

Learning First Charter Public School

2022-2023 Annual Report

Submitted: July 31, 2023

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Table of Contents

Introduction to the school.....page 2

Dissemination Efforts.....page 9

Student Performance and Program Implementation.....page 12

Budget and Finance.....page 16

Appendix A.....page 29

Appendix B.....page 42

Appendix C.....page 53

Appendix D.....page 58

Introduction to the School

Learning First Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location (Municipality)	Worcester
Regional or Non-Regional	Non-Regional	Districts in Region (if applicable)	N/A
Year Opened	1996	Year(s) Renewed (if applicable)	2001, 2006, 2011, 2016, 2021
Maximum Enrollment	666	Enrollment for 2022-23¹	666
Chartered Grade Span	K-8	Grade Span for 2022-23	K-8
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist for 2022-23	251
Number of Instructional Days during the 2022-23 School Year	179 (Amendment approved for shorter year)		
School Hours (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.)	Monday-Friday 7:30-2:30	Age of School in 2022-23	27 years old
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.			

¹ The figure included here should match the figure reported for 2022-23 in the school's Profile. For example, the figure to be reported for Abby Kelley Foster Charter Public School is 1,422, as shown [here](#), in the school's Profile.

² The figure included here should match the figure reported in the [Massachusetts Charter School Waitlist Updated Report for 2022-23](#). If there is no waitlist, please report "0".

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

Letter from the Learning First Charter Public School Board

June 22, 2023

To the Department of Elementary and Secondary Education:

The 2022-2023 school year was one marked with bold change and improvement at the Learning First Charter Public School. The Learning First students and staff have officially moved into a new building at 50 Richland Street in Worcester! Though delays beyond our control pushed the relocation date later than we had initially planned, the move is now complete, and the new space is wonderful, thanks to a collaborative effort that required a great deal of hard work and the efforts of multiple individuals and groups. We are excited; with a cafeteria, dedicated gymnasium, and auditorium to bring larger groups together, the building will now better foster collaboration between students, staff, and community members.

In addition to the completion of the building project, Superintendent Flanagan and his team took meaningful steps to solidify LFCPS' academic foundation. A new partnership with the Achievement Network (ANet) bolsters the connection between standards-based instruction and assessment. The assessments offered by ANet have become the gold standard for assessing LFCPS students' attainment of the standards. LFCPS' participation in ANet allows LFCPS faculty to see how students are performing compared with their peers in the "network" of schools in the local and regional area.

LFCPS leaders and teachers are using this interim assessment data to drive instruction, taking the data coming out of these tests to create plans for additional teaching and tailoring instruction to better fit the needs of students. This data is also being used during newly instituted Intervention Blocks, where students are now receiving customized instruction aimed at closing gaps in knowledge and skills. The school has made additional efforts to increase tailored/differentiated instruction outside of the Intervention Blocks as well. For example, the leadership team held Acceleration Academies during the school break; students got additional learning time to practice skills they hadn't quite mastered. Similarly, LFCPS launched the PAPER 24/7 tutoring program, a nationally recognized tutoring program for writing that clearly connects to our mission of college and career readiness and has partner schools and districts across the country. Finally, school leadership brought back the strings program and show choir, great ways to bring in families and showcase students' hard work and talent.

The connection between the board and the school continues to grow. We built on the work we did last year to make academic achievement and improvement front and center in our conversations. The goals set out by Superintendent Flanagan were clear goals, connected to increasing student achievement. And, this year saw a big uptick in the flow of communication around student data between the school and board, including an increase in the number of presentations describing student assessment data by the Academic Committee of the board and more presentations by the school instructional leadership on student achievement results and actions being taken to improve.

Yes, there is much to be proud of, and the most recent site visit by DESE clearly supports that. The vast

majority of criterion examined by the state were “Meets Standard.” This is a testament to Superintendent Flanagan and his team. We are excited for the future too. With the new building in place, a strong foundation of alignment between curriculum, instruction and assessment, and methods in place to reach more learners, we will now pivot our focus toward addressing new challenges. The

board is excited to dig into more strategic conversations, revisit and revitalize our by-laws, and take steps aimed at long-term board development. At the same time, Superintendent Flanagan will be working to ensure that the school’s focus is squarely on access, equity, and increasing achievement for all LFCPS students.

Sincerely,

Justin A. Vernon
Learning First Charter Public School Board Chair

FAITHFULNESS TO CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

Key Design Element	Accomplishments
Diverse Cross Section of Worcester Children	<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>
Success as Students and Workers	<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 2022-2023 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. We were able to transition back to mostly in person visitors, but still had some speakers engage with our students through 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.</p>
Success as Citizens	<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.</p>
Integration of Arts and Technology	<p>Learning First scholars learned to express themselves in a variety of creative ways, utilizing a multitude of technology and art-based resources and tools throughout the school year, and in all core classes. These experiences were showcased during trimester events that included family attendance, both virtually and in person. Students are given opportunities to express themselves both academically AND artistically using many modes of</p>

	expression, including technology.
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Amendments to the Charter		
Date Submitted	Amendment Requested	Pending or Approved?
11-2-22	Enrollment Policy	Approved
6-2-23	180 School Day Requirement	Approved

