

Learning First Charter Public School

2023-2024 Annual Report

Submitted: July 31, 2024

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Table of Contents

Introduction to the school.....page 2

Student Demographic information.....page 5

Dissemination Efforts.....page 9

Student Performance and Program Implementation.....page 11

Budget and Finance.....page 15

Appendix A.....page 21

Appendix B.....page 33

Appendix C.....page 44

Appendix D.....page 49

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 2023-24¹	666
Chartered Grade Span	K-8	Grade Span for 2023-24	K-8
Number of Instructional Days per School Year (as stated in the charter)	180	² Students on Waitlist for 2023-24	266
Number of Instructional Days during the 2023-24 School Year	180		
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 2023-24	28 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.			

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

July 29, 2024

Hard to believe that the 2023-2024 school year is complete. It was the school's first full year in the new building. Students and staff have really made the space their own, and the school continues to flourish under the leadership of Superintendent Leo Flanagan. Learning First Charter Public School has successfully embraced continuous improvement as we see development of staff and students alike. I am optimistic for a bright future for the school and am encouraged by the results of this academic year.

The successful transition to take control over our own bussing for the school is just one example of the many operational accomplishments of the past year. The past year also saw some changes in staff

structure. We said goodbye to some familiar faces that have moved on to other chapters in their lives and saw opportunity for others to join the LFCPS family. Superintendent Flanagan did some restructuring of his team and their responsibilities to accommodate the change in staff. This has provided opportunities for staff and faculty growth as well as efficiency in operations to guarantee a great learning environment for students at a well-run institution for learning.

Superintendent Flanagan has carried the flag on adding the resources, staff, and tools necessary to improve academic excellence for the school. The year we saw improvements in test scores and encouraging trends showing that progress is being made on student academic performance metrics. The school continues to run Acceleration Academies on breaks and makes use of Anet, tutoring programs, and other resources to bolster the education students receive at LFCPS. The Academic Committee of the Board of Trustees has been providing clear and measurable data to gauge overall performance.

At the Board level, we have seen a change in some of the leadership roles and continue to have a highly engaged Board of Trustees. We spent some time amending our by-laws to aid in long term Board development. Involvement with the school is continuously encouraged and we continue to actively seek new Board members from various backgrounds and experiences. A survey of Board members was conducted this year to get valuable feedback to be used for future Board development.

Given all the transition and progress of the past few years, I am happy to report that this year has been a year of harvesting the fruits of those labors. As we continue planting more seeds, and tending the blossoming garden that is Learning First Charter Public School, I am confident for continued success in the 2024-2025 academic year.

Sincerely,

John T. Latino, Jr.

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 2023-24 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 between August 2023 and July 2024		
Date Submitted	Amendment Requested	Status (Pending/ Approved/Denied/Approved and Not Implemented)
	N/A	

CRITERION 2: ACCESS AND EQUITY

STUDENT DEMOGRAPHIC INFORMATION

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04860105&orgtypecode=6&>

Enrollment by Race/Ethnicity (2023-24)

Student Data by Race/Ethnicity (2023-24)	
Race/Ethnicity	Percentage of Student Body
African American	46%
Asian	1%
Hispanic	45.4%
Native American	0.1%
White	5.7%
Native Hawaiian, Pacific Islander	0%
Multi-Race, Non-Hispanic	1.6%

Selected Populations (2023-24)

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04860105&orgtypecode=6&leftNavId=305&>

Selected Student Populations (2023-24)	
Title	Percentage of Student Body
First Language not English	59.2%
English Language Learner	28.5%
Low-income	81.1%
Students with Disabilities	14.7%

High Needs	89.2%
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2022-23 Student Discipline Data Report

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04860105&orgtypecode=6&=04860105&>

2022-23 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	679	20	1.5	2.1	0
English Learner	190	6	1.1	2.1	0
Economically Disadvantaged	569	18	1.6	2.1	0
Students with Disabilities	111	2	0	0	0
High Needs	612	18	1.5	2.0	0
Female	341	9	1.2	1.8	0
Male	338	11	1.8	2.4	0
American Indian or Alaska Native	0	0	0	0	0
Asian	6	0	0	0	0
African American/Black	307	6	2.0	0.7	0
Hispanic/Latino	315	12	1.3	3.2	0
Multi-race, Non-Hispanic/Latino	16	1	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	35	1	0	0	0

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.

