

The Learning Community Charter School

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2016 Request for Charter School Expansions
Rhode Island Charter Public Schools
Office of College and Career Readiness
Rhode Island Department of Education

Table of Contents:

Section 1: Cover Sheet	3
Section 2: Executive Summary	4
Section 3: Narrative	8
a. Expansion Plan and Timeline	8
b. Mission Statement	10
c. Community Need and Support	13
d. Goals	16
e. Educational Program	21
f. Student Enrollment, Outreach, and Demand	26
g. Operational Capacity	27
h. Finance and Budget	28
Section 4: Attachments	32
a. Enrollment Table	32
b. Evidence of Community Support	33
a. Sen. Elizabeth A. Crowley, RI General Assembly	34
b. Rep. Jean Philippe Barros, RI General Assembly	36
c. Rep. Shelby Maldonado, RI General Assembly	37
d. Rep. Carlos E. Tobon, RI General Assembly	38
e. Sabina Matos, Providence City Council	40
f. Mayor Jorge O. Elorza, City of Providence	42
g. Robert Ferri, Central Falls City Council	43

h. Mayor James A. Diossa, City of Central Falls	45
i. Michael Fine, City of Central Falls	47
j. Carlene Fonseca, City of Central Falls	49
k. Elaine Partridge, Central Falls Code Enforcement and Zoning	50
l. Rob Sayre-McCord, Central Falls Parks and Recreation	52
m. Col. James J. Mendonca, Central Falls Police Department	54
n. Michele Cinquegrano, Verizon Communications	56
c. Organizational Charts	58
a. Current (2016/17)	59
b. At Full Expansion (2021/22)	61
d. Five Year Budget Projection	63

Section 1: Cover Sheet

Name of Existing Charter Public School: The Learning Community

Location of Current School: 21 Lincoln Avenue Central Falls, RI 02863

Location of Additional Schools: N/A

Enrolling Communities/Districts: Central Falls, RI (CFSD), Providence, RI (PPSD), and Pawtucket, RI (PSD)

Primary Contact: Alexis Jackson

Role within Public Charter School: Foundation Relations and Development Manager

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For each school to which the charter applies, please provide:

	Grade Levels Served	Enrollment	Districts Served
Original Charter, Current Status	K-8	558	CFSD, PPSD, PSD
Expanded Charter, 5-Year Mark	K-8	585	CFSD, PPSD, PSD

Charter School Type: Independent Charter School

Signature of Board Chair: 

Print Name: MARC A. Green-Pad

Position/Title: President

Date: 9/28/16

Signature of School Leader: 

Print Name: SARAH FRIEDMAN

Position/Title: Co-DIRECTOR

Date: 9/27/16

Section 2: Executive Summary

We strive to provide high-quality educational opportunities to all students, regardless of their background. The Learning Community is respectfully requesting a small, incremental expansion of 27 students over five years (from the current total enrollment of 558 to 585). We plan to add one student to each class, or three per grade, starting with grades K through 4 in Year 1 and reaching total expanded enrollment in Year 5. This expansion will allow us to serve more students and families from the most socioeconomically and educationally disadvantaged communities in Rhode Island each year, which is critical to our mission. Additionally, by expanding our classrooms from 21 to 22 students each, this request supports our highly interactive and partner work-focused instructional model, which has proven so successful for our students.

Presently, our school serves 558 K-8 students from Central Falls, Pawtucket, and Providence. 96% of our students are children of color, 87% qualify for Free and Reduced Price Lunch (FRPL), and 29% are English Language Learners. Despite these demographics, our students have a long track record of outstanding performance. On the most recent PARCC test, our students outperformed the majority of urban and urban ring elementary schools in English Language Arts (ELA), and our middle school was the top performing urban middle school in ELA. In addition, our Latino students exceeded both the sending districts' average for Latino students, as well as the state average for Latino students- both by more than double the percentage points. No school in the state with a poverty rate as high as ours made the same gains. Our NECAP assessments (the state standard prior to 2014) are similarly excellent, showing

steady growth in reading, writing, and math from 2006 to 2013. By 2013, our low-income students outperformed the state average for students at all income levels and our Latino students outperformed the state average for white students, effectively closing the achievement gap. Both our PARCC and NECAP scores demonstrate our sustained track record of high student academic achievement. Through our innovative teaching practices and the depths of our partnerships with parents, families, and the community, our students are challenging the notion that poverty stands as a barrier to achievement and success. We have every reason to believe that our trajectory of increased student success will continue as we serve an additional 27 students.