CRITERION 2: ACCESS AND EQUITY

2021-22 Student Discipline Data Report

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

2021-22 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	692	30	1.4	3.3	0.0
English Learner	187	8	1.6	3.2	0.0
Economically Disadvantaged	592	26	1.5	3.2	0.0
Students with Disabilities	105	7	2.9	4.8	0.0
High Needs	627	26	1.4	3.0	0.0
Female	352	8	0.9	1.7	0.0
Male	340	22	2.1	4.7	0.0
American Indian or Alaska Native	0				
Asian	4				
African American/Black	326	9	0.6	2.1	0.0
Hispanic/Latino	309	16	1.9	3.9	0.0

Multi-race, Non-Hispanic/Latino	12	2			
Native Hawaiian or Pacific Islander	0				
White	41	3			

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 data is used to progress monitor students in weekly guidance meetings. The data is also reviewed at the classroom, grade, and whole school level by the leadership team. All students complete proactive SEL lessons through MooZoom, this program is grounded in the CASEL core competencies. Additionally, all students receive lessons with the guidance counselors to support the development of SEL and conflict resolution skills.

Steps we have taken:

Learning First has completed 4 years of the DESE SEL MTSS cohort. As part of this cohort we have worked extensively with a consultant from the Education Development Center to develop a comprehensive MTSS to address student behavior, mental health, and social emotional learning needs. This system uses data in the form of teacher referrals and School Wide Information System (SWIS) to identify students in need of proactive behavior and SEL support. Referrals are reviewed on a weekly basis by the Guidance Team. Based on these referrals and screeners students receive intervention to address their individual needs and students are progress monitored every 8 weeks by the SEL MTSS team. Additionally, the behavior team reviews SWIS referrals, suspensions, and any other building behavioral needs and trends during their weekly meeting. Students who have an elevated number of referrals for the past week are discussed and a referral for additional support is placed as needed. Behavior staff complete daily proactive rounds throughout the building and in check-in with students in every classroom. Supports provided to students include classroom accommodations and modifications, safety procedures, small groups, individualized counseling, check-in/check-out, behavior plans, and access to optional outpatient counseling services at school.

The leadership team reviews suspension and behavioral data to monitor disparities of rates among groups. The team noticed that many students with a high number of behavioral referrals on IEPs also have challenges with executive function and social skills. As a result, the special education department has been utilizing screeners and standardized tools to both screen and evaluate these areas. This past year the school has shifted to ensure that if the school utilizes suspensions it is paired with restorative, educational, and proactive support components including peer mediations, INDEPTH program, research projects, family meetings, safety plans, and ongoing SEL and/or behavioral supports. The school has also employed a family liaison to work on engaging more parents and caregivers with the school. This liaison has also worked to support families in accessing community based resources to ensure student’s needs are met to ensure preparation for learning at school.

CRITERION 4: DISSEMINATION

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, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
<p>Risk Assessment and Crisis Management Standardized Tools and School Protocols</p> <p>SEL MTSS - identification , goal setting, and progress monitoring</p> <p>Evidenced based curriculums including Zones of Regulation and Social Thinking School</p>	<p>Practicum experiences including observation, professional development sessions, and supervised hands on experiences</p> <p>Intern disseminated best practices and experiences with peers as part of coursework</p>	<p>Guidance Director</p> <p>School Psychologist</p> <p>SEL Interventionist</p>	<p>Intern from Fitchburg University</p> <p>School Counseling Department</p>	<p>Full-time intern working with students implementing best practices</p>

Counseling Services				
Occupational Therapy assessment, goal setting, and progress monitoring Utilizing mindfulness and body based stress reduction strategies through yoga	Practicum experiences including observation, professional development sessions, and supervised hands on experiences Intern disseminated best practices with peers in program	Occupational Therapist Director of Wellness	Level II Fieldwork Student from Springfield College's Occupational Therapy Program	The Level II student worked full-time with students for 3 months implementing best practices and completing literature reviews to support This fieldwork experience and sharing of best practices is one of the requirements for entry level competency into the field of OT.
GLEAM	GLEAM convenings	GLEAM Team	- Community Day Charter - Lynn Public School - New Bedford Public School - Quabog Regional School - Quincy Public - Salem Public Schools - Waltham Public Schools	GLEAM Grant 509 Learning First Literacy Plan K-5
SEL MTSS	Participation and sharing in SEL MH MTSS Academy	Director Of Wellness	Participation and sharing in SEL MH MTSS Academy	SEL4MA SEL Coordinator JobA-Alike Confirmation The Director of Wellness regularly read and

	<p>Meetings</p> <p>Technical Assistance and collaboration with consultant Jim Vetter at the Education Development Center- including sharing spreadsheets and flow charts with districts for data tracking</p> <p>SEL4MA Conference participation</p> <p>SEL4MA Job-alike group emails</p> <p>SEL MH MTSS Academy PLC meeting conversations</p>		<p>Meetings</p> <p>Technical Assistance and collaboration with consultant Jim Vetter at the Education Development Center- including sharing spreadsheets and flow charts with districts for data tracking</p> <p>SEL4MA Conference participation</p> <p>SEL4MA Job-alike group emails</p> <p>SEL MH MTSS Academy PLC meeting conversations</p>	<p>responded to questions and/or topics in the SEL4MA Job alike group. Practices were gathered and shared with districts in this group. This group contributed to the decision to select the DESSA-mini as our universal screener pilot. We shared best practices including LFPS referral process and staff resources for tiered SEL instruction.</p> <p>The district completed a case study with the Education Development Center's Burt Granofsky. The district shared their experience participating in the SEL MH MTSS cohort and its impact on student outcomes. Case Study Document</p> <p>SEL MH MTSS Academy-PLC This group was facilitated by EDC included SEL staff from Sutton and New Bedford. Current middle school practices including Check-in Check-out and MooZoom were shared by the district. Additionally, the district learned about planning and implementation of Advisory programs.</p>
Core SEL Curriculum- MooZoom	Video calls and surveys with MooZoom	<p>Sarah Messier- 3rd Grade Classroom Teacher</p> <p>Director of Wellness</p>	MooZoom	

