Learning First Charter Public School

2025-26 Annual Report
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Introduction to the School

Learning First Charter Public School

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.

School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	Worcester, MA
Regional or Non-Regional	Non-Regional
Districts in Region	Non-applicable
Year Opened	1996
Year(s) Renewed	2001, 2006, 2011, 2016, 2021, 2026
Maximum Enrollment	666
Chartered Grade Span	K-8

Letter from the Chair of the Board of Trustees

June 12, 2026

The 2025-2026 academic year saw good staff retention and a low number of new hires. The management team implemented some benefits changes and are focused on fair compensation and staff retention as part of fostering a good learning environment. DESE renewed the school charter for another 5 years after completing a site visit. COO Minton led these efforts and did an extraordinary job. MCAS data was improved, but not where leadership would like it to be. Efforts continue on improving academic performance. Some minor updates were made to the bylaws, and a new Secretary was elected in May. I was proud to see the Board come together to support the Bridge the Gap food program. This program has seen in increase in the number of students it is supporting, and it is an important initiative.

The school continues to make use of STAR data, tutoring programs, and other resources to bolster the education students receive at LFCPS. The Academic Committee has been providing clear and measurable data to the Board of Trustees to gauge overall performance and are very engaged with the on-going initiatives by the school. We continue to see improvement. There

remains a focus in this area and the results reflect progress towards achieving the school's goals.

The financial condition of the school remains strong and well managed. The management team continues to work cohesively, and the school is primed for success. Superintendent Flannigan remains an impactful and effective leader. The Board looks forward to renewing his contract for another three years. We continue to look for opportunities to recruit new trustees and we anticipate changes in the Board positions as terms expire in the upcoming year.

I am confident for continued success in the 2026 – 2027 academic year.

Sincerely,

John T. Latino, Jr.

Learning First Charter Public School Board Chair

School Performance and Program Implementation

Faithfulness to Charter

Criterion 1: Mission and Key Design Elements

Key Design Element	Accomplishments
Diverse Cross Section of Worcester Children 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	We pride ourselves on the diversity of the student body and view this as a strength of the school. In response to the questions with which we constantly grapple, "What does it mean to be a truly diverse school and how will we know when we have achieved it?" The Learning First community has developed this vision statement: "All members of the school community will develop a strong sense of self and be equipped to engage comfortably and confidently with others of diverse backgrounds, orientations and abilities across environments, understanding and appreciating the personal and societal impact of culture and history." In addition to the work being done to constantly improve our school and programs, we have focused on connecting our students and families to diverse representatives from a wide range of professions, artistic and cultural arenas. They were inspired by college and career speakers and mentors, throughout the school year.

the culture of history.	
Success as Students and Workers **Objective: LFCPS will prepare scholars for success in college and careers.**	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 and online experiences this school year. The current systems and structures LFCPS has in place to prepare scholars for success in college and careers, is our continued focus on College and Career speakers, as well as all grade levels visiting colleges, each academic year. Our school Guidance director also works with families and each grade 8 student, through the high school selection process. LFCPS has career fairs where students meet adults from a variety of career paths. We are strategic in recruiting speakers that challenge stereotypes, such as female plumbers, women in STEM careers, and demonstrating a diverse demographic across all career fields represented at the fairs. Student performance on statewide assessments indicates progress towards meeting accountability targets. Our school board, school leaders, and teachers continue to engage in ongoing efforts to increase academic rigor in English language arts (ELA), mathematics, and science. These include curriculum changes and professional development for teachers around supporting all learners. Throughout the 2025-26 school year, LFCPS has been able to transition fully back to in person visitors, and through exposure to college campuses and workplace visits, via the internet (e.g. YouTube). We believe that we have a responsibility to expose our scholars to the wide range of opportunities available to them, so that, over time, they can find their passions and pursue them relentlessly.
Success as Citizens **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.**	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, both in and out of school. 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. The school has supports to help students regulate their emotions and develop conflict resolution skills, such as a reflection room and peer mediations and our SEL intervention program. Our goal at LFCPS is for students to learn to regulate their emotions and solve conflicts independently. Learning First is committed to preparing our scholars to be positive contributors to our school, community and world.

Integration of Arts and Technology **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.**	Learning First scholars learned to express themselves in a variety of creative ways (music, visual arts, dance, drama), 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 expression, including technology. Students at LFCPS engage with technology in a variety of meaningful ways throughout the school day. All students use Chromebooks, and our teachers leverage Google Classroom to post assignments, resources (such as readings, videos, and links), and communications. Students log into Google Classroom to access, complete, and submit their work, which is stored in their Google Drive accounts. Teachers also administer tests and quizzes by posting them in Google Classroom. We also use a wide range of digital curriculum tools and learning platforms across content areas, including: ● Boom Learning ● BrainPOP & BrainPOP ELL ● Ellevation ● Finish Line eBooks ● Generation Genius ● i-Ready ● MooZoom ● Mystery Science ● Learning A-Z, Raz-Kids (Not schoolwide, just ESL department) ● Reading Horizons (Accelerate, Discovery, Elevate) (Not schoolwide, just ESL department) ● SAVVAS ● Learning Without Tears / Handwriting Without Tears (Not schoolwide, just ESL department) ● TouchMath Access to most of these platforms is streamlined through Clever, which we use for single sign-on (SSO).

	Students also take assessments digitally, including MCAS, Star Assessments and ACCESS for ELLs. Every classroom is equipped with an interactive ClearTouch board, which supports daily instruction and student engagement. Students and families also use the PowerSchool Parent/Student Portal to view grades and attendance in real time. Beyond academics, technology supports school culture and communication. We conduct various student surveys throughout the year, students also use technology to anonymously report bullying. We've upgraded to a professional-grade AV setup for events like performances and talent shows.