This expansion will also strengthen our mission to support district schools. Since the foundation of The Learning Community, we have seen our school a place to pilot innovative, research-based teaching practices to develop best practices and replicable models for other public schools with the goal of affecting broad positive change on education. We have partnered with the Woonsocket and Smithfield School Districts (and this year Providence as well) to provide high-impact professional development and to reach an additional 4,000 students each year outside our walls. With our support, the percentage of students reading at or above benchmark increased from 34% overall in Fall 2013 to 52% in Spring of 2016- an increase of 18 percentage points. One of our partner schools made gains of as much as 30 percentage points during the same period. This expansion will both enable us to continue our district-level partnerships with schools across RI, and it will bring our class sizes closer to district levels, making our methods and best practices more replicable for district teachers.

Our request is driven by the demand of our parents, families, and sending communities. For every year since our founding, we have had a waiting list with nearly twenty times as many applicants as spots available for incoming students. This year, we had 1,062 applicants for only 51 available seats (1,141 applicants for 55 spots in 2015 and 1,163 for 63 spots in 2014). Given our concerns for the needs and challenges of district schools, we are pleased to have the support of district leadership from our sending communities, including Superintendent Victor Capellan of the Central Falls School District and Superintendent Maher of the Providence Public School District. The success of our work, both in our classrooms and in schools across the state, has garnered the recognition and respect of many, which is demonstrated in the extensive support from city and state leadership from all the communities we serve, including Mayor Diossa of Central Falls, State Senator Elizabeth Crowley and President Pro Tempore of the Providence City Council, Sabina Matos. We are submitting this request with more than a dozen letters of support attached, demonstrating the broad support of our community for our small, incremental expansion of 27 students.

Our nationally-recognized school serves a critical need for high-quality education for students of all backgrounds, and it is our responsibility to ensure that we can continue to serve our students and families well into the future. As such, we work to ensure the long-term financial stability of our school. While the requested 27 student expansion will have a minimal impact on our sending districts, it represents a stable, permanent increase of \$395,928 to our annual budget. Since this request is so small and strategic –adding only one student to each of our classrooms– the expansion will not impact our successful, proven educational program, nor will it require changes to our organization, staffing, or facility. Thus, the annual funding increase resulting

from the expansion will be met with minimal additional costs to the school, allowing us to provide services to more educationally disadvantaged students in RI communities, while maintaining our high educational standards.

Section 3: Narrative

a. Expansion Plan and Timeline

Our plan is to incrementally increase our total enrollment by 27 students over five years, from 558 students in grades K through 8 to 585. One student will be added to each of the three classrooms in each grade level (1 student per class x 3 classes per grade x 9 grade levels = 27). In academic year 2017/18, three students will be added to each grade level from kindergarten to the fourth grade (a Year 1 total increase of 15 students). As these cohorts of students move up to the next grade level, that grade level will “expand” three students to match the number of students coming up from the previous grade. For example, this school year our fourth grade has 63 students. In Year 1 of the expansion, it will have 66. In Year 2, fourth grade will continue to have 66 students and fifth grade will receive the incoming cohort of 66 students from the lower grade, therefore “expanding” fifth grade by three students. (Please see the Enrollment Table in Section 4a. for further clarity on the timeline) This particular expansion request –small and incremental– will enable us to balance the needs of our families and students with serving the community as well as we can while being sensitive to the impact on sending districts.