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ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

2022 School Report Card

<https://reportcards.doe.mass.edu/2022/DistrictReportcard/04860000>

1. Name and briefly describe the main assessment tool(s) the school uses to measure student performance for English language arts, mathematics, and science and technology/engineering.
 - IRLA: Grades k-2
 - ANet: Standards mastery assessment that checks progress three times a year. The assessments are based on the standards that are covered in the curriculum map.
 - Math and ELA in grades 3-8
 - STAR: A computer based adaptive screener for both ELA and Math
 - Star Early Literacy K-3 measures early literacy and numeracy skills
 - Star Reading- Comprehensive reading assessment
 - Star Math- Math mastery assessment
 - Unit based assessments: Based off the curriculum map, teachers give unit based assessments to check for mastery in a given unit. These are standards based assessments.
 - All math, ELA, Science and SS classes have unit based assessments.
2. Briefly summarize performance.

Please use the links below to review student performance on our internal assessments. Our assessment programs do not have the ability to sort the data by subgroups of students, but we will review our internal assessment data and compare that to the latest 2023 MCAS results and identify subgroups of students that aren't proficient, to strategically plan for the FY24 school year. This will drive our planning for our strategic interventions and instructional blocks.

<https://drive.google.com/drive/folders/1bXIQSoGrz2xMG0saRWd82L6UHOzBzq3a?usp=sharing>

https://docs.google.com/presentation/d/1Fo8pbhh2M3Nkp0aGxAO3MzwC5IJkxUN13LElxxB4t7w/edit#slide=id.g242dcbc8c49_0_0

3. Indicate the number of students who took the assessments.
 - STAR: approximately 75 students in grades k-8
 - ANET: approximately 75 students in grades 3-8
 - IRLA: approximately 75 students 2 per grade in k-2
 - Unit based assessments: approximately 75 students per grade in k-8

CRITERION 6: PROGRAM DELIVERY

Describe evidence of how the school delivered a high-quality academic program that met the needs of all students during the 2022-23 school year.

- [2023-2024 Teaching and Learning Cycle](#)

Accelerating learning was at the forefront of everyone's minds this year. We achieved that through multiple means. We continued utilizing our curriculum with a focus of equitable instruction for all learners. The general support (i.e, special education and ESL) remained the same. Our school focused on improving our literacy instruction in our work with the Hill for Literacy as part of our participation in the G.L.E.A.M grant cohort. As part of this work the school leadership completed equity walks in the fall and spring and collected equity data from surveys sent out to all stakeholders in the school. Teachers completed training in the Science of Reading and we implemented these practices into the literacy blocks. We continued utilizing intervention blocks for literacy and math. We utilized Nearpod and American Reading Company for ELA and Bridges and Delta math for the math content areas. Additionally, intervention was developed and provided in Science and Social Studies for students in grades 5-8. This was a continuation of the work we focused on in the intervention blocks last year, we placed a high priority on students receiving a blend of educator facing and computer based interventions.

During the 2023-2024 school year we made adjustments in our school-wide assessments. We started using Renaissance STAR 360 for math and ELA screening 3 times per year in grades K-8. Based on the results, teachers planned small group instruction in both their content areas and the intervention blocks. Progress was monitored frequently based on a predetermined timeline. 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. We continued using ANET assessment for all students in grades 3-8. The results of the ANET assessment and ANET resources were utilized to drive instruction during the MCAS block. The MCAS block is an intervention block in grades 3-8 where students are exposed to MCAS style questions aligned to standards identified as areas in need of reteaching, in ANET. Teachers review the question and model to students how to solve the problems. Additionally, we utilized 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

CRITERION 10: FINANCE



LFCPS

Jun 30, 23

ASSETS

Current Assets

Checking/Savings

10000 · Cash

10741 · Websterfive MM Account

10743 · Capital Reserve Post Bldg 1,516,000.00

10741 · Websterfive MM Account - Other 812,365.72

Total 10741 · Websterfive MM Account 2,328,365.72

10800 · Petty Cash 350.00

10923 · Web5 Operating 2,682,589.88

10924 · Web5 Activity Account 37,134.11

10925 · Web5 Food Account 15,371.32

10926 · Web5 Village Account 153,853.30

Total 10000 · Cash 5,217,664.33

Total Checking/Savings 5,217,664.33

Other Current Assets

12000 · Due from related parties

12200 · Grant Funds Receivable 16,861.40

12300 · Other Funds Receivable 311,849.58

Total 12000 · Due from related parties 328,710.98

13000 · Pre-Paid Expenses

13010 · Pre-Paid Insurance 4,307.00

13011 · Pre-Paid Curriculum	43,977.92
Total 13000 · Pre-Paid Expenses	48,284.92
15100 · Deposit	141,350.00
Total Other Current Assets	518,345.90
Total Current Assets	5,736,010.23
Fixed Assets	
15400 · Furniture & Equipment	367,355.30
15500 · Leasehold Improvement	2,841,431.73
15600 · Computers	
15601 · Technology Capital Hardware	923,580.22
Total 15600 · Computers	923,580.22
16000 · Accumulated Depreciation	
16421 · Accum Dep Tech Hardware	-860,034.00
16425 · Accum Dep Furniture & Fixtures	-273,728.01
16427 · Accum Dep Leasehold Improvement	-47,357.00
Total 16000 · Accumulated Depreciation	-1,181,119.01
Total Fixed Assets	2,951,248.24
Other Assets	
14600 · Pre-Paid Lease Richland St.	6,191,288.33
15110 · Lease Deposit	203,450.00
Total Other Assets	6,394,738.33
	15,081,996.80
TOTAL ASSETS	0
LIABILITIES & EQUITY	