Learning First has a comprehensive SEL MTSS. 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. The data is also reviewed at the classroom, grade, and whole school level by the leadership team. 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.

Steps we have taken:

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. We have 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 is using a health education approach by utilizing the INDEPTH program as an alternate to suspension for first time vaping offenses. The school has also Learning First has added an additional Guidance Counselor position to ensure adequate proactive and responsive therapeutic responses to our students' needs.

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? (Identify the title of the individual and/or name of the school or district as applicable)	Result of dissemination (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other schools/districts as a result of this dissemination activity.)
School Based Occupational Therapy Internships	2 students full-time 3 month internship with OT	Kristen Cormier Occupational Therapist	Allison Prew Christine Lau Springfield College	Both students completed their school-based OT fieldwork Students received college credit and fulfilled requirements towards sitting for the NBCOT exam.
School Counselor Internships	2 students full-time internship with Guidance Department	Lisa Moore Guidance Director Heather Burgess Guidance Counselor	Cameron Lankenau Merrimack College Kimberly Gaulconer Fitchburg State University	Both students complete their school counseling internship and hours required towards licensure.
SEL Multi-tiered System of Support	Presentation	Lauren Reppuci HOS for Student Services	Branching Minds SEL Conference Participants	Branching Minds Presentation
Literacy Equity through GLEAM grant	Disseminated sustainability with literacy through virtual meetings	GLEAM literacy team members	Salem Public School Community Day Charter School	Consultancy sessions throughout the year presenting a problem of practice with focus questions connected to the Literacy Plan. Protocol used created by HILL for Literacy

consultancy	Created and presented a problem of practice statement with focus questions and consultancy		Lynn Public School	through the GLEAM grant. Shared insights, thoughts, ideas and connections. Resources to guide literacy equity shared between schools
Panel Discussion: Day 1 vs. Year 3. Which SEI/ESL skills and knowledge should new educators know on day 1 vs. year 3 of their teaching career?	MATSOL virtual Panel June 5th	Sarah St. John	MATSOL members who virtually attended the panel throughout MA	Sharing of best practices
Social Studies classroom best practices	Hosted SS teachers at our school and we observed teachers teach and give feedback on observations	Erin Brosnihan	Nativity School	We looked at the observation tool used at Nativity's school and used it at our school as a trial. We had SS teachers from Nativity come to our school and they did model lessons and Erin went to Nativity and did the same

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

2023 School Report Card

<https://reportcards.doe.mass.edu/2023/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.
 - QPS: Quick Phonics Screener is an individually administered assessment tool designed to help quickly and accurately diagnose a student's strengths and instructional needs in phonics and decoding skills. This measures a student's ability to recognize, decode and pronounce specific phonics elements.
 - K-2 classrooms
 - 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/1Fo8pbhh2M3Nkp0aGxAO3MzwC5IJkxUN13LElxB4t7w/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
 - QPS: approximately 75 students in grades 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 2023-24 school year.

We focused our work on acceleration in tandem with enhancing the teaching objectives from the core curricula. We continued most of the work we started last year as it pertained to the work with GLEAM and the supports within the classroom. One additional support we added this year was adding two Interventionists- one for math and one for ELA. The interventionists provided the tier two instruction for students who were identified as in highest need.

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 questions 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

