Bonus	135,823.26
21100 · Accrued Payroll	<u>-199,662.41</u>
Total 21000 · Accrued Expenses	118,692.41
Total Other Current Liabilities	<u>1,160,582.76</u>
Total Current Liabilities	<u>1,357,964.64</u>
Total Liabilities	1,357,964.64
Equity	
3001 · Opening Bal Equity	-0.16
30700 · Retained Earnings	9,095,232.47
Net Income	<u>3,522,869.29</u>
Total Equity	<u>12,618,101.60</u>
TOTAL LIABILITIES & EQUITY	<u><u>13,976,066.24</u></u>

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2021 submission	670
Number of students upon which FY22 budget tuition line is based	666
Number of expected students for FY22 first day of school	666

Capital Plan FY23

Capital Needs 10 year plan

Intrusion Alarm	100,000.00
Expansion of Playground Structures to include installation of basketball hoop	250,000.00
Auditorium expansion: Lighting, Sound, AV systems, stage curtain upgrade to include fireproof curtain	250,000.00
Repointing and Masonry	0.00
Window Security Lower Level	150,000.00
Paint Gym, lockers and Cafetorium	100,000.00
Millwork/Casework replacement or repair	50,000.00
Remove Theater Seating from Mezzanine	10,000.00
Wall Patching and Repaint	100,000.00

FY2021 Capital Plan Annual Report

Furniture and Fixtures	530000
Technology Upgrades/Phone System	200000
Food Service Upgrades	100000
Technology/Lap Top Replacement	30,000

TOTAL **1,870,000.00**

**FY2022 Capital Reserve carried over
to FY2023 (delay in Richland St.
completion)** **860,000.00**

APPENDIX A

Accountability Plan Evidence 2021-2022

Faithfulness to Charter

Key Design Element #1: Diverse Cross Section of Worcester Children	2021-2022 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.		
<p>Measure:As part of developing a strong sense of self, each year, on a student survey, at least 85% 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). 80% of students will respond to the survey.</p>	<p>GOAL NOT MET</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • Number and percentage of students who report they saw themselves reflected in texts encountered in school that year in the student survey: 459 of 556 (81%) • Number and percentage of students who responded to the student survey: 556 of 660 (84%) <p>Data collection plan: 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. Data from student surveys will be gathered at the end of each year.</p>
<p>Measure:As part of learning to engage comfortably and confidently with others, each year, on a student survey, at least 85% 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). 80% of students will respond to the survey.</p>	<p>GOAL MET</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • Number and percentage of students who report they learned about people who have a different background than their own: 530 of 556 (95%) • Number and percentage of students who responded to the student survey: 556 of 660 (84%)

		<p>Data collection plan: Students answer survey questions three times a year. Summary reports are generated after the surveys are completed and results are shared with the administrative team, staff and students. 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. Data from student surveys will be gathered at the end of each year.</p>
<p>Key Design Element #2: Success as Students and Workers</p>	<p>2021-2022 Performance (Met/Not Met)</p>	<p>Evidence (include detailed evidence with supporting data or examples)</p>
<p>Objective: LFCPS will prepare scholars for success in college and careers.</p>		
<p>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).</p>	<p>GOAL MET</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • Number of colleges students visit: 1 • Number of workplaces students visit: 1 • Number and percentage of students who record their college and workplace visits on their SLCs: 100% <p>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.</p> <p>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. Our 7th and 8th graders were able to visit WPI in person as well for a STEM experience and college tour. Some of the colleges visited through posted links were: Holy Cross, UMass Amherst, Boston College, Yale, Harvard, U. of</p>