Liabilities**Current Liabilities****Accounts Payable**

20020 · Accounts Payable 289,963.77

Total Accounts Payable 289,963.77

Other Current Liabilities

20057 · Due to LFF Pledge 104.00

20059 · Due to Mass Teacher Retirement 58,877.50

20060 · Due to Related Party

20065 · Recoverable Wages 107,321.57

Total 20060 · Due to Related Party 107,321.57

20070 · AFLAC Due -339.83

20071 · TASC FSA Med Due -6,026.92

20072 · 403 B Payroll Pull Due 8,932.38

21000 · Accrued Expenses

20040 · Accrued Expense 186,365.52

20042 · Accrued Audit 42,805.00

20047 · Accrued Bonus 137,233.26

21100 · Accrued Payroll 6,953.71

Total 21000 · Accrued Expenses 373,357.49

Total Other Current Liabilities 542,226.19

Total Current Liabilities 832,189.96

Total Liabilities 832,189.96

Equity

3001 · Opening Bal Equity -0.16

12,639,148.3

30700 · Retained Earnings	8
Net Income	1,610,658.62
Total Equity	14,249,806.84
	15,081,996.80
TOTAL LIABILITIES & EQUITY	0

Ordinary
Income/Expense

Income

	11,380,340.00
41010 · Per Pupil Revenue	0
41500 · Grants-Federal	1,458,690.78
42000 · Nutrition Funding State	21,184.78
42010 · Emergency Food Service Income	27,741.40
42300 · Nutrition Funding-Federal	457,189.81
42301 · Nutrition Funding Federal Break	176,844.78
43000 · Program Fees	
42020 · After School Income	43,282.00
46010 · Activities Income	7,661.99
Total 43000 · Program Fees	50,943.99
44010 · Other School Revenue	0.00
44015 · Management Fee Revenue	16,431.00
44500 · Contributions, Other	23,715.25
45000 · Transportation Aid	948,439.00
45500 · Medicaid Reimbursement	105,458.46
Total Income	14,666,979.25

Gross Profit	14,666,979.25
Expense	
50000 · Total Payroll	
50100 · Wages	
50110 · Wages-Admin Professional	172,048.69
50210 · Salaries Admin Support/Clerical	314,655.37
50220 · Bonus Wages	140,658.15
50320 · Salaries-Teachers	3,098,962.14
50420 · Salaries Other Prof Instruction	
50425 · Salaries Technology	164,409.89
50420 · Salaries Other Prof Instruction - Other	775,165.18
Total 50420 · Salaries Other Prof Instruction	939,575.07
50520 · Salaries Paraprofessionals	730,976.27
50620 · Salaries Subs/Support/Clerical	
50625 · Wages Village	18,051.62
50620 · Salaries Subs/Support/Clerical - Other	113,533.21
Total 50620 · Salaries Subs/Support/Clerical	131,584.83
50730 · Salaries Other Student Services	867,309.60
50840 · Salaries Operation & Facilities	
50845 · Salaries Overtime	5,550.47
50850 · Food Service	229,004.26
50840 · Salaries Operation & Facilities - Other	250,672.63
Total 50840 · Salaries Operation & Facilities	485,227.36
59620 · Staff Stipends	137,006.06

Total 50100 · Wages	7,018,003.54
50500 · Employer Taxes(5205 DOE)	
50530 · Fica and Unemployment	247,909.43
50500 · Employer Taxes(5205 DOE) - Other	0.00
Total 50500 · Employer Taxes(5205 DOE)	247,909.43
50700 · Benefits	
50705 · 403(b) Employer Cost 5205 DOE	20,420.88
50710 · Payroll Benefits Exp 5225 DOE	
50711 · Dental Employee Benefit	76,697.40
50712 · Medical Employee Benefit	1,008,824.57
50713 · STD/LTD & Life Employee Benefit	70,062.62
Total 50710 · Payroll Benefits Exp 5225 DOE	1,155,584.59
50700 · Benefits - Other	-286.10
Total 50700 · Benefits	1,175,719.37
50720 · Workers Compensation Insurance	39,470.04
Total 50000 · Total Payroll	8,481,102.38
51000 · Contracted/Purchased Services	
51010 · Consultants	291,035.01
51060 · Facility LEASE/Management Fee	931,271.35
51120 · Rent/Lease Equipment	-166.89
Total 51000 · Contracted/Purchased Services	1,222,139.47
52000 · Supplies/Materials	
52090 · COVID19 Related Purchases	184,508.10
52170 · Subscriptions (non-library)	0.00
Total 52000 · Supplies/Materials	184,508.10
53000 · Travel & Entertainment Expense	
53020 · Lodging	527.75