This requested expansion will add an additional three students to each grade, or one student in each classroom. The proven instructional model we developed and use at The Learning Community is highly interactive and involves a great deal of partner work between students. Increasing class size from 21 students to 22 will ensure each class has an even number of

students and that each student will have a partner for activities. The expansion to an even-numbered classroom size will thus improve student participation in class activities.

In addition to better supporting our students and instructional model, we are requesting this expansion with fiscal responsibility in mind. We believe that our school serves a critical community need for high-quality education and it is our responsibility to ensure that we can continue serving students well into the future. Consequently, we devote ourselves to ensuring long-term financial stability for our school. Increasing the number of students by 27 (a 5% increase from current enrollment) will mean an increase of \$395,928 to our annual budget, without increasing operational costs. Such a stable funding increase for the school allows us to maintain our high educational standards and continue providing critical services to educationally disadvantaged students in RI communities. At the same time, we strive to be mindful of the impact of charter enrollment on our sending districts: our small, incremental expansion represents only approximately 17 students from Central Falls, 5 students from Providence, 5 students from Pawtucket at the maximum. During and after the expansion, we will maintain the same 60%/20%/20% balance of students from our three sending areas that we currently use. This balance allows us to serve students from three of the four core cities of poverty in Rhode Island, who face the greatest barriers to education. (*RI Kids Count Factbook*, 2015) We will also continue to use our lottery system for enrollment to ensure that each applicant has an equal opportunity to enroll at our school.

The target population for our expansion remains the same as it has been since our founding: we serve educationally and economically disadvantaged students from Central Falls (60%),

Pawtucket (20%), and Providence (20%). Our student body reflects the composition both of those communities and the district schools that serve them. For this reason, 96% of our student body are students of color, 87% of our students qualify for Free and Reduced Price Lunch (FRPL), and 29% are English Language Learners. We consistently have one of the highest rates of ELL students and FRPL eligibility in the state. We serve all students, including those with extremely high needs. We have multiple students with 1-on-1 aides for behavioral and academic needs and at least one student with an out-of-district placement every year for the last six years. Our statistics demonstrate our commitment to our original purpose in opening The Learning Community: providing a high-quality education to children from educationally and economically disadvantaged communities. Growing our enrollment by 27 students will allow us to continue fulfilling that original purpose, now and into the future.

b. Mission Statement

“At The Learning Community, we believe that literacy empowers each individual to have a voice, assume community responsibility, and take social action. We expect leadership at every level. We grow teacher leaders, student leaders, and community leaders.”

This is our mission, and it guides everything we do at The Learning Community. In addition to this dictum, we are driven by the principle that all students, regardless of race, ethnicity, socioeconomic status or other factors, have the right to a high-quality education. For this purpose, we provide research-based, educator-developed curricula in kindergarten through eighth grade classrooms for 558 students from Central Falls, Pawtucket, and Providence. As a result of

our efforts to provide educational opportunities to the most socioeconomically disadvantaged students, we consistently have one of the highest rates of FRPL, students of color, and ELL in RI each year. (In 2015-16: 87% FRPL, 96% students of color, 29% ELL) Through our innovative teaching practices, our students are challenging the notion that poverty stands as a barrier to achievement and success. On the most recent PARCC standardized test, we were one of the top performing urban elementary schools in both English Language Arts (ELA) and math and we were the top performing urban middle school in ELA. Our students' results exceeded the RI state average by ten points in ELA and 3 points in math. We continue to work with our teachers, students, and families to provide high-quality educational opportunities, and this expansion, small though it is, is part of that mission.