	<p>Virginia, U. of Miami, Morehouse, Fisk, Spelman, Hampton, Tuskegee, WSU, Westfield, UConn, Julliard, Kansas State, Elmira, Ohio Vet School. 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.</p> <p>https://www.youvisit.com/colleges/arch/</p> <p>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:</p> <ul style="list-style-type: none"> • Worcester Academy St. Pauls • Notre Dame • Worcester Tech • Worcester Public Schools Technical Education Program <p>CAREER FIELDTRIPS</p> <p>Students were able to take virtual field trips that were posted in their Google classrooms. Some of the field trips taken were:</p> <ul style="list-style-type: none"> • Zoo keeper • CEO • Veterinarian • Seamstress • Animal hospital • Tech High School teacher • Train conductor • Animator • Chocolatier • Broadway actress • Native American Farmer • Construction worker • Harley Davidson • Boston Aquarium • Marketing • Hotel management • Southeast Asia <p>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.</p>
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<p>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).</p>	<p>GOAL MET</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • Number of college and career speakers hosted at the school in each grade level: 3 speakers hosted at each grade level from K-8. • Number and percentage of students who record their visits on their SLCs: 100% <p>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.</p> <p>COLLEGE AND CAREER SPEAKER SERIES</p> <p>Each classroom has hosted atleast three college and career speakers this year. Here is a list of speakers that were able to visit us and speak with our students: Cyber Security, category merchant, warrant officer, black hawk pilot, camp director, EMT, Firefighter, wild life rehabilitator, horse trainer, author, motivational speaker, professional basketball player, sneaker store owner/entrepreneur.</p>
<p>Measure: At least 85% of students surveyed each year will state that they believe they will achieve their college and career goals. 80% of students will respond to this survey.</p>	<p>GOAL MET</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • Number and percentage of students who take the student survey: 556 of 660 (84%) • Number and percentage of students who state they believe they will achieve their college and career goals on student surveys: 529 of 556 (95%) <p>Data collection plan: Students answer rotating survey questions three times a year. Summary reports are generated and results are shared with the administrative team, students and staff. Students</p>

		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. Data from student surveys will be collected at the end of the year.
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Key Design Element #3: Success as Citizens	2021-2022 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
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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.

<p>Measure: At least 85% of the students will meet at least one SEL Student Learning Contract goal by the end of each year.</p>	<p>GOAL MET</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> Number and percentage of students who met at least one SEL student learning contract goal: 628 of 660 (95%) <p>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.</p> <p>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.</p>
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		<p>Data to be reported: Peer mediation program data:</p> <ul style="list-style-type: none"> 13 students in grades 7
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<p>Measure:Each year, at least 5 students will be trained as student leaders of the peer mediation program and conduct follow-up interviews on incidents and additional mediations as necessary.</p>	<p>GOAL MET</p>	<p>and 8 were trained as peer mediators in the Peers Making Peace Program. There were 26 incidents throughout the entire school year and only 2 needed follow up intervention.</p> <p>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.</p> <p>93% of the students who participated in the peer mediation program this year reported no further incidents or complaints throughout the remainder of the year.</p>
<p>Key Design Element #4: Integration of Arts and Technology</p>	<p>2021-2022 Performance (Met/Not Met)</p>	<p>Evidence (include detailed evidence with supporting data or examples)</p>
<p>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.</p>		
<p>Measure:All students will participate in at least one community based public art performance, exhibit or event each year.</p>	<p>GOAL MET</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • Number(666) and percentage (100%), of students participated in at least one school-based art performance, exhibit, or event. <p>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.</p>
		<p>Data to be reported:</p> <ul style="list-style-type: none"> • Number of core content classes that integrated

<p>Measure: All core content classes (English, math, science, and history), will integrate the arts and technology into two of their student learning showcases each year.</p>	<p>GOAL MET</p>	<p>arts and technology into two of their student learning showcases: 100% of general education classrooms (k-5) and core content area classrooms (6-8) integrated arts and technology into their student learning showcases.</p> <p>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.</p>
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Dissemination

	<p>2021-2022 Performance (Met/Not Met)</p>	<p>Evidence (include detailed evidence with supporting data or examples)</p>
<p>Objective: Effective Key Design Elements from Learning First will be shared with public school educators in Massachusetts.</p>		
<p>Measure: Learning First will share its SEL curriculum and best practices with other local public schools in Massachusetts over the course of the charter term.</p>	<p>GOAL MET</p>	<p>Data to be reported: List of different ways Learning First shared its SEL curriculum and best practices each year and with who.</p> <ul style="list-style-type: none"> • SEL mental health webinar • SEL programming and curriculum podcast • ESL student teacher <p>Data collection plan: All professional development information will be submitted to the COO (Chief operations officer), by the staff providing the PD. This information will be stored electronically or in a binder kept in the office of then COO.</p>
<p>Measure: LFCPS has been identified as a school with a comprehensive SEL and MH (mental health) system. We will provide training and best practices on tiered supports and intervention programs.</p>	<p>GOAL MET</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • List of trainings hosted <ul style="list-style-type: none"> ○ SEL mental health webinar ○ SEL programming and curriculum podcast ○ ESL student teacher • List of people,