Total 53000 · Travel & Entertainment Expense	527.75
53011 · Business, Finance, HR and Legal	
52142 · Postage & Stamps	3,287.06
52160 · Promotional/Marketing	6,907.52
53040 · Entertainment/Staff Appreciation	8,101.15
56050 · Bank Service Charges	1,260.00
56100 · Legal Fees	5,960.00
56110 · Audit Fees	60,007.00
56115 · Admin Outside Services Purchase	53,027.28
Total 53011 · Business, Finance, HR and Legal	138,550.01
53120 · Contracted Services, Instr	
51020 · Outside Services Purchased Inst	30,806.67
51030 · Pupil Special Services	16,426.27
51035 · Student Assessment Service	31,014.50
Total 53120 · Contracted Services, Instr	78,247.44
54011 · Professional Development Admin	15,735.95
54020 · Professional Development Instr	62,062.51
54210 · Dues, Licenses & Subscriptions	36,787.00
54310 · Office Supplies & Mat Admin	
52140 · Office /Misc. Supplies	17,201.71
Total 54310 · Office Supplies & Mat Admin	17,201.71
54320 · Instructional Supplies & Mat	
52015 · Replacement Core Durable Curric	57,558.85
52020 · Core Curriculum Consumables	54,900.50
52030 · Classroom Supplies	37,974.51
52070 · Paper Supplies - Copy Paper	12,846.74
52115 · Uniforms	324.94

52120 · Extracurricular Supply & Activity	27,974.87
Total 54320 · Instructional Supplies & Mat	191,580.41
54511 · Info Mgt & Tech Admin	6,355.73
54522 · Instructional Tech in Classroom	31,013.39
55000 · Repairs & Maintenance	
55040 · Maintenance of Equipment	11,878.80
Total 55000 · Repairs & Maintenance	11,878.80
55140 · Maint. Building & Grounds	
51040 · Facility & Ground Mtn. Services	18,177.00
51072 · Alarm/Security Services	23,061.19
51073 · Parking Expense	48,629.00
51080 · Refuse/Trash	13,034.82
52150 · Custodial Supplies	19,639.89
55010 · Repairs & Maint. - Fac./Grounds	24,536.14
55050 · Maintenance Contract Agreements	276,832.39
Total 55140 · Maint. Building & Grounds	423,910.43
55540 · Utilities	
54010 · Communications - Phone/Fax	18,942.41
54015 · Communications -Internet Access	3,196.83
54510 · Water/Sewer	8,023.24
54520 · Gas/Electric	185,688.14
Total 55540 · Utilities	215,850.62
56000 · Other Expenses	
56090 · Field Trips	18,858.85
Total 56000 · Other Expenses	18,858.85
56144 · Rental Space/Lease of Equipment	3,464.31
57010 · Dep Information Tech Admin	4,909.00

57020 · Dep Instructional Technology	27,828.00
57030 · Depreciation of Furniture & Fixtures	19,272.00
57050 · Depreciation Leasehold Improv	47,351.00
57730 · Student & Parent Transportation	
57732 · Van related expenses	430.98
57730 · Student & Parent Transportation - Other	1,098,157.80
Total 57730 · Student & Parent Transportation	1,098,588.78
58230 · Food Services	
58235 · Sales Tax Food Program	14.83
58230 · Food Services - Other	539,135.34
Total 58230 · Food Services	539,150.17
58410 · Recruitment/Advertising Admin	18,095.91
58420 · Moving Expense	89,637.36
58850 · Insurance (Non-Employee)	54,189.35
86010 · Activities Expense	18,117.83
	13,056,914.2
Total Expense	6
Net Ordinary Income	1,610,064.99
Other Income/Expense	
Other Income	
49000 · Other Income	
60100 · Interest Income/Bank Accounts	22,964.88
Total 49000 · Other Income	22,964.88
Total Other Income	22,964.88
Other Expense	
57673 · In Kind Donation Expense	22,371.25

Total Other Expense 22,371.25

Net Other Income 593.63

1,610,658.62

FY2024 School Budget

Board Voted 5/15/23

FY2024 Rev1

Total PP Revenue	12,450,124.00
Grants Entitlements	1,099,596.00
LFF Management Agreement	16,924.00
Competitive Grants	0
Net Transportation Reimb	933,397.00
Contribution from Foundation	25,000.00
Food	647,400.00
Finance Revenue/Medicaid	65,000.00
Village	42,508.00
Activities	30,000.00
Total Revenue	15,309,949.00

Personnel Expense

Salary and Wages	7,819,673.00
COVID funded positions	174,877.00
Stipends	99,400.00
Payroll Taxes and Benefits	1,625,844.00
Total:	9,719,794.00

Occupancy

Occupancy	1,327,734.00
Repairs and Maintenance/Facilities	524,669.00
Ventilation System/Capital	0.00
Utilities/Communication	348,510.00
Total:	2,200,913.00

Non Personnel

Business and Finance	272,887.00
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Insurance Bldg/Liability	71,309.00
Instructional Materials & Subscriptions	213,687.00
Contracted Services	245,685.00
Technology	28,341.00
Field Trips/Activities/Afterschool (outsourced)	38,500.00
Food Service	424,500.00
Professional Development	52,000.00
Student Transportation	1,132,005.00
Depreciation	145,567.00
Contribution/Other	25,000.00
COVID Non Personnel	46,894.00
Total: COVID 52090 in Personnel	2,696,375.00

Other Expense/(Income)	
Interest Income	-12,000.00
Roof Write Off w/ Move	0.00
In Kind Expense(see Contribution Other)	25,000.00
Total:	13,000.00