Criterion 2: Access and Equity

- **Enrollment by Race/Ethnicity (2025-26)**

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

- **Selected Populations (2025-26)**

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

- **2024-25 Student Discipline Data Report**
  https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04860000&orgtypecode=5&=04860000&

Criterion 4: Dissemination

Dissemination Activities to Public Schools (that are not charter schools) *in* the District Where the School Is Located 2025-26

School Year Dissemination Occurred	**Best Practice Shared**	**Vehicle for Dissemination** (Identify the format; e.g., presentation, roundtable, and, if applicable, name and location of the event where best practice was shared.)	**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(s) and name of the school(s) within the district.)	**Result of Dissemination** (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other public schools in the district as a result of this dissemination activity.)
2025-26	Special area showcase	This event took place at LFCPS. The special area teachers presented best practices along with the PowerPoint. Question and Answer session immediately followed. The PowerPoint was also sent to people who couldn't make	**Special area teachers:** Eric Agyeman: (Health/PE) Camden Pomeroy: (Health/PE) Peter Melo: (Music) Alyssa Surrette: (Drama) Stacey Turkington:	Worcester Public Schools Special Area Teachers	PowerPoint Flier WPS will take back the best practices shared and implement them into their classrooms. This would include arts across the curriculum and "good habits." Additionally, how to service a school with many

		it to the event via email.	(Art)		different grade levels and how that impacts planning and implementing curricula. What makes the workload easier?
2025-26	Social Emotional Learning Round Table Event	This event took place at LFCPS. The Assistant Principal and Guidance Department presented SEL best practices. Question and Answer session immediately followed.	Lauren Reppucci (Assistant Principal/Director of student services) Guidance department	Worcester Public Schools	Participants reported having the tools to make SEL plans to successfully identify, support and move students in and out of SEL intervention support groups in all grade levels.
2025-26	ESL ACCESS Data model best practice	This event took place at Jacob Hiatt Magnet School.	Jennifer Applegate (Student Support Director)	Worcester Public Schools	As a result, participants will be able to read, disaggregate, organize and use ESL ACCESS data to inform instruction in both the general education classroom and ESL pull out.

Dissemination Activities *Beyond* the District Where the School Is Located 2025-26

School Year Dissemination Occurred	**Best Practice Shared**	**Vehicle for Dissemination** (Identify the format; e.g., presentation, roundtable, and, if applicable, name and location of the event where best practices were shared.)	**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(s) and name of the school or district, including city and state.)	**Result of Dissemination** (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other public schools/districts as a result of this dissemination activity.)
2025-26	Literacy best practices	Virtual	Cherise Villanueva and Abigail Palmgren (ELA curriculum coordinators)	Lawrence Public Schools Springfield Public Schools Dedham Public Schools Fall River Public Schools Fitchburg Public Schools Framingham Public Schools	As a result, participants reported improved vertical alignment across grade levels, and effective use of high-quality instructional materials. Overall, it has led to stronger instructional consistency across classrooms and better alignment to standards. Most importantly, these shifts are supporting increased student engagement and

					continued growth in literacy outcomes.
2025-26	Networking and sharing SEL best practices with school districts across the state of MA. Steering Committee met four times and Job Alike met three times.	Virtual	Lauren Reppucci (Assistant Principal/Director of student services)	SEL4MA Steering Committee and Job-Alike. The steering committee is multidisciplinary and discusses the needs of the entire state of Massachusetts. Job Alike is people in school districts across the state who supervise the mental health and SEL services at their school.	This work was a continuation from last year. The focus was reviewing and understanding state-side policies. This was the core of the Steering Committee. Updates on SEL staffing positions and roles and curriculum use as well. Lauren also reported out on the SEL referral process and the use of our curriculum Moozoom to the Job Alike group.

Academic Program Success

Criterion 5: Student Performance

2025 School Report Card
https://reportcards.doe.mass.edu/2025/DistrictReportcard/04860000

According to the School and District Profiles for Learning First Charter Public School, we have been consistently making substantial/moderate progress towards meeting accountability targets for all years of the last charter term, with the exception of years 2020-21 and 2021-22, where an accountability determination was not assigned. Our accountability percentages for the last four years were as follows: 2019-20 (58%), 2022-23 (64%), 2023-24 (59%), 2024-25 (48%).

Name and briefly describe the main assessment tool(s) the school uses to measure student performance for English language arts, mathematics, science and technology/engineering.

- **ELA:** STAR Early Literacy K, STAR Reading 1-8, STAR Phonics K-2
  STAR Early Literacy is a computer-adaptive diagnostic assessment designed for pre-K through 3rd-grade students who have not yet learned to read independently.
  STAR Reading is a computer-adaptive K-12 assessment that evaluates students' reading comprehension and vocabulary.
- **Math:** STAR Math K-8
  STAR Math is a computer-adaptive interim assessment designed to measure K-12 students' math achievement and growth.
- **Science & Tech/Engineering:** In house monitoring. Done by grade level teacher. We use the IWQST curriculum embedded assessments.

Summarize outcomes and trends in English language arts, mathematics, and science, noting and explaining any gaps in the data.

As a whole, we are seeing steady growth in student achievement and growth data. Our middle school students (Grades 6-8) are outperforming our elementary students in both achievement and growth.

- **ELA:** STAR Literacy: 44% of students in grades K-8 were at or above the district benchmark at the beginning of year and 50% were at or above district benchmark at the mid-year benchmark. An area of strength was the 8th grade performance, where 72% of our students were at or above district benchmark. An area of focus is 1st grade, where only 29% were at or above benchmark. Overall our middle school (6-8) students are achieving at/above benchmark at a more consistent rate compared to our elementary (K-5).
- **Math:** STAR Math: 45% of students in grades K-8 scored at or above the district benchmark at the beginning of the year and 47% were at or above district at the mid-year benchmark. Kindergarten (65%) and 8th grade (58%) had the highest percentage of students at or above benchmark, which was an area of strength for LFCPS. An area of focus was 1st grade with 35% of students at or above benchmark.
- **Science:** Overall, student performance across Grades 4-8 for Term 1 and Term 2 demonstrated high rates of proficiency. A majority of students, 56.3%, achieved scores in the highest band (86%–100%). Nearly all remaining students, 42.3%, scored in the proficient range (65%–85%). Only a very small percentage of students (1.4%), scored

64% and below. At the end of the year, many students, (55%), achieved scores in the highest band (86%–100%), and 44% scored in the proficiency range (65%–85%). Less than 1% of students scored 64% or below.

Summarize trends in both achievement data and growth data, if available.

- **ELA:** STAR Literacy: Increase in the percentage of students at or above district benchmark between beginning of year (44%) , middle of year (50%), and end of year (45%) testing periods. 65% of students in grades K-8 made typical or high growth between beginning of year and end of year testing periods. 75% of middle school students made typical or high growth.
- **Math:** STAR Math: Increase in the percentage of students at or above district benchmark between beginning of year (45%), middle of year (47%), and end of year (44%) testing period. 61% of students in grades K-8 made typical or high growth between beginning of year and middle of year testing periods. 75% of 8th and 6th grade students made typical or high growth.