	2021-2022 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		<p>organizations, or schools best practices were shared with.</p> <ul style="list-style-type: none"> ○ Massachusetts Educators ○ Merrimack College <p>Data collection plan: All professional development information will be submitted to the COO (Chief operations officer), by the staff providing the PD. This information will be stored electronically or in a binder kept in the office of then COO.</p>

APPENDIX B

Charter School Recruitment and Retention Plan Template

Recruitment Plan

2022-2023

Learning First Charter Public School

2021-2022 Implementation Summary:

- 1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2021-2022 Recruitment Plan?**

I would report that we were quite successful in recruiting a large number of students for the 2021-22 school year as our waiting list was 239 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 (46.8% African American and 44.9% Hispanic). That continues to be a challenge is our ability to recruit other demographic groups regardless of our recruitment strategies.

- 2. 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.

- 3. 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 2022-2023:

- 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, was minimal this year due to COVID-19.**

Recruitment Plan – 2022-2023 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p>	<p align="center">(b) Continued 2021-2022 Strategies</p> <p>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.</p>
<p>School percentage: 13.6%</p> <p>GNT percentage: 15.2%</p> <p>CI percentage: 15.5%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p>Did not meet GNT/CI: additional and/or enhanced strategies needed</p> <p>Typically this isn't an area we struggle to maintain a greater percentage than the CI/GNT. We have traditionally reported higher percentages in this area in previous years. We believe our recruitment efforts will be successful in the FY23 school year, as we hope the impact of Covid-19 will be minimal moving forward. 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.</p> <p>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.</p> <p>Personal outreach at least twice a year, and translated materials to Spanish and</p>

Recruitment Plan – 2022-2023 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>Vietnamese speaking church and community groups will be conducted.</p> <p>***We believe our limited ability to make in-person connections due to COVID has affected our ability to remain above the GNT/CI percentage this year. We do not anticipate that being an issue in the coming year.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 26.1%</p> <p>GNT percentage: 26.1%</p> <p>CI percentage: 27.1%</p> <p>The school is <u>at the same</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <p>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.</p> <p>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.</p>
	<p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p>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.</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 83%</p> <p>GNT percentage: 61%</p> <p>CI percentage: 70.8%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <p>We will post or send lottery fliers and application information to local food banks, shelters and unemployment offices.</p>

Recruitment Plan – 2022-2023 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
<u>Students who are sub-proficient</u>	(d) Continued 2021-2022 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 fall within this service delivery zone.
<u>Students at risk of dropping out of school</u>	(e) Continued 2021-2022 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.
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	(f) Continued 2021-2022 Strategies Not applicable
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	(g) Continued 2021-2022 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

2022-2023

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-2022 Retention Plan.

2021-2022 Implementation Summary:

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, especially after returning to full time in school teaching after the pandemic closure. To do this, students participated in full class lessons as well as small group or one to one instructional opportunities, driven by data collected from internal assessments and progress monitoring. 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

Overall Student Retention Goal	
Annual goal for student retention (percentage):	93.4%

Retention Plan – 2022-2023 Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p>School percentage: 9.8% Third Quartile: 19.7%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2021-2022 Strategies</p> <p align="center">Below third quartile: no enhanced/additional strategies needed</p> <p>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.</p>
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Limited English-proficient students/English learners