TOTAL EXPENSE: 14,630,082.00

Net Income 679,867.00

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	666
Number of students upon which FY24 budget tuition line is based	666
Number of expected students for FY24 first day of school	666

Capital plan for FY24

10 year Capital Worksheet FY2023 Annual Report

rev053023

Board Vote 6/26/23

Description of Project	Capital Annual Report COST/Estimates	Historic Tax Credits have a 5yr window Timeline	Capital Maintenance Current Year
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Expansion of Playground Structures to include installation of basketball hoop	250,000.00	Within the 10 yr plan	
Playground back fill, mulch	0.00	Summer 23-24	16,000.00
Playground Rubberize cement	70,000.00	Within the 10 yr plan	
Auditorium expansion: Lighting, Sound, AV systems, stage curtain upgrade to include fireproof curtain	350,000.00	Within the 10 yr plan	
Repointing and Masonry do in sections over 10 yrs: Removal of "not in use" chimney's determined too expensive with initial renovation (LFF?)	1,500,000.00	Within the 10 yr plan	
Window Security Lower Level: Addition of bars or bullet proofing to first level windows, some already have "wire cage"	150,000.00	Within the 10 yr plan	
Paint Gym, lockers and Cafetorium	0.00	Gym/Cafetorium summer 23-24	100,000.00
Millwork/Casework replacement or repair	50,000.00	Within the 10 yr plan	
Remove Theater Seating from Mezzanine	10,000.00	Within the 10 yr plan	
Wall Patching and Repaint includes windowsills	100,000.00	Within the 10 yr plan	
Remove old shower shed and bleachers replace w/facilities storage unit	250,000.00	Within the 10 yr plan	
Storm Windows (LFF?)	1,000,000.00	Within the 10 yr plan	
Flooring Not Completed Section Summer 23-24	50,000.00	Summer 23-24	
Flooring Not Completed Section Summer annually (\$30K/yr x 10 yr plan)	300,000.00	Within the 10 yr plan	
Annual Technology Upgrade Laptop	500,000.00	\$50K/year x 10 yrs	
Roof (3 separate buildings) (LFF?)	3,000,000.00	Within the 10 yr plan	

TOTAL	7,580,000.00	5-10 year capital plan 20% Will also be noted on Surplus Tuition Calculation and balance sheet cash Capital Reserve	116,000.00
		Will pay for projects as cash becomes available	

FY2024 Capital Reserve FY2023 Annual Report (delay in Richland St. completion) **1,516,000.00** *book at 20% of 10 yr projection, use 20% for*

FY2023 6/30/23

Tuition Calculation

\$860K prior year FY2022 6/30/22

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2022-23

FAITHFULNESS TO CHARTER

Key Design Element #1: Diverse Cross Section of Worcester Children	2022-23 Performance M (Met) NM (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>M</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: 601 of 653 (92%) • Number and percentage of students who responded to the student survey: 653 of 657 (99.4%) <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>M</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: 653 of 653 (100%) • Number and percentage of students who responded to the student survey: 653 of 657 (99.4%) <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>
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<p>Key Design Element #2: Success as Students and</p>	<p>2022-23</p>	<p>Evidence (include detailed</p>
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Workers	Performance M (Met) NM (Not Met)	evidence with supporting data or examples)
Objective: LFCPS will prepare scholars for success in college and careers.		
<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>M</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</p> <p>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 5th through 8th graders were able to visit WPI, Clark, and WSU 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, WSU, Westfield,</p>

	<p>UConn, Julliard, 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/collegesarch/</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 • Amazon Fulfillment worker • Animal hospital • Tech High School teacher • Train conductor • Animator • Roller Kingdom Worker • Native American Farmer • Construction worker • Harley Davidson • Ecotarium Worker • Davis Farmland Worker
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		<ul style="list-style-type: none"> • Animal Adventures • College Professors • Basketball Coach <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>
<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>M</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 at least three college and career speakers this year. Here is a list of speakers that were able to visit us and speak with our students:</p> <p>EMT, Firefighter, wild life</p>

		rehabilitator, author, motivational speaker, State trooper, Senator Kennedy, Sports recruiter, Nurse, Plumber, Camp Director, Model, Career Pathways Coaches, Educators, Clothes Designers
<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>	M	<p>Data to be reported:</p> <ul style="list-style-type: none"> • Number and percentage of students who take the student survey: 653 of 657 (99.4%) • Number and percentage of students who state they believe they will achieve their college and career goals on student surveys: 637 of 653 (97.6%) <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 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.</p>
<p>Key Design Element #3: Success as Citizens</p>	<p>2022-23 Performance</p> <p>M (Met) NM (Not Met)</p>	<p>Evidence (include detailed evidence with supporting data or examples)</p>
<p>Objective: LFCPS will prepare scholars for success as citizens.</p>		
		<p>Data to be reported:</p> <ul style="list-style-type: none"> • Number and percentage of students

<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 style="text-align: center;">M</p>	<p>who met at least one SEL student learning contract goal: 612 of 657 (93.2%)</p> <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>
<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</p>	<p style="text-align: center;">M</p>	<p>Data to be reported: Peer mediation program data:</p> <ul style="list-style-type: none"> • 5 students in grades 7 and 8 were trained as peer mediators in the Peers Making Peace Program. There were 19 incidents throughout

<p>incidents and additional mediations as necessary.</p>		<p>the entire school year and 0 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>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.</p>
<p>Key Design Element #4: Integration of Arts and Technology</p>	<p>2022-23</p> <p>Performance</p> <p>M (Met)</p> <p>NM (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>M</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</p>