Summarize the school's analysis of disaggregated results.

ELA:

ESL: 27% of our students are identified as ESL. Out of the students that were tested in this subgroup, 26% of students were at/above benchmark. 16% on watch, 31% requiring intervention and 27% needing urgent intervention.
Special Education: 19% our students are identified as needing special education. Out of the students that were tested in this sub group, 14% of students were at/above benchmark. 16% on watch, 32% requiring intervention and 38% needing urgent intervention.
Hispanic: 45% of our students are Hispanic. Out of the students that were tested in this sub group, 40% of students were at/above benchmark. 19% on watch, 24% requiring intervention and 17% needing urgent intervention.
African American: 46% of our students are black. Out of the students that were tested in this sub group, 51% of students were at/above benchmark. 16% on watch, 21% requiring intervention and 12% needing urgent intervention

MATH:

ESL:27% of our students are identified as ESL. Out of the students that were tested, 24% of students were at/above benchmark. 17% on watch, 31% requiring intervention and 28% needing urgent intervention.
Special Education:19% of our students are identified as needing special education. Out of the students that were tested in this sub group, 19% of students were at/above benchmark. 13% on watch, 36% requiring intervention and 32% needing urgent intervention.
Hispanic: 45% of our students are Hispanic. Out of the students that were tested in this sub group, 40% of students were at/above benchmark. 23% on watch, 24% requiring intervention and 16% needing urgent intervention.
African American: 46% of our students are black. Out of the students that were tested in this sub group, 50% of students were at/above benchmark. 18% on watch, 20% requiring intervention and 12% needing urgent intervention.

Summarize the school's analysis of results in relation to other schools and/or statewide results.

- ELA: 25% of students were meeting the state benchmark determined by the STAR reading assessment.
- Math: 27% of students were meeting the state benchmark determined by the STAR math assessment.

Criterion 6: Program Delivery

Curriculum

All curriculum used by LFCPS is standards based and aligned to the common core standards. We are currently in our 8th year of using the same curriculum for math, ELA and science in grades 6-8. In grades k-5, we made the switch to My View for grade k-5 in the FY24 school year. This is the sister curriculum to My Perspectives (6-8 curriculum). We are in our 7th year of using the same curriculum in Social Studies and Science, year 4 of using this this is the streamlined curricula. All curriculum is considered high quality instructional materials as outlined by DESE guidelines. Below is a bulleted list of the curriculum we use:

- **Science:** Grades 6-8, Activate learning, IQWST is a hands on program that exposes students to vocabulary and lab based instruction. Grades k-5 use Mystery Science and Generation Genius.
- **ELA:** SAVVAS, My View is being used in grades K-5 and SAVVAS My Perspectives is being used in grades 6-8. These curricula are high-quality, evidence-based curriculum that align with both CCSS and the Science of Reading. It ensures systematic foundational skills instruction, balanced literacy components, and rigorous comprehension practices.
- **Math:** iReady Classroom K-8 CCSS (Publisher is Curriculum Associates). This program encourages students to develop strong mathematical thinking skills by focusing on reasoning, problem solving, and student led discussions.
- **Social Studies:** My World interactive (Publisher is Pearson). Delivers a curriculum that encourages students to expand their thinking and engage their college, career and civic awareness through activity based lessons. These lessons incorporate ELA standards into their lessons to bridge the two content areas.

Instruction

Our Instructional framework and decisions were based on the curriculum maps that were made through the analysis of MCAS and internal assessment data.

- All instructional staff have taken Research for Better Teaching: Studying Skillful Teaching-Promoting Motivation, Learning and Achievement. In this course, all teachers worked on:
    - Designing lessons that focus students on what learning is most important (objective) and what success looks like (criteria for success)
    - Applying research-based instructional strategies
    - Collecting, analyzing, and using formative assessment data to inform timely decisions about what happens next for students' learning
    - Culturally Responsive instruction and materials in the classroom

- All leadership team members have taken Research For Better Teaching: Analyzing Teaching for Student Results and Research For Better Teaching: Women Leaders Program. Leadership practices that were learned during these programs are as follows:
    - Name, explain, and document what high-expertise teachers know and can do in many performance areas from classroom management to planning standards- based lessons and assessments

- Capture salient classroom events in literal notes
- Connect teacher behavior and decision-making with impact on student learning
- Give teachers evidence-based feedback that builds their capacity as high-expertise teachers and stimulates reflection
- Use multiple data sources to assess growth opportunities and help meet new requirements for teacher goal-setting and improvement planning

Assessments:
For the 2025-2026 school year, in addition to using MCAS assessment data to drive instructional decisions, we have also used the STAR screener to measure student growth. We assess both math and ELA three times a year. The assessed standards are derived from the curriculum maps and standards progression. In addition to the school wide assessments, each grade level gives frequent assessments that are embedded within the grade level curriculum.

- Data is used to drive the intervention groups for all students. Instruction is differentiated to meet students' needs. Targeted PLC and Professional Development meetings are scheduled to evaluate student performance and make adjustments to teaching practice.
- Targeted differentiated instruction comes from the ELA and Math curriculum.

Support for all learners:
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. We have continued that practice for the 2025-26 school year. Based on the results of these assessments, and as described above, teachers plan small group instruction in both their content areas and the intervention blocks. Progress is monitored frequently based on a predetermined timeline (usually 4-6 weeks). Teachers have time for both planning and reflecting on the data collected. We use grade level planning time to examine student progress and determine next steps. The data collected and reviewed from the STAR assessments is 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. Teachers review the questions and model to students how to solve the problems.