The requested 27 student expansion will allow us to grow the number of children and families we serve in these urban communities. We work tirelessly with individuals and public and private partners to grow community resources, educational attainment, and quality of life opportunities for our children and families. From the outset, we have worked to address the pressing needs in our community: for instance, we are now partnering directly with Central Falls leadership and Pawtucket Central Falls Development (a non-profit that helps provide affordable housing to low-income Rhode Islanders) to create the first protected bike lane in the state, which will provide a safe way to commute to school for more than 3,500 students in seven local public and charter schools. Additionally, we partnered with Blue Cross Blue Shield of Rhode Island for two years to develop and provide an integrated suite of health and wellness programming, including nutrition and fitness classes, to our students and families. We also maintain a Food Bank in partnership with RI Food Bank and a Family Emergency Fund to help our families when they

struggle with housing, food, or clothing during unforeseen circumstances. We fundraise to ensure that this fund is available as a resource for families in case of extreme emergency. We are dedicated not only to improving conditions and outcomes for our students, but also their families and the community as a whole.

Additionally, integral to our purpose in opening was providing support to district schools at every level through our Teaching Studio professional development arm. Since the beginning, we have seen The Learning Community as a home for innovative, research-based teaching practices that are piloted in our classrooms with the ultimate goal of affecting broad positive change on public education across Rhode Island through our professional development partnerships. The best practices we are developing provide a readily-replicable model for other public schools and are already being integrated with great success in the Woonsocket and Smithfield school districts (and in the current 2016/17 academic year we will also be working with Providence public schools to benefit their students). Over the course of our partnership with Woonsocket and Smithfield schools, findings from the Center for Collaborative Education (our independent program evaluator) have demonstrated the significant impact of our work. As noted in their report the percentage of students reading at or above grade level at our partner schools increased from 34% in the Fall of 2013 to 52% in the Spring of 2016- an increase of 18 percentage points. At one school, Pothier, the number of students performing at or above benchmark rose from 12% in the Fall of 2013 to 42% in the Spring of 2016- an increase of 30 percentage points. Through these district partnerships, we reach an additional 4,000 public school students each year. Such a large part of our mission is to work with public schools to provide tailored, practical professional development for district educators based on innovations and strategies that work in our

classrooms. Increasing our class size from 21 to 22 students will bring us closer to district class sizes, meaning that our results will be even closer and more replicable for district educators. Thus, this expansion will also strengthen our mission to support district schools.

c. Community Need and Support

As our name suggests, “community” is of central importance to The Learning Community. We work alongside our parents, families, local community members, city leadership, and public and private partners to improve conditions and outcomes for our students, their families, and the community as a whole. Our primary goal is to provide high-quality educational opportunities to socioeconomically and educationally disadvantaged students in RI. In order to achieve this critical goal, we view community members –private and public local leaders, as well as our parents and families– as valuable resources and partners. We are heeding feedback from all corners of our community regarding the need for an expansion to serve more students, given the consistently positive outcomes we generate for our students. In response to that feedback, we have reached out to our community in the form of board members, city council members in our sending districts, members of the Rhode Island legislature, and district leaders (including Central Falls Superintendent Victor Capellan, Pawtucket Superintendent Pattie DiCenso, and Providence Superintendent Chris Maher) to engage in discussions regarding this 27 student expansion. This outreach is further evidenced in the range of letters of support provided as part of this application. (Please see Section 4b. for the letters of support) We have also completed an internal assessment of the need for this expansion among our staff and faculty and have found strong support for this small, incremental approach to adding 27 students to our total enrollment. In our written survey of faculty and staff, we found that every single member of our faculty and staff

supported our expansion. We value our community's engagement in our school and take their contributions and feedback seriously.

The composition of our board reflects our prioritizing of community needs in how we run The Learning Community. Our entire board is comprised of community members, including a diverse group of business and non-profit leaders from our sending communities, and Learning Community parents and educators.