		<p>each student's trimester SLC's. The Technology Director will generate a school-wide summary report at the end of each year.</p>
<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>M</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • Number of core content classes that integrated 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>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>

DISSEMINATION

	2022-23 Performance M (Met) NM (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 Massachusetts.		
<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>	M	<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"> • Full-time intern working with students implementing best practices • Level II Fieldwork Student from Springfield College • Occupational Therapy Program • Participation and sharing in SEL MH MTSS Academy Meetings • SEL4MA Conference participation <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>	M	<p>Data to be reported: List of trainings hosted</p> <ul style="list-style-type: none"> • Full-time intern working with students

		<p>implementing best practices</p> <ul style="list-style-type: none"> • Level II Fieldwork Student from Springfield College • Occupational Therapy Program • Participation and sharing in SEL MH MTSS Academy Meetings • SEL4MA Conference participation <ul style="list-style-type: none"> • List of people, organizations, or schools best practices were shared with. <p>-Community Day Charter - Lynn Public School - New Bedford Public School - Quabog Regional School - Quincy Public - Salem Public Schools - Waltham Public Schools</p> <p>-Full-time intern working with students implementing best practices</p> <p>-Level II Fieldwork Student from Springfield College</p> <p>-Occupational Therapy Program</p> <p>-Participation and sharing in SEL MH MTSS Academy Meetings</p> <p>-SEL4MA Conference participation</p> <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</p>
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		binder kept in the office of then COO.
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APPENDIX B: RECRUITMENT AND RETENTION PLAN 2023-24

RECRUITMENT PLAN 2023-24

2022-23 Implementation Summary:
<p>1. In a brief narrative, what were the successes and challenges of implementing the school’s recruitment strategies from the 2022-2023 Recruitment Plan?</p> <p>I would report that we were quite successful in recruiting a large number of students for the 2022-23 school year as our waiting list was 301 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 (45.3% African American and 46.8% Hispanic). That continues to be a challenge is our ability to recruit other demographic groups regardless of our recruitment strategies.</p> <p>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.)?</p> <p>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.</p> <p>3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2022 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.</p> <p>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.</p>

Describe the school’s general recruitment activities, i.e. those intended to reach all students.
<p style="text-align: center;">General Recruitment Activities for 2023-24:</p> <ul style="list-style-type: none"> ● 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, preschool programs, current and neighboring families.
- 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 and during all recruitment events. 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.

Recruitment Plan – 2023-24 Strategies
List strategies for recruitment activities for each demographic group.

<p>(a) CHART data</p> <p>School percentage: 13.5%</p> <p>GNT percentage³: 15.6%</p> <p>CI percentage: 15.6%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p align="center">(b) Continued 2022-23 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> <hr/> <p align="center">(c) 2023-24 Additional Strategy(ies), if needed</p> <p align="center">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 FY24 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.</p> <p>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 (in all prevalent languages in our district as listed above), 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,</p>
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³ Note for new schools: The annual GNT for first year of data will be equal to first year data (baseline).

Note for 2023 data: Because of the nature of the Gap Narrowing Target calculations (see footnote 9), 2023 GNT and Comparison Index figures are the same for many schools. The 2023 school year is 12 years from the baseline year (2011) used in most calculations. Because the GNT allows for six years to reach the halfway point, year 12 equals the "target" Comparison Index. Additional note: This does not apply to schools that opened after 2011 (year opened is used as baseline).

	<p>Head Start, and preschools by Head of School for Lower Academy, other school administrators, and Kindergarten staff, will be conducted.</p> <p>We've enrolled a layer of administrators to attend an enrollment/recruitment class that will run for a year, and will support and enhance the current processes of recruitment moving forward.</p> <p>We will increase our social media presence and improve our website landing page and make it more inviting, accessible and user friendly for the public.</p>
<p>(a) CHART data</p> <p>School percentage: 26.5%</p> <p>GNT percentage⁴: 29.7%</p> <p>CI percentage: 29.7%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2022-23 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> <hr/> <p style="text-align: center;">(c) 2023-24 Additional Strategy(ies), if needed</p> <p>Did not meet GNT/CI: additional and/or enhanced strategies 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> <p>We've enrolled a layer of administrators to attend an enrollment/recruitment class that will run for a year, and will support and enhance the current processes of recruitment moving forward.</p> <p>We will increase our social media presence and improve our website landing</p>

⁴ Note for new schools: The annual GNT for first year of data will be equal to first year data (baseline).

Note for 2023 data: Because of the nature of the Gap Narrowing Target calculations, 2023 GNT and Comparison Index figures are the same for many schools. The 2023 school year is 12 years from the baseline year (2011) used in most calculations. Because the GNT allows for six years to reach the halfway point, year 12 equals the “target” Comparison Index. Additional note: This does not apply to schools that opened after 2011 (year opened is used as baseline), nor does it apply to Low-income/Eco Dis calculations (2014-15 is used for baseline).

	page and make it more inviting, accessible and user friendly for the public.
<p>(a) CHART data</p> <p>School percentage: 79.2%⁵</p> <p>GNT percentage : 61.8%</p> <p>CI percentage: 68.2%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2022-23 Strategies</p> <p style="text-align: center;">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>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2022-23 Strategies</p> <p>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.</p> <p>We have begun running Acceleration Academies for students who fall within this service delivery zone.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2022-23 Strategies</p> <p>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.</p>
<p><u>Students who have dropped out of</u></p>	<p style="text-align: center;">(f) Continued 2022-23 Strategies</p>

⁵ Note for new schools: The annual GNT for first year of data will be equal to first year data (baseline).