Below is an outline of 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

- Designated assessment scores will be analyzed to determine students who need tiered support.
- Student will be placed in the appropriate tiered support based on the entry data
- 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
    - All who work with the student discuss recent assessments and student progress
    - Student placement is determined
        - If meeting grade level/designated expectations they are not assigned to a group
        - If making progress but not yet meeting grade level/designated expectations they are assigned to the next intervention
        - If not making progress discuss options
            - ☐ Re-do the intervention
            - ☐ Add another intervention (tier 2 and/or 3)
            - ☐ Referral for additional assessments/screening through special education
            - ☐ In all cases the team will agree on a plan to inform parents

Some additional resources that are used for student/family support:

- Referral system
- CPI training
- Trauma informed care
- MTSS plan
- Class dojo
- Showcases
- Translation services
- Open door policy
- SEMSAPAC mtgs.
- Family events
- ACCESS night
- Peer mediation
- Diversity talk sessions
- College and Career Speakers reflect the student population

- Parent volunteers
- Growing our staff to serve community
- MooZoom and Responsive Classroom-Morning Meeting

Organizational Viability

Criterion 10: Finance

Unaudited FY26 statement of revenues, expenses, and changes in net assets:

	July 2025 - June 2026
Ordinary Income/Expense	
Income	
41010 · Per Pupil Revenue	13,807,613.00
41500 · Grants-Federal	809,206.06
42000 · Nutrition Funding State	5,622.20
42300 · Nutrition Funding-Federal	536,114.82
42301 · Nutrition Funding Federal Break	255,238.68
42600 · Nutrition Funding-Private	3,484.58
43000 · Program Fees	
42020 · After School Income	28,971.00
46010 · Activities Income	25,249.87
Total 43000 · Program Fees	54,220.87
44010 · Other School Revenue	5,390.64
44015 · Management Fee Revenue	14,280.00
44500 · Contributions, Other	655.26
45000 · Transportation Aid	640,252.00
45500 · Medicaid Reimbursement	93,206.37
Total Income	16,225,284.48
Gross Profit	16,225,284.48
Expense	
50000 · Total Payroll	
50100 · Wages	
50210 · Salaries Admin Support/Clerical	671,667.74
50220 · Bonus Wages	147,032.50
50320 · Salaries-Teachers	3,695,979.23
50420 · Salaries Other Prof Instruction	
50425 · Salaries Technology	126,776.00
50420 · Salaries Other Prof Instruction - Other	921,970.01
Total 50420 · Salaries Other Prof Instruction	1,048,746.01
50520 · Salaries Paraprofessionals	665,811.21

50620 · Salaries Subs/Support/Clerical	100,650.56
50730 · Salaries Other Student Services	1,344,065.86
50840 · Salaries Operation & Facilities	
50845 · Salaries Overtime	8,119.56
50850 · Food Service	257,703.16
50840 · Salaries Operation & Facilities - Other	288,429.67
Total 50840 · Salaries Operation & Facilities	554,252.39
59620 · Staff Stipends	110,800.01
59621 · Discretionary Time Payout	86,682.60
Total 50100 · Wages	8,425,688.11
50500 · Employer Taxes(5205 DOE)	
50530 · Fica and Unemployment	344,166.21
50500 · Employer Taxes(5205 DOE) - Other	2,800.22
Total 50500 · Employer Taxes(5205 DOE)	346,966.43
50700 · Benefits	
50705 · 403(b) Employer Cost 5205 DOE	15,835.12
50710 · Payroll Benefits Exp 5225 DOE	
50711 · Dental/ Vision Employee Benefit	92,261.55
50712 · Medical Employee Benefit	1,195,517.76
50713 · STD/LTD & Life Employee Benefit	33,969.22
50714 · HRA Employer	34,536.36
Total 50710 · Payroll Benefits Exp 5225 DOE	1,356,284.89
Total 50700 · Benefits	1,372,120.01
50720 · Workers Compensation Insurance	46,062.89
Total 50000 · Total Payroll	10,190,837.44
51000 · Contracted/Purchased Services	
51010 · Consultants	398,058.43
51060 · Facility LEASE/Management Fee	1,327,734.00
Total 51000 · Contracted/Purchased Services	1,725,792.43
53011 · Business, Finance, HR and Legal	
52142 · Postage & Stamps	34.98
53040 · Entertainment/Staff Appreciation	4,720.32
56050 · Bank Service Charges	2,234.96
56100 · Legal Fees	9,093.25
56110 · Audit Fees	70,000.00
56115 · Admin Outside Services Purchase	103,604.83
Total 53011 · Business, Finance, HR and Legal	189,688.34
53120 · Contracted Services, Instruction	
51020 · Outside Services Purchased Inst	6,155.54
51030 · Pupil Special Services	0.00

51035 · Student Assessment Service	10,987.37
Total 53120 · Contracted Services, Instruction	17,142.91
54011 · Professional Development Admin	4,297.66
54020 · Professional Development Instruction	88,787.36
54210 · Dues, Licenses & Subscriptions	43,609.98
54310 · Office Supplies & Mat Admin	
52140 · Office /Misc. Supplies	31,581.89
Total 54310 · Office Supplies & Mat Admin	31,581.89
54320 · Instructional Supplies & Mat	
52015 · Replacement Core Durable Curriculum	53,039.19
52020 · Core Curriculum Consumables	51,780.71
52030 · Classroom Supplies	45,840.97
52050 · Athletic Supplies & Equipment	2,592.63
52070 · Paper Supplies - Copy Paper	14,118.00
52115 · Uniforms	1,413.28
52120 · Extracurricular Supply & Activity	26,058.92
Total 54320 · Instructional Supplies & Mat	194,843.70
54511 · Info Mgt & Tech Admin (non Cap)	5,799.05
54522 · Instructional Tech in Classroom	9,046.31
55000 · Repairs & Maintenance	
55040 · Maintenance of Equipment	610.49
Total 55000 · Repairs & Maintenance	610.49
55140 · Maint. Building & Grounds	
51040 · Facility & Ground Mtn Services	0.00
51073 · Parking Expense	52,250.00
51080 · Refuse/Trash	18,148.85
52150 · Custodial Supplies	28,088.62
55010 · Repairs & Maint. - Fac./Grounds	40,577.95
55050 · Maintenance Contract Agreements	
55145 · Facilities Maint. Agreements	259,143.83
55148 · IT Agreements	118,344.93
55050 · Maintenance Contract Agreements - Other	0.00
Total 55050 · Maintenance Contract Agreements	377,488.76
Total 55140 · Maint. Building & Grounds	516,554.18
55540 · Utilities	
54010 · Communications - Phone/Fax	23,711.48
54015 · Communications -Internet Access	2,488.20
54510 · Water/Sewer	18,752.71
54520 · Gas/Electric	230,670.90
Total 55540 · Utilities	275,623.29
56000 · Other Expenses	