We see our parents as critical partners in fulfilling our mission. According to the most recent SurveyWorks data, The Learning Community has among the highest rates of family engagement of any school in the state. According to the same statewide survey (in which 100% of our families participated), 98% said the school views parents as important partners, 99% said they feel welcome at the school, 97% said that they felt the staff respects them, and 97% said they felt their child was learning as much as he or she can at the school. (SurveyWorks, 2013-14) We build our family engagement strategies based on what our families have told us works for them. This collaboration starts during the initial welcoming meeting with the Co-Director for each incoming child and continues through Parent Cafés, Open House Nights, our Healthy Living Series, Literacy Backpacks, Safety Net Programs Parent Training, Family Support Office Home Reading Program, Summer Reading Program, Family Lending Library, and family events and celebrations throughout the year. Additionally, we ask for parents' input in a variety of formats to allow our parents to participate in whichever way is most comfortable to them. Every year, we conduct individual, face-to-face surveys, anonymous written surveys, and collective reflection sessions, all in families' native languages. In 2015-16, parents were asked to participate in

evaluations at every monthly meeting as well as an end of year evaluation in June. In addition, families were asked to provide written feedback following Fall family conferences. According to SurveyWorks data from 2104, approximately 58% of parents participate in monthly Parent Cafés (workshops tailored to particular grade spans held during the school year with subject matter determined by parents' needs), and according to our internal data more than 95% of families attend family conferences. Further, our Local Advisory Committee (LAC) meets monthly with our Director of Special Education and our English Language Learning Coordinator. Families who participate also give feedback on each gathering of that group as well as the special education process and services.

In addition to our collaboration with families and individuals in our community, we partner with local organizations to grow community resources, educational attainment, and quality of life opportunities for our students both during the school day and in our Exploratorium afterschool program. As mentioned above, we are currently partnering directly with Central Falls leadership to bring the first protected bike lane in the state to the city. This protected bike lane will serve more than 3,500 public and charter school students in the city, providing a safe way for children to commute to and from school. Additionally, we partnered with Blue Cross Blue Shield of Rhode Island (BCBSRI) to develop and provide an integrated suite of health and wellness programming, including nutrition and fitness classes to students and their families. Our Exploratorium afterschool program –a Department of Education 21st Century Community Learning Centers site– partners extensively with local organizers to develop and provide engaging STEAM (science, technology, engineering, arts, and math) programming for students in both the elementary and middle grades. In 2015, 52% of our student body was enrolled in the

Exploratorium afterschool program. Our Exploratorium programming is aligned with the school-day curriculum to provide crucial experiential learning opportunities which contextualize classroom learning. Our STEAM programming partners include Save the Bay, which provides students the opportunity to study and explore how plants and animals depend on each other in the Blackstone River and Narragansett Bay, Recycle-A-Bike, in which students learn math and engineering by constructing a bicycle with their own hands, DownCity Design, in which students identify an issue in their local environment and create a solution in a hands-on architectural and design experience, and the Sandra Feinstein Gamm Theatre, where students write, direct, and perform their own original one-act play. We value the contributions of these community partners in helping to produce positive educational outcomes for our students. Similarly, in our Middle Grades Extensions (choice-based classes where student learn topics ranging from American Sign Language to drumming/percussion), we rely on our community partners to share their expertise and knowledge with our students to enrich their educational experience. We also call on our community partners to enrich our students' experiences through discussions and interactions through our Career Month and Reading Week activities. At The Learning Community, we embrace the strengths of our community and acknowledge the positive impact of their contributions for our students and families, and we appreciate their strong support of our 27-student expansion.

d. Goals

Student Academic Performance:

The academic performance of our students is extraordinary (especially given our demographics) and the expansion we are requesting will help to ensure that we continue to perform at this level

and improve. Our students dramatically outperform their peers on state standardized measures, despite a poverty rate nearly twice the state average. On the most recent NECAP standardized tests, our students outperformed their white peers in math and writing, effectively closing one of the worst achievement gaps in the country (Latino Policy Institute, 2013) and The Learning Community was named a Commended School by the Rhode Island Department of Education (RIDE). Our students continue to improve and exceed expectations in their academic performance. On the new PARCC standardized test, The Learning Community outperformed the average for all urban and urban ring elementary schools in English Language Arts - **despite an 87% free and reduced lunch rate, and 82% Latino enrollment and a 29% ELL rate.** Put another way, our elementary school:

- outperformed 42 of the other 43 urban elementary schools in ELA (including charter schools but excluding Achievement First which only tested at one grade level.)
- outperformed 40 of the other 43 urban elementary schools
- outperformed 50 of the 55 urban ring elementary schools in ELA
- came within three percentage points of the suburban average (grades 3-8) in ELA
- came within 10 percentage points of the suburban average in math (grades 3-7)

On PARCC, our middle school was the top-performing urban middle school in Rhode Island (among all 18 urban middle schools) in ELA, exceeded the state average in ELA, and met the state average in math. In addition, our Latino students outperformed our sending districts' Latino

students in each grade span (Grades 3 - 8, Grades 3 - 5, and Grades 6 - 8), as well as the state average for Latino students in each grade span. In fact, the percentage of The Learning Community's Latino students who met or exceeded expectations was more than double the percentage of each sending district's Latino students and more than double the percentage of the state's Latino students who did so.

Again, these accomplishments and comparisons are that much more extraordinary when taking into account the significantly higher poverty percentage rate of our student body. While other schools in Rhode Island made notable improvements on PARCC, **no school in the state with our poverty rate made the kind of gains that The Learning Community realized.** To be clear, this is not a comment on our colleagues and partners at other RI public schools, but rather such comparisons are the way we are measured as a charter school. We are proud to be their colleagues and also proud of our own accomplishments. The requested expansion will allow us the opportunity to directly impact an additional 27 students from Rhode Island's most educationally and socioeconomically disadvantaged communities, while ensuring that we have the long-term ability to continue operating and serving thousands of students across the state into the future.

In addition to performance increases here at The Learning Community, we are pleased to report student performance findings from an external evaluation of our Teaching Studio work in the Woonsocket and Smithfield school districts, which was completed in October 2015 by The Center for Collaborative Education. According to this report, over the first three years of our partnership, the percentage of students reading at or above grade level (on the Fountas and

Pinnell nationally normed reading assessment) at our partner schools increased from 34% from school year (SY) 2014 to 48% in SY 2015—an increase of 14 percentage points. At one school, the number of students performing at benchmark rose from 11% in Fall 2013 to 37% in Spring 2015- an increase of 26 percentage points. While several schools in Rhode Island collaborate with other public schools, **The Learning Community is the only school that reports actual, measurable student performance outcomes as a direct result of our collaboration.**

Financial Viability and Sustainability:

Our financial stewardship is excellent in that we have extensive fiscal controls in place, supported by a strong Board Treasurer and Finance committee of the board. Our external auditor, Aaronson Lavoie Streitfeld Diaz Co., has **reported no findings (zero) for four consecutive years**- an atypical occurrence for any organization, especially given our nearly \$10 million dollar annual operating budget. In addition, our financial viability rating from RIDE is currently “Meets Expectations”, the highest rating for this compliance category. This application is meant to ensure we have a sustainable annual revenue and are able to maintain our financial viability. The requested 27-student expansion will increase the school’s annual funding by \$395,928 per year. Since that funding is determined by the number of students, which will remain constant after we have reached full growth in 2021-22, the funding will be a stable and reliable factor in our annual budgeting. This will allow us to build confidence in our long-term budget projections, even in periods of elevated uncertainty.

Organizational Quality:

Although we have not been officially rated as of yet in this category by RIDE, The Learning Community has a reputation for being a high quality, nationally-recognized organization. We have both a strategic academic plan based on the Common Core and strong, research-backed, nationally-regarded continuous professional development, as well as general organizational development plans for our school and for the other RI public schools we support. All of our strategic plans are on track. Our school facility and security systems are up to date and we are prepared for a crisis should one ever arise. (We were recently extensively reviewed by RIDE but have not received the results.) To address student needs, our safety net and wellness team is comprised of our academic interventionists, special education teachers, our nurse, P.E teachers and our social emotional support team—which includes external clinicians and a team of social work interns at no additional cost to the school. This team works tirelessly to ensure our students do not fall behind during a crisis, our families are supported and we are all healthy and well. We are known for our welcoming school environment and our outstanding family engagement with 99% of families reporting that they feel welcomed in the school. Our board has total access to our financial operations and closely supports the work of the co-directors of the school. Our Co-Directors are the founders and the original authors of the school's charter with 13 years of experience in running the school.