Note for 2023 data: Because of the nature of the Gap Narrowing Target calculations, 2023 GNT and Comparison Index figures are the same for many schools. The 2023 school year is 12 years from the baseline year (2011) used in most calculations. Because the GNT allows for six years to reach the halfway point, year 12 equals the “target” Comparison Index. Additional note: This does not apply to schools that opened after 2011 (year opened is used as baseline), nor does it apply to Low-income/Eco Dis calculations (2014-15 is used for baseline).

<u>school</u> <u>*only schools serving</u> <u>students who are 16</u> <u>and older</u>	<p>Not Applicable</p>
<p style="text-align: center;">6</p> <p>OPTIONAL <u>Other groups of</u> <u>students who should</u> <u>be targeted to</u> <u>eliminate the</u> <u>achievement gap</u></p>	<p style="text-align: center;">(g) Continued 2022-23 Strategies</p> <p>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.</p> <p>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.</p>

⁶ Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

RETENTION PLAN 2023-24

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2022-23 Retention Plan.

2022-23 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. 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

The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.

Annual goal for student retention (percentage):	92.4%
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Retention Plan – 2023-24 Strategies
List strategies for retention activities for each demographic group.

<p><u>(a) CHART data</u></p> <p>School percentage: 8.8% Third Quartile: 16.7%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2022-23 Strategies</p> <p align="center">Below third quartile: no enhanced/additional strategies needed</p> <p align="center">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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<p>Limited English-proficient students</p> <p><u>(a) CHART data</u></p> <p>School percentage: 6.0% Third Quartile: 16.6%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2022-23 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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<p><u>(a) CHART data</u></p> <p>School percentage: 6.6% Third Quartile: 15.7%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2022-23 Strategies</p> <p align="center">Below third quartile: no enhanced/additional strategies needed</p> <p align="center">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-</u></p>	<p align="center">(d) Continued 2022-23 Strategies</p>

<p><u>proficient</u></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 style="text-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 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</u></p>	<p style="text-align: center;">(f) Continued 2022-23 Strategies</p>

<u>dropped out of school</u> <u>*only schools serving</u> <u>students who are 16 and</u> <u>older</u>	Not Applicable
OPTIONAL⁷ <u>Other groups of students</u> <u>who should be targeted</u> <u>to eliminate the</u> <u>achievement gap</u>	<p style="text-align: center;">(g) Continued 2022-23 Strategies</p> <p>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>

⁷ Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

APPENDIX C: SCHOOL AND STUDENT DATA TABLES

STUDENT DEMOGRAPHIC INFORMATION

Enrollment by Race/Ethnicity (2022-23)

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04860000&orgtypecode=5&leftNavId=300&>

Student Data by Race/Ethnicity (2022-23)	
Race/Ethnicity	Percentage of Student Body
African American	45.3
Asian	0.9
Hispanic	46.8
Native American	0.0
White	4.6
Native Hawaiian, Pacific Islander	0.0
Multi-Race, Non-Hispanic	2.4

Selected Populations (2022-23)

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04860000&orgtypecode=5&leftNavId=305&>

Selected Student Populations (2022-23)	
Title	Percentage of Student Body
First Language not English	56.1
English Language Learner	26.5
Low-income	79.2
Students with Disabilities	13.5
High Needs	87.4

ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

Administrative Roster During the 2022-23 School Year			
Name	Title	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, Daily Operations	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	

Teacher and Staff Attrition for the 2022-23 School Year				
	Number as of the last day of the 2022-23 school year	Number of departures during the 2022-23 school year	Number of departures at the end of the school year	Reason(s) for Departure
Teacher s	49	2	2	Other employment
Other Staff	71	6	7	Other employment

INFORMATION ABOUT THE BOARD OF TRUSTEES

Board Membership During the 2022-23 School Year				
Name	Position on the board	Committee affiliation(s)	Number of terms served on the board	Length of each term (start and end date in MM/YY format)
John Latino	Finance Chair	Finance	2	Elected June 2018 Term 1: 3 yrs Term 2: 3 yrs Exp. 2024
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

Patrick Hoey	Trustee	Governance	2	Elected Aug. 2022 Term 1: 3yrs Term 2: 3yrs Exp. 2028
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
Shantie Prashad	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 and Committee Meeting Notices

<https://learningfirstcharter.org/board-of-trustees/>

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

FACILITIES

Address	Dates of Occupancy
51 Gage St. Worcester MA 01605	1996-December 2023
50 Richland St. Worcester MA 01610	January 2023-Present

ENROLLMENT

Action	2023-24 School Year Date(s)
Student Application Deadline	March 1, 2024
Lottery	March 6, 2024

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

Conditions: Not applicable

Efforts to Address Concerns Resulting in Conditions
Condition
Sample: By December 31, 2025, the school must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, English language arts, and science.
Actions taken by the school in 2022-23 to address the concern that resulted in the condition
•
Condition
Sample: Beginning August 1, 2023, the school must submit for annual Department approval an enhanced Recruitment and Retention Plan that includes deliberate and specific recruitment strategies for residents of the school's charter region. These strategies must be designed to increase enrollment from within the school's charter region and to reduce enrollment from outside of its charter region to no more than 20 percent of the school's total population.
Actions taken by the school in 2022-23 to address the concern that resulted in the condition
•

Complaints: Not applicable

Attachments: Not applicable