56090 · Field Trips	17,467.89
Total 56000 · Other Expenses	17,467.89
57020 · Dep Instructional Technology	42,130.00
57030 · Depreciation of Furn & Fixtures	12,832.00
57050 · Depreciation Leasehold Improv	172,614.00
57730 · Student & Parent Transportation	1,368,210.00
58230 · Food Services	
58235 · Sales Tax Food Program	245.04
58230 · Food Services - Other	489,555.80
Total 58230 · Food Services	489,800.84
58410 · Recruitment/Advertising Admin	15,912.70
58850 · Insurance (Non Employee)	
56130 · Property & Casualty Insurance	81.34
58850 · Insurance (Non Employee) - Other	89,220.29
Total 58850 · Insurance (Non Employee)	89,301.63
86010 · Activities Expense	25,424.45
Total Expense	15,527,908.54
Net Ordinary Income	697,375.94
Other Income/Expense	
Other Income	
49000 · Other Income	
60100 · Interest Income/Bank Accounts	201,052.24
Total 49000 · Other Income	201,052.24
Total Other Income	201,052.24
Other Expense	
57673 · In Kind Donation Expense	655.26
Total Other Expense	655.26
Net Other Income	200,396.98
Net Income	**897,772.92**

Statement of net assets for FY26:

	June 30, 2026
ASSETS	
Current Assets	

Checking/Savings	
10000 · Cash	
10746 · Workers Credit Union Savings	5.23
10748 · Workers Credit Union CD 36	873,221.80
10749 · Central One Credit Union CD	872,563.34
10750 · Central One Companion Acct	5.00
10800 · Petty Cash	350.00
10922 · Web5 Cert of Deposit 3 Years	540,000.00
10923 · Web5 Operating	3,046,222.03
10924 · Web5 Activity Account	31,006.58
10925 · Web5 Food Account	256,608.04
Total 10000 · Cash	5,619,982.02
10743 · Capital Reserve Post Bldg	
10741 · Websterfive MM Account	2,906,147.00
10745 · Workers Credit Union CD	549,944.50
Total 10743 · Capital Reserve Post Bldg	3,456,091.50
Total Checking/Savings	9,076,073.52
Accounts Receivable	
11001 · Accounts Receivable	1,029.60
Total Accounts Receivable	1,029.60
Other Current Assets	
12000 · Due from related parties	
12200 · Grant Funds Receivable	49,826.18
12300 · Other Funds Receivable	64,637.02
Total 12000 · Due from related parties	114,463.20
13000 · Pre-Paid Expenses	
13011 · Pre-Paid Curriculum	207,240.05
Total 13000 · Pre-Paid Expenses	207,240.05
Total Other Current Assets	321,703.25
Total Current Assets	9,398,806.37
Fixed Assets	
15400 · Furniture & Equipment	367,355.30
15500 · Leasehold Improvement	3,303,035.31
15601 · Technology Capital Hardware	1,168,913.98
16000 · Accumulated Depreciation	
16421 · Accum Dep Tech Hardware	-987,876.00
16425 · Accum Dep Furniture & Fixtures	-316,860.01
16427 · Accum Dep Leasehold Improvement	-568,243.00
Total 16000 · Accumulated Depreciation	-1,872,979.01

Total Fixed Assets	2,966,325.58
Other Assets	
14600 · Pre-Paid Lease Richland St.	5,558,087.33
Total Other Assets	5,558,087.33
TOTAL ASSETS	**17,923,219.28**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
20020 · Accounts Payable	159,591.63
Total Accounts Payable	159,591.63
Other Current Liabilities	
20070 · AFLAC Due	-104.00
20071 · FSA Med Due	-1,779.54
21000 · Accrued Expenses	
20040 · Accrued Expense	125,619.62
20042 · Accrued Audit	22,134.25
20047 · Accrued Bonus & Vacation Payout	154,335.75
21100 · Accrued Payroll	83,715.07
Total 21000 · Accrued Expenses	385,804.69
Total Other Current Liabilities	383,921.15
Total Current Liabilities	543,512.78
Total Liabilities	543,512.78
Equity	
3001 · Opening Bal Equity	-0.16
30700 · Retained Earnings	16,481,933.74
Net Income	897,772.92
Total Equity	17,379,706.50
TOTAL LIABILITIES & EQUITY	**17,923,219.28**

Approved Budget for FY27:

Learning First Charter Public School Projected Budget FY2027

Approved April 27, 2026	**Approved Budget FY27**

Students		666
P/P Revenue W/ Facility		22,167.64
Total PP Revenue		**14,763,648.24**
Grants Entitlements		806,595.00
LFF Management Agreement		14,700.00
Transportation Reimbursement		1,310,484.00
Transportation Reimbursement Adj		-610,855.00
Contribution from Foundation		10,000.00
Food		679,000.00
Finance Revenue/Medicaid		75,000.00
Rainbow- After School		30,000.00
Activities		20,000.00
Total Revenue		**17,098,572.24**
Occupancy		1,116,667.00
Pre-Paid Rent		211,067.00
Transportation,(DESE Reimb partial)		1,294,000.00
Transportation SPED		
Personnel Expenses	9,390,074.00	
Employee Benefits	1,502,200.00	
W/Comp Insurance	50,000.00	
Non Personnel Expenses		1,601,700.00
Depreciation (non cash)		228,000.00
Non Personnel Facility Op Costs (see 2100, 2105 on detail)		721000
Interest Income		0.00
Activities		10,000.00
Total Expenses		**16,124,708.00**
Net Income		**973,864.24**

FY27 Enrollment

Question	School Response
What is the number of students pre-enrolled via March 13, 2026, submission?	666

What is the number of students upon which FY27 budget tuition line is based?	666
What is the number of expected students for FY27 first day of school?	666

Current or Future Capital Plans

Not applicable.

Appendix A: Accountability Plan Evidence 2025-26

Faithfulness to Charter

Key Design Element #1: Diverse Cross Section of Worcester Children.

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. The school will establish an environment in which students feel safe and supported.

Measure 1: 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.

Evidence Summary

2025-26: Not Met

- Number and percentage of students who report they saw themselves reflected in texts encountered in school that year in the student survey: **489 out of 655 - 74.65%**
- Number and percentage of students who responded to the student survey: **655 out of 659 - 99.39%**
- **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.