ASSETS: FINANCE

ASSETS

Current Assets

Checking/Savings

10000 · Cash 7,110,411.98

Total Checking/Savings 7,110,411.98

Other Current Assets

12000 · Due from related parties

12200 · Grant Funds Receivable 204,768.82

12300 · Other Funds Receivable 255,712.13

Total 12000 · Due from related parties 460,480.95

13000 · Pre-Paid Expenses 30,382.18

Total Other Current Assets 490,863.13

Total Current Assets 7,601,275.11

Fixed Assets

15400 · Furniture & Equipment 367,355.30

15500 · Leasehold Improvement 3,092,355.31

15600 · Computers 998,168.98

16000 · Accumulated Depreciation -1,416,548.01

Total Fixed Assets 3,041,331.58

Other Assets

14600 · Pre-Paid Lease Richland St. 5,980,221.33

Total Other Assets 5,980,221.33

TOTAL ASSETS 16,622,828.02

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable

20020 · Accounts Payable 43,182.23

Total Accounts Payable 43,182.23

Other Current Liabilities

20057 · Due to LFF Pledge 434.00

20059 · Due to Mass Teacher Retirement 30.38

20060 · Due to Related Party 208,702.98

20070 · AFLAC Due -339.83

20071 · TASC FSA Med Due -8,697.67

20072 · 403 B Payroll Pull Due 7,370.61

21000 · Accrued Expenses 275,404.25

Total Other Current Liabilities 482,904.72

Total Current Liabilities 526,086.95

Total Liabilities 526,086.95

Equity

3001 · Opening Bal Equity	-0.16
30700 · Retained Earnings	14,072,492.90
Net Income	<u>2,024,248.33</u>
Total Equity	<u>16,096,741.07</u>
TOTAL LIABILITIES & EQUITY	<u>16,622,828.02</u>

**Learning First Charter Public School Projected Budget FY2025
Board Voted on 4/22/2024**

rev042224	Initial w/Personnel vote
	Richland St. Projections FY2025
Students	666
P/P Revenue W/ Facility	19,786.23
Total PP Revenue	13,177,629.18
Grants Entitlements	787,309.00
GRANT ESSERIII (final year FY24)	0.00
LFF Management Agreement	10,000.00
Transportation Reimbursement	1,128,145.00
Transportation Reimbursement Adj	-179,706.00
LFF Capital Donation	0.00
Competitive, Private Grant, or COVID grants	0.00
Contribution from Foundation	25,000.00
Food	655,185.00
Finance Revenue/Medicaid	65,000.00
Village	42,508.00
Activities	20,000.00
Total Revenue	15,731,070.18
Occupancy w/Delay until Jan 2023	1,116,667.00
ACE Lease Terms	0.00
Construction Richland Occupancy Delay	0.00
Pre-Paid Rent	211,067.00
Occupancy Increase new Lease Richland St FY2023	0.00
Transportation,(DESE Reimbursement partial)	1,128,145.00
Personnel Expenses 4% Includes Taxes	8,834,466.00
Initial FY2024 Rev 5 adjustment	1,511,463.00
403B Match	23,000.00
<i>W/Comp Insurance</i>	51,000.00

Non Personnel Expenses	1,630,777.00
Village Program Outsourced in FY2023 and FY2024	0.00
ESSERIII Personnel Related Expense #52090	0.00
Ventilation System (ESSER#2 Grant #115)	0.00
Depreciation (non cash)	208,645.00
Non Personnel Facility Op Costs	722,258.00
Add'l Cost new building projections rolled into their specific accounts	0.00
Non Personnel Add'l per new student	0.00
Interest Income	-170,000.00
Activities	20,000.00
Total Expenses	15,287,488.00
Net Income	443,582.18
Depreciation	208,645.00
5-10 year Capital Plan in total rev 020924 board vote 04/22/24	21,157,000

P & L Unaudited



Ordinary Income/Expense

Income

41000 · Grants-State	7,033.00
41010 · Per Pupil Revenue	12,760,311.02
41500 · Grants-Federal	1,229,396.30
42000 · Nutrition Funding State	51,980.74
42010 · Emergency Food Service Income	20,766.06
42300 · Nutrition Funding-Federal	483,791.20
42301 · Nutrition Funding Federal Break	173,658.03
42600 · Nutrition Funding-Private	3,245.11
43000 · Program Fees	61,314.59
44015 · Management Fee Revenue	17,664.00
44500 · Contributions, Other	11,894.00
45000 · Transportation Aid	948,438.98
45500 · Medicaid Reimbursement	122,493.24

Total Income

15,891,986.27

Gross Profit

15,891,986.27

Expense

50000 · Total Payroll	
50100 · Wages	7,554,065.79
50500 · Employer Taxes(5205 DOE)	284,626.82
50700 · Benefits	1,307,216.47
50720 · Workers Compensation Insurance	42,876.00
Total 50000 · Total Payroll	<u>9,188,785.08</u>
51000 · Contracted/Purchased Services	1,408,841.50