<p><u>(a) CHART data</u></p> <p>School percentage: 8.5% Third Quartile: 19.8%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2021-2022 Strategies</p> <p align="center">Below third quartile: no enhanced/additional strategies needed</p> <p align="center">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.</p>
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Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p><u>(a) CHART data</u></p> <p>School percentage: 6.3% Third Quartile: 20.1%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2021-2022 Strategies</p> <p>Below median and third quartile: no enhanced/additional strategies needed</p> <p>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.</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2021-2022 Strategies</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>All interventions have:</p> <ul style="list-style-type: none"> • A plan for implementation • Evidence based pedagogy • Criteria for successful response • Assessment to monitor progress <p>Students who aren't making progress after these strategies are employed, will be referred for special education evaluation.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2021-2022 Strategies</p> <p>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</p>

	<p>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.</p>
<p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<p>(f) Continued 2021-2022 Strategies Not Applicable</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2021-2022 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.</p>

APPENDIX C

School and Student Data Tables

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
AfricanAmerican	46.8%
Asian	0.6%
Hispanic	44.9%
Native American	0%
White	6%
Native Hawaiian, Pacific Islander	0%
Multi-race, non-Hispanic	1.8%
Selected Populations	% of School
First Language not English	52.5%
English Language Learner	26.1%
Students with Disabilities	13.6%
High Needs	89.1%
Economically Disadvantaged	83%

ADMINISTRATIVE ROSTER FOR THE 2021-2022 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	Guidance support grades k-8, high school placement	August 1998	

ADMINISTRATIVE ROSTER FOR THE 2021-2022 SCHOOL YEAR			
Director			
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 2021-2022 SCHOOL YEAR				
	Number as of the last day of the 2021-2022 school year	Departures during the 2021-2022 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	50	11	12	Relocation, Personal / Family, Other Education Positions
Other Staff	66	11	2	Relocation, Personal / Family, Other Education Positions

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2022	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 2021-2022 School Year

BOARD MEMBERS FOR THE 2021-2022SCHOOL 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: 3yrs Exp. 2024
Betsy Fuller	Trustee	Governance	2	Elected Sept 2016 Term 1: 3 yrs Term 2: 3 yrs Resigned May 2022
Ewald Charles	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
Chris Saari	Secretary	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
Gillian MacDonald	Trustee	LFF	2	Elected Aug. 2021 Term 1: 3yrs Term 2: 3yrs Exp. 2027
Magdalene Duah	Trustee	Governance	2	Elected Aug. 2021 Term 1: 3 yrs Term 2: 3 yrs Exp. 2027
Brian Allen	Trustee	Finance	2	Elected June 2022 Term 1: 3yrs Term 2: 3 yrs Exp. 2028

BOARD MEMBERS FOR THE 2021-2022SCHOOL YEAR				
ShantiePrashad	Vice Chair	Finance	2	Elected Aug. 2020 Term 1: 3 yrs Term 2: 3 yrs Exp. 2026
Denise Fogarty	Trustee	Academic Excellence	2	Elected May 2022 Term 1: 3 yrs Term 2: 3 yrs Exp. 2028

BOARD OF TRUSTEE MEETING SCHEDULE FORTHE 2022-2023SCHOOL YEAR	
Date/Time	Location
August 15, 20226:00pm-8:00pm	LFCPS or Virtual
September 19, 20226:00pm-8:00pm	LFCPS or virtual
October 17, 2022 6:00pm-8:00pm	LFCPS or Virtual
November 21, 20226:00pm-8:00pm	LFCPS or Virtual
December 19, 20226:00pm-8:00pm	LFCPS or Virtual
January 23, 20236:00pm-8:00pm	LFCPS or Virtual
February 27, 20236:00pm-8:00pm	LFCPS or Virtual
March 20, 20236:00pm-8:00pm	LFCPS or Virtual
April 24, 20236:00pm-8:00pm	LFCPS or Virtual
May 15, 20236:00pm-8:00pm	LFCPS or Virtual
June 206, 20236:00pm-8:00pm	LFCPS or Virtual

COMMITTEE MEETING SCHEDULES FORTHE 2022-2023SCHOOL 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

Appendix D

Additional Required Information

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Justin Vernon	justinanthonyvernon@gmail.com	No change
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
50 Richland St. Worcester, MA 01610	December 2022

Enrollment

Action	2022-2023 School Year Date(s)
Student Application Deadline	3-1-2023
Lottery	3-3-2023