Measure 2: 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.

Evidence Summary

2025-26: Met

- Number and percentage of students who report they learned about people who have a different background than their own: **615 out of 655 - 93.89%**
- Number and percentage of students who responded to the student survey: **655 out of 659 - 99.39%**
- **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.

Key Design Element #2: Success as Students and Workers

Objective: LFCPS will prepare scholars for success in college and careers.

Measure 1: 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).

Evidence Summary

2025-26: Met

- 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%**

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.

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 for a STEM experience and college tour. Other colleges visited through virtual links were: Holy Cross, Boston University, Boston College, MCPHS, Regis College. This link was shared in the classroom as well, which allowed students to visit any college in the U.S that they chose to visit. https://www.youvisit.com/collegesarch/

High school informational sessions were also scheduled by our school guidance counselor for all grade 8 students. The sessions were conducted with the following schools:

- Worcester Academy
- St. Pauls
- Notre Dame
- Worcester Tech
- Worcester Public Schools Technical Education Program

Career Experiences/Fieldtrips:

Career interviews (both at our two career fairs and on field trips) and workplace visits were conducted in person and virtually this year. Some of the field trips taken and interviews conducted were:

- Disney worker
- Zoo keeper (Southwick and Omaha)
- Colonial Williamsburg worker
- Marine biologist
- Sturbridge Village worker
- Tech High School teacher
- Roller Kingdom worker
- Ecotarium worker
- Veterinarian
- Real estate agent for William Raveis Realty
- Molecular Technologist for Labcorp
- Massachusetts State Trooper, Recruitment/diversity unit
- Electrician Training Director, Local 96 Union
- Dental Hygienist
- Sneaker Sapphire store owner

- Worcester Fire Department
- Carpenter
- Asst. Director of Marketing at Holy Cross
- Pastry Chef at Holy Cross
- Service coordinator for the department of developmental services
- Tool Crib Manager Arland Tool
- Ambient Soul Clothing Design
- Probation Officer at Worcester Juvenile Probation
- Owner and Master Barber
- Moonlight Run Farm: Local Farmers
- Davis Farmland worker
- WBZ Weatherman

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. Students also visited this website to research other workplaces:

https://panjango.com/pages/virtual-tours

Measure 2: 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).

Evidence Summary

2025-26: Met

- Number of college and career speakers hosted at the school in each grade level: **6-8 speakers hosted at each grade level career fair K-8.**
- Number and percentage of students who record their visits on their SLCs: **100%**

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.

College and Career Speaker Series

Each classroom has hosted at least three college and career speakers this year and/or attended a career fair. Here is a list of speakers that were able to visit us and speak with our students:

- Disney worker
- Zoo keeper (Southwick and Omaha)
- Colonial Williamsburg worker
- Marine biologist
- Sturbridge Village worker
- Tech High School teacher
- Roller Kingdom worker
- Ecotarium worker
- Veterinarian
- Real estate agent for William Raveis Realty
- Molecular Technologist for Labcorp
- Massachusetts State Trooper, Recruitment/diversity unit
- Electrician Training Director, Local 96 Union
- Dental Hygienist
- Sneaker Sapphire store owner

- Worcester Fire Department
- Carpenter
- Asst. Director of Marketing at Holy Cross
- Pastry Chef at Holy Cross
- Service coordinator for the department of developmental services
- Tool Crib Manager Arland Tool
- Ambient Soul Clothing Design
- Probation Officer at Worcester Juvenile Probation
- Owner and Master Barber
- Moonlight Run Farm: Local Farmers
- Davis Farmland worker
- WBZ Weatherman

Measure 3: 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.

Evidence Summary

2025-26: Met

- Number and percentage of students who take the student survey: **655 out of 659 - 99.39%**
- Number and percentage of students who state they believe they will achieve their college and career goals on student surveys: **599 out of 655 - 91.45%**

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.

Key Design Element #3: Success as Citizens

Objective: Learning First scholars will develop the five pillars of social emotional learning (SEL) and exhibit the school's core values of wisdom, justice, courage, compassion, hope, respect, responsibility and integrity.

Measure 1: At least 85% of the students will meet at least one SEL Student Learning Contract goal by the end of each year.

Evidence Summary

2025-26: Met

- Number and percentage of students who met at least one SEL student learning contract goal: **636 out of 659 - 96.50%**

Data collection plan: Through a collaboration between the student, teacher and parent, each student sets a social emotional learning (SEL) goal each year, to be assessed by the teacher reported on by trimester through the Student Learning Contract (SLC). If a goal is achieved during the first or second trimester, a new goal is established for subsequent terms. Data will be pulled from the electronic SLC three times a year to determine which students met their goals. At the end of the year, summary data will be pulled from the SLC to determine the percentage of students meeting at least one goal over the course of the year.

All scholars have set SEL goals as part of the ongoing reflection and goal setting process that is more fluid than just one per trimester. A summary document will be attached to the term 3 SLC to demonstrate progress over the course of the year.

Measure 2: 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.

Evidence Summary

2025-26: Met

Peer mediation program data:

- **11** students in grades 7 and 8 and were trained as peer mediators in the Peers Making Peace Program. There were **21** incidents throughout the entire school year and only **2** needed follow up intervention.
- **98%** of the students who participated in the peer mediation program this year reported no further incidents or complaints throughout the remainder of the year.

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.

Key Design Element #4: Integration of Arts and Technology

Objective: Learning First scholars will learn and express themselves in a variety of creative ways, utilizing a multitude of technology-based resources and tools in their daily lives.

Measure 1: All students will participate in at least one community based public art performance, exhibit or event each year.

Evidence Summary

2025-26: Met

- Number **(666)** and percentage (**100%),** of students participated in at least one school-based art performance, exhibit, or event. Dates of performances were: 12/3-12/5, 12/11, 12/12, 4/15-4/17, 5/14, 5/27-5/29, 6/1, 6/2, 6/10.

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.

Measure 2: All core content classes (English, math, science, and history), will integrate the arts and technology into two of their student learning showcases each year.

Evidence Summary

2025-26: Met

- 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. Dates of showcases were: 11/7, 11/14, 11/20, 12/19, 2/11, 2/13, 3/12, 3/27, 5/1.
- All classes/grade levels presented several showcases throughout the year.