52000 · Supplies/Materials	208,568.00
53011 · Business, Finance, HR and Legal	129,121.20
53120 · Contracted Services, Instr	49,596.49
54011 · Professional Development Admin	27,316.29
54020 · Professional Development Instr	118,552.98
54210 · Dues, Licenses & Subscriptions	39,308.75
54220 · Dues, Licenses & Sub Instr	597.00
54310 · Office Supplies & Mat Admin	23,679.51
54320 · Instructional Supplies & Mat	105,741.89
54511 · Info Mgt & Tech Admin	11,785.58
54522 · Instructional Tech in Classroom	1,372.11
55000 · Repairs & Maintenance	143.75
55140 · Maint Building & Grounds	437,039.12
55540 · Utilities	303,065.18
56000 · Other Expenses	15,361.05
56144 · Rental Space/Lease of Equipment	3,664.89
57010 · Dep Information Tech Admin	2,838.00
57020 · Dep Instructional Technology	35,014.00
57030 · Depreciation of Furn & Fixtures	17,108.00
57050 · Depreciation Leasehold Improv	155,452.00
57730 · Student & Parent Transportation	1,099,654.25
58230 · Food Services	537,498.31
58410 · Recruitment/Advertising Admin	15,093.33
58850 · Insurance (Non Employee)	62,021.66
86010 · Activities Expense	14,115.20
Total Expense	14,011,335.12
Net Ordinary Income	1,880,651.15
Other Income/Expense	
Other Income	
49000 · Other Income	
60100 · Interest Income/Bank Accounts	155,491.18
Total 49000 · Other Income	155,491.18
Total Other Income	155,491.18
Other Expense	
57673 · In Kind Donation Expense	11,894.00
Total Other Expense	11,894.00
Net Other Income	143,597.18
	2,024,248.33

Capital Budget

Playground Rubberize cement	70,000.	Within the 10 yr plan
Auditorium expansion: Lighting, Sound, AV systems , stage curtain upgrade to include fireproof curtain	350,000.	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?)	3,000,000.	Within 10 yr plan (Updated w/ new estimated per RR 2/9/2
Window Security Lower Level: Addition of bars or bullet proofing to first level windows, some already have "wire cage"	1,150,000.	Within the 10 yr plan
Paint Gym, lockers and Cafetorium	77,000.	Gym/Cafetorium summer 23-24
Millwork/Casework replacement or repair	50,000.	Within the 10 yr plan
Remove Theater Seating from Mezzanine and replace with new	510,000.	Within the 10 yr plan
Wall Patching and RePaint includes windowsills	50,000.	Within the 10 yr plan
Various New Equip (Non Computer) Needs	1,250,000.	Within the 10 yr plan
Remove old shower shed and bleachers replace w/facilities storage unit and enlarge parking	6,000,000.	Within 5 years, moving in new building new capital needs
Replacement Windows (LFF?) \$4-\$6 Million estimate	50,000.	Within the 10 yr plan
Flooring Not Completed Section Summer 23-24	300,000.	Within 10 yr plan (Updated w/ new estimated per RR 2/9/2
Flooring Not Completed Section Summer annually (\$30K/yr x 10 yr plan)	500,000.	Summer 23-24
Annual Technology Upgrade Laptop	5,000,000.	
Roof (3 separate buildings) (LFF?)	0.	
Replace tiles used for project, cracking etc. yr1	1,000,000.	Within the 10 yr plan
Upgrades to school furniture and cafeteria	0.	
Total	21,157,000.	\$50K/year x 10 yrs (Per Adam and Chimdi request will need Within 10 yr plan (Updated w/ new estimated per RR 2/9/2
5-10 year capital plan 20% Will also be noted on Surplus Tuition Calculation and balance sheet cash Capital Reserve		

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	667
Number of students upon which FY24 budget tuition line is based	666
Number of expected students for FY24 first day of school	670

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2023-24

FAITHFULNESS TO CHARTER

Key Design Element #1: Diverse Cross Section of Worcester Children	2023-24 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
<p>Objective: 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>		
<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>NM</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: 476 out of 634 (75.8%) • Number and percentage of students who responded to the student survey: 634 out of 664 (95.5%) <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>Data to be reported:</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>	<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: 579 out of 634 (91.3%) • Number and percentage of students who responded to the student survey: 634 out of 664 (95.5%) <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>2023-24 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 in college and careers.</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