Data collection plan: A binder containing showcase fliers (including descriptions) will be maintained, by class, in the main office each year.

Dissemination

Objective: Effective Key Design Elements from Learning First will be shared with public school educators in Massachusetts.

Measure 1: Learning First will share its SEL curriculum and best practices with other local public schools in Massachusetts over the course of the charter term.

Evidence Summary
2025-26: Met
List of different ways Learning First shared its SEL curriculum and best practices each year and with who.

- SEL Round Table Event: share SEL best practices to Worcester Public Schools.

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 the COO.

- Participants reported having the tools to make SEL plans to successfully identify, support and move students in and out of SEL intervention support groups in all grade levels.

Measure 2: 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.

Evidence Summary
2025-26: Met
List of trainings hosted:

- SEL4MA Steering Committee: multidisciplinary approach to SEL, discusses the needs of the entire state not just school-based.
- Job-Alike group: school districts across the state who supervise the mental health and

List of people, organizations, or schools best practices were shared with:

-School districts across Massachusetts

-SEL4MA Steering committee

-Job-Alike group

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 the COO.

Appendix B: Recruitment and Retention Plan 2026-27

Recruitment Plan 2026-27

2025-26 Implementation Summary

I would report that we were quite successful in recruiting a large number of students for the 2025-26 school year as our waiting list was 305 students after filling all the kindergarten

classrooms. Most of our student population is siblings, family members and friends of current Learning First families. This in turn continues to keep our student demographic similar over multiple years (42.2% African American and 50.2% Hispanic). That continues to be a challenge is our ability to recruit other demographic groups regardless of our recruitment strategies. Most of our students that apply and are enrolled are siblings, family members and friends of current Learning First families. We have no additional information to give context to our subgroup enrollment numbers.
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 the previous and current school years. No further discussion or a delayed review is needed.

General Recruitment Strategies for 2026-27

- 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.
- An Open House Night will be held for prospective families, but also upon request by potential families.
- School flyers, lottery announcements and promotional materials 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, and translated materials to Spanish and Vietnamese speaking church and community groups.

**Documents are provided in English, Spanish, Portuguese, Vietnamese, Arabic, Albanian, Haitian Creole 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 Strategies for 2026-27 for Specific Student Groups

Students with Disabilities

- School percentage: 19.4%
- Comparison Index percentage: 18.3%
- The percentage of **students with disabilities** enrolled at the school is above the Comparison Index.

<u>Strategies used in 2025-26 that will be continued in 2026-27</u>
LFCPS Special Education Parent Advisory Council will continue to host an information night for prospective families. School fliers, lottery announcements and promotional materials 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.

English Learners

- School percentage: 29.4%
- Comparison Index percentage: 27.6%
- The percentage of **English learners** enrolled at the school is above the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

Translated school fliers, lottery announcements and promotional materials will be sent to local cultural organizations such as Centro las Americas, the Southeast Asian Coalition, the India Society of Worcester, RICEMA, Boys and Girls Club of Worcester, St, Mary's Albanian Orthodox Church, Latino Education Institute, Casita Cultura Latina, Autism Alliance of Metrowest, African Community Education Program, Somalian Development Center, ANSAAR of Worcester, CAIR Massachusetts, Fitchburg Islamic Society, Mass Office for Refugees and Immigrants, Worcester Community Housing, and Haitian Community Center. Promotional materials will include information regarding ELL programs and services. LFCPS has hired a grant-funded ELL Family Liaison to focus on development and implementation of strategies to support Title III families in school activities, enliven the ELL Parent Advisory Council, and host community activities to bring attention to the ELL programming available at LFCPS. Families are asked to "spread the word" about our interest in increasing our English Language Learner population.

Low Income

- School percentage: 73.4%
- Comparison Index percentage: 65.1%
- The percentage of students in the **low income** group enrolled at the school is above the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

We will post or send lottery fliers and application information to local food banks, shelters and unemployment offices.

Students Who Are Sub-Proficient

Strategies used in 2025-26 that will be continued in 2026-27

We are a K-8 school so almost all of our new students enter in kindergarten. Our baseline standards-based assessments indicate that a majority of our kindergartners enter our program at sub-proficient levels of readiness. This can be due to language barriers and and/or because of the lack of social emotional readiness to navigate school, as well as other factors. Students are also given an SEL screener at the start of the year. If they are identified as needing SEL support, they will begin working on their identified skills in an SEL intervention program. Our curriculum coordinators review student academic data regularly and support classroom teachers in developing standards based lessons that support those identified learning gaps. Our STAR assessment is given three times a year. This helps us track student growth percentages over time.

Students Who Are at Risk of Dropping out of School

Strategies used in 2025-26 that will be continued in 2026-27

The education level of parents and instability in homes are two factors that research has shown to predict school performance and completion. To attract students who may be at risk, we will advertise at the Job Corps, the Department of Child and Family Services, the Multicultural Wellness Center, LUK, Counseling Assessment Clinic of Worcester.

Students Who Have Dropped out of School

Not applicable.

Retention Plan 2026-27

2025-26 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. Our attrition data is similar from year to year and we typically, if not always, meet school percentages, compared to the comparison index. 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 student 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 Principals 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 Principals bi-weekly, to review information about students that may have recently become homeless, have had DCF involvement, 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.

We believe these high levels of student/family support, contribute greatly to our student retention percentages, as students are given the right tools to feel successful as students, workers and citizens. Our families feel like actual partners in their child/rens educational experience and continue to choose Learning First as their educational institution.

General Retention Activities for 2026-27

Overall Student Retention Goal

- Annual goal for student retention: 95%

Retention Strategies for 2026-27 for Specific Student Groups

Students with Disabilities

- School percentage: 0.70%
- 1 Standard Deviation percentage: 4.16%
- The rate of attrition for **students with disabilities** is below 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

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.

English Learners

- School percentage: 1.20%
- 1 Standard Deviation percentage: 5.13%
- The rate of attrition for **English learners** is below 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

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.

Low Income

- School percentage: 0.80%
- 1 Standard Deviation percentage: 3.18%
- The rate of attrition for students in the **low income** group is below 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

Learning First provides support for families experiencing economic hardship including uniforms, food, book and household item drives, and distribution of holiday gifts and dinner baskets. The guidance office and school handbook also includes a wealth of information regarding community resources available for families experiencing hardship. These include 24 hour helplines, food pantries, counseling and advocacy agencies, among others. By offering these the school builds a partnership with these families so they feel comfortable and supported at Learning First.

Students Who Are Sub-Proficient

Strategies used in 2025-26 that will be continued in 2026-27

The LFCPS Academic and Behavior Support Guide (District Curriculum Accommodation Plan) outlines steps, strategies and supports available to students who are struggling to meet the school's academic and/or behavioral standards. Some of these strategies include but are not limited to:

- The Family and Student Support Team (FASST) collaboratively develops plans to support each learner.
- Core instruction for all students including Sheltered English Instruction and ELD for MSA students
- Ongoing assessment and progress monitoring for behavior and academics
- Target evidence based interventions provided in conjunction with tier 1 instruction
- Intensive instruction in conjunction with Tier I and Tier II instruction

All interventions have:

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

Students who aren't making progress after these strategies are employed, will be referred for special education evaluation.

Students Who Are at Risk of Dropping Out of School

Strategies used in 2025-26 that will be continued in 2026-27

As a practice, Learning First has structures in place that monitor students who could be considered to be at risk for dropping out. The guidance team and Heads of School meet bi-weekly to discuss student behavior, academic and other social-emotional concerns, as well as student attendance. All factors that could be red flags for a student potentially dropping out of high school, if not addressed in a timely manner and concerns resolved. Action plans are created that could include a number of strategies. The plans may include but aren't limited to: attendance outreach and support for parents in getting their children to school (ultimately filing truancy paperwork with the courts if our efforts don't improve the student's attendance), counseling services both in-house and outsourced to support student SEL needs, academic tutoring in school and after school hours and small group interventions to close learning gaps. We also conduct classroom observations and develop student intervention plans that usually include the student having a mentor they check in with that supports their SEL and academic goals. We continue to monitor these students and their plans bi-weekly to see if there is a need for any adjustments to the plan and/or progress being made towards eliminating the initial concerns.

Students Who Have Dropped Out of School

Not applicable.

Appendix C: Information About the School Administration, Staff, and Board of Trustees

Administrative Roster and Staff Attrition Data

Administrative Roster During the 2025-26 School Year

Name	Title	Start Date in Current Role	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	
Elizabeth Sardi Director of Business Services	Oversight of operational and financial support teams	April 2024	
Kimberly Minton Chief Operations Officer	Title I grant focus, DESE accountability, Test Coordination, Daily Operations	July 2020	
Tina DeVito Principal	Supervision of teachers in grades K-8, instructional coaching	July 2024	
Brianne Padden Assistant Principal	Supervision of teachers in grades k-3, instructional coaching	July 2024	
Adam Bisson Technology Director	Instructional and informational technology planning, school wide training and support	July 2023	
Lauren Reppucci Assistant Principal/Director of Student Services	Supervision of Specialists, Guidance Team and Deans of Students	July 2024	

Jennifer Applegate Student Support Director	Special Education and ESL	August 2013	
Robin Roy Director of Facilities	Daily building operations and facilities of school building	July 2005	
Tasha Griffin Director of Food Services	School Food Service program	May 2006	

Teacher Attrition for the 2025-26 School Year

Number employed as of the last day of the 2025-26 school year	**Number of departures during the 2025-26 school year**	**Number of departures following the end of the 2025-26 school year through July 31st**	**Reason(s) for Departure** (e.g.: resigned, terminated, retired, contract not renewed, etc.)
48	6	0	Resigned, terminated

Other Staff Attrition for the 2025-26 School Year

Number employed as of the last day of the 2025-26 school year	**Number of departures during the 2025-26 school year**	**Number of departures following the end of the 2025-26 school year through July 31st**	**Reason(s) for Departure** (e.g.: resigned, terminated, retired, contract not renewed, etc.)
68	7	0	Resigned, terminated

Information About the Board of Trustees

Board Membership During the 2025-26 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 Jr.	Board Chair	Finance	2	Elected June 2018 Term 1: 3 yrs Term 2: 3 yrs Term 3: 3yrs Exp. 2027	2027
Marlena Eastty	Secretary	Governance	0	Elected April 2025 Exp. 2034	2034
Ewald Charles	Trustee	Academic Excellence	2	Elected June 2019 Term 1: 3yrs Term 2: 3yrs Term 3: 3yrs Exp. 2028	2028
Sharon Thyden	Trustee	Academic Excellence	2	Elected June 2019 Term 1: 3yrs Term 2: 3yrs Term 3: 3yrs Exp. 2028	2028
Chris Saari	Trustee	Finance	2	Elected June 2019 Term 1: 3yrs Term 2: 3yrs Term 3: 3yrs Exp. 2028	2028
Denise Fogarty	Trustee	Academic Excellence	2	Elected Dec. 2019 Term 1: 3yrs Term 2: 3yrs	2028

				Term 3: 3 yrs Exp. 2028	
Justin Vernon	Vice Chair	Governance	2	Elected Dec. 2020 Term 1: 3yrs Term 2: 3yrs Exp. 2026	2029
Patrick Hoey	Treasurer	Finance	2	Elected Aug. 2022 Term 1: 3yrs Term 2: 3yrs Exp. 2028	2031
Brian Allen	Trustee	Governance	2	Elected June 2022 Term 1: 3yrs Term 2: 3 yrs Exp. 2028	2031
Shantie Prashad	Trustee	Finance	2	Elected Aug. 2020 Term 1: 3 yrs Term 2: 3 yrs Exp. 2026	2029

Board of Trustee and Committee Meeting Notice

https://www.learningfirstcharter.org/apps/pages/index.jsp?uREC_ID=4376421&type=d&pREC_ID=2579523

Appendix D: Additional Information

Complaints

- **Board of Trustees Contact Information**

https://www.learningfirstcharter.org/apps/pages/index.jsp?uREC_ID=4376421&type=d&pREC_ID=2579523

LFCPS Board of Trustees did not receive any written complaints during 2025-26 school year.

Conditions

- Not Applicable.

Accelerating Achievement

- Not Applicable.

Appendix E: Conditions, Complaints, and Attachments

Tables or visuals the school used to analyze overall student performance outcomes, specifically for non-statewide results.

Science data for annual report
Math STAR 2025-2026
ACCESS data 2026 for AEC

https://canva.link/2opv5c0l8bo29w6