<p>Measure: Each year, 100% of students will visit at least one college and at least one workplace each school year, and 100% of students will record their visits on their Student Learning Contract (SLC).</p>	<p style="text-align: center;">M</p>	<p>who record their college and workplace visits on their SLCs: 100%</p> <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 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, 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. https://www.youvisit.com/collegesearch/</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</p>
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	<p>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 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 • 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>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

<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>level from K-8.</p> <ul style="list-style-type: none"> • 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 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> <ul style="list-style-type: none"> • EMT, • Firefighter • Wild life rehabilitator • Book Author • motivational speaker • Court Officer • Firefighter • Events Coordinator • Media Specialist • Private business owner • Sports recruiter • Nurse • Plumber • Camp Director • Model • Career Pathways Coaches • Educators • Clothes Designers
		<p>Data to be reported:</p> <ul style="list-style-type: none"> • Number and percentage of students

<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>M</p>	<p>who take the student survey: 634 out of 664 (95.5%)</p> <ul style="list-style-type: none"> Number and percentage of students who state they believe they will achieve their college and career goals on student surveys: 572 out of 634 (90.2%) <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>2023-24 Performance</p> <p>M (Met) NM (Not Met)</p>	<p>Evidence (include detailed evidence with supporting data or examples)</p>
<p>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>		
		<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: 598 out of 664 (90.6%)

<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>M</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 incidents and additional mediations as necessary.</p>	<p>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 the entire school year and 0 needed follow up intervention. <p>Data collection plan:</p>

		<p>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>2023-24 Performance</p> <p>M (Met) 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 each student’s trimester SLC’s.</p>

		<p>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.</p> <p>All classes presented several showcases throughout the year.</p>

Dissemination

	2023-24 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.		
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.	M	Data to be reported: List of different ways Learning First shared its SEL curriculum and best practices each year and with who. <ul style="list-style-type: none"> • Full-time intern working with students implementing best practices

		<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 <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>M</p>	<p>Data to be reported: List of trainings hosted</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 <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</p>

		<ul style="list-style-type: none"> - Salem Public Schools - Waltham Public Schools -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>
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APPENDIX B: RECRUITMENT AND RETENTION PLAN 2024-25

RECRUITMENT PLAN 2024-25

2023-24 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2023-2024 Recruitment Plan?

I would report that we were quite successful in recruiting a large number of students for the 2023-24 school year as our waiting list was 266 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% African American and 45.4% 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, 2024 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 2024-25:

- 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.

- We are also partnering with Lincoln Barretta to increase our online and social media presence and have received numerous applications through this venture.
- 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.
- Hosting “get to know” your neighborhood school for our Worcester community.

**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.

Recruitment Plan – 2024-25 Strategies
List strategies for recruitment activities for each demographic group.

<p>(a) CHART data</p> <p>School percentage: 14.7%</p> <p>CI percentage: 16.5%</p> <p>The school is <u>below</u> CI percentages</p>	<p align="center">(b) Continued 2023-24 Strategies</p> <p>LFPCS 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 LFPCS as an educational venue for their children.</p> <hr/> <p align="center">(c) 2024-25 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. We have traditionally reported higher percentages in this area in previous years. We believe our recruitment efforts will be successful in the FY25 school year. 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 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>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, by partnering with Lincoln Barretta. We have already started recruiting through social media and are seeing success in its early stages.</p>
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<p>(a) CHART data</p> <p>School percentage: 28.5%</p> <p>CI percentage: 30.1%</p> <p>The school is <u>below</u> CI percentages</p>	<p align="center">(b) Continued 2023-24 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. LFCPS translates the following languages of the district: Spanish, Portuguese, Twi, Vietnamese, Arabic, Albanian, and Haitian Creole.</p>
	<p align="center">(c) 2024-25 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 page and make it more inviting, accessible and user friendly for the public, by partnering with Lincoln Barretta. We have already started recruiting through social media and are seeing success in its early stages.</p>
<p>(a) CHART data</p> <p>School percentage: 81.1%</p> <p>CI percentage: 67.2%</p> <p>The school is <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2023-24 Strategies</p> <p 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 align="center">(d) Continued 2023-24 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 align="center">(e) Continued 2023-24 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 school</u> <u>*only schools serving students who are 16 and older</u></p>	<p align="center">(f) Continued 2023-24 Strategies</p> <p align="center">Not Applicable</p>
<p>OPTIONAL³ <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) Continued 2023-24 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> <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, by</p>

³ 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.

	partnering with Lincoln Barretta. We have already started recruiting through social media and are seeing success in its early stages.
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RETENTION PLAN 2024-25

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2023-24 Retention Plan.

2023-24 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):	92.7%
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Retention Plan – 2024-25 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
<p><u>(a) CHART data</u></p> <p>School percentage: 7.2% Third Quartile: 16.2%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p style="text-align: center;">Below third quartile: no enhanced/additional strategies needed</p> <p style="text-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>
<p>Limited English-proficient students</p> <p><u>(a) CHART data</u></p> <p>School percentage: 5.8% Third Quartile: 16.3%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p style="text-align: center;">Below third quartile: no enhanced/additional strategies needed</p> <p style="text-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>
<p><u>(a) CHART data</u></p> <p>School percentage: 7.6% Third Quartile: 16.2%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p style="text-align: center;">Below third quartile: no enhanced/additional strategies needed</p> <p style="text-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 style="text-align: center;">(d) Continued 2023-24 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 2023-2024 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 2023-24 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
<p style="text-align: center;">4</p> <p style="text-align: center;">OPTIONAL</p> <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 2023-24 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> <p>We will continue to improve our social media presence and our website landing page and make it more inviting, accessible and user friendly for the public, by partnering with Lincoln Barretta. We have already started recruiting through social media and are seeing success in its early stages.</p>

⁴ 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

ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

Administrative Roster During the 2023-24 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	
Adam Bisson Technology Director	Instructional and informational technology planning, school wide training and	July 2023	

	support		
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	June 2024 Retirement

Teacher and Staff Attrition for the 2023-24 School Year				
	Number as of the last day of the 2023-24 school year	Number of departures during the 2023-24 school year	Number of departures at the end of the school year	Reason(s) for Departure
Teacher s	48	4	4	Moved, other employment, retirement, non-renewal of contracts
Other Staff	76	3	4	Moved, other employment, retirement, non-renewal of contracts

INFORMATION ABOUT THE BOARD OF TRUSTEES

Board Membership During the 2023-24 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)	Final year of service possible based on term limits in bylaws
John Latino	Finance Chair	Finance	2	Elected June 2018 Term 1: 3 yrs Term 2: 3 yrs Exp. 2024	2024
Ewald Charles	Trustee	Academic Excellence	2	Elected June 2019 Term 1: 3yrs Term 2: 3yrs Exp. 2025	2025
Sharon Thyden	Trustee	Academic Excellence	2	Elected June 2019 Term 1: 3yrs Term 2: 3yrs Exp. 2025	2025
Chris Saari	Secretary	Finance	2	Elected June 2019 Term 1: 3yrs	2025

				Term 2: 3yrs Exp. 2025	
Denise Fogarty	Trustee	Academic Excellence	2	Elected Dec. 2019 Term 1: 3yrs Term 2: 3yrs Exp. 2025	2025
Justin Vernon	Board Chair	Governance	2	Elected Dec. 2020 Term 1: 3yrs Term 2: 3yrs Exp. 2026	2026
Patrick Hoey	Trustee	Governance	2	Elected Aug. 2022 Term 1: 3yrs Term 2: 3yrs Exp. 2028	2028
Magdalene Duah	Trustee	Governance	2	Elected Aug. 2021 Term 1: 3 yrs Term 2: 3 yrs Exp. 2027	2027

Brian Allen	Trustee	Finance	2	Elected June 2022 Term 1: 3yrs Term 2: 3 yrs Exp. 2028	2028
Shantie Prashad	Vice Chair	Finance	2	Elected Aug. 2020 Term 1: 3 yrs Term 2: 3 yrs Exp. 2026	2026
Denise Fogarty	Trustee	Academic Excellence	2	Elected May 2022 Term 1: 3 yrs Term 2: 3 yrs Exp. 2028	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	2025-26 School Year Date(s)
Student Application Deadline	March 1, 2025
Lottery	March 6, 2025

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

Conditions

Not Applicable

Complaints:

Not Applicable

Board of Trustees Contact Information

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

Date	Summary of Complaint	Summary of Complaint Resolution
Not applicable		

Attachments

Not Applicable