Legal and Regulatory Compliance:

We have not been reviewed by RIDE in this category; however, we are not out of compliance on any regulatory mandate be it financial, health, safety, student and family rights, employee rights or school leadership. We have an annual external audit, quarterly auditor general reports, regular financial reporting to RIDE, a recent extensive facility review by RIDE, health inspections,

radon inspections, annual certificate occupancy, fire code inspections quarterly and regular meetings with city police and fire to ensure our crisis plans are fully coordinated with first responders. We are currently on track on all of these counts, and an expansion of 27 students will not impact our compliance.

e. Educational Program

As mentioned above in Section 3d., “Goals- Student Academic Performance,” The Learning Community’s most recent PARCC results vividly illustrate the hard work of our teachers, students, and families, as well as the quality of our educational programs and support. In spite of the challenges faces as a result of a 87% FRPL rate, 82% Latino enrollment, an 29% ELL rate, our elementary school outperformed 42 of 43 urban elementary schools in ELA, 40 of 43 elementary schools in all subjects, and 50 of 55 urban ring elementary schools in ELA.

Moreover, our students came within three percentage points of the suburban average in ELA (grades 3-8) and 10 point in math (grades 3-7)- keeping in mind that the suburban students do not face the same educational and socioeconomic barriers that our students face every day. We are proud to report that our middle school was the top-performing urban middle school in all of Rhode Island in ELA, in addition to exceeding the state average for all students in ELA and meeting the state average in math. These scores support our conviction that poverty need not stand as a barrier to academic success. Furthermore, our Latino students outperformed the state average for Latino students in each grade span tested (grades 3-8, 3-5, and 6-8). The percentage of The Learning Community’s Latino students who met or exceeded expectations more than doubled the percentage of each of our sending districts’ Latino students, as well as more than doubling the state’s percentage of students who met or exceeded expectations. Despite the

challenges of transitioning to a new testing system (especially one that required familiarity and proficiency with computers that our students may not have at home), we made remarkable gains in proficiency. In response to students' challenges with the electronic administration of the test, we also launched our Student Technology Initiative, raising approximately \$100,000 in private funds to bring our school to a one-to-one student to computer ratio. Our NECAP scores underline the long-term improvements that we have seen at the school since its foundation. We endeavor to continue our record of improvement and believe that our high level of performance will continue unabated after the requested 27-student expansion.

Although the PARCC assessment has only been in place for two cycles in Rhode Island, our students were demonstrating outstanding results for years prior on the NECAP assessment. Efforts in our classrooms resulted in steady growth in reading, math, and writing from 2006 to 2013 (the writing assessment was administered beginning in 2008). In 2013, we were the state's highest performing urban elementary school in math and were one of the state's highest performing high-poverty schools. By 2013, our low-income students (our FRPL rate in 2013 was 87%) outperformed the state average for students at all income levels, and outperformed their statewide low-income peers by 26 percentage points in math, 22 percentage points in writing, and 16 percentage point in reading. Additionally, our Latino students (82% of the student body) outperformed Rhode Island's state average for white students, effectively closing one of the nation's most dramatic achievement gaps between Latinos and their white peers. (Latino Policy Institute, 2013; National Center for Education Statistics, June 2011) Our Latino students outperformed their RI Latino peers by enormous margins: 33 points in math, 30 points in writing, and 23 points in reading. Further, our English Language Learner students dramatically

outperformed their ELL peers statewide by 49 points in math and 39 points in reading. For this, we were recognized by RIDE with a Commended ranking- one of the only high poverty schools to achieve this rank. Our NECAP results demonstrate our track record of sustained high performance, even as methods of statewide assessments changed. Both the PARCC and NECAP results undergird our confidence that we will continue to meet and exceed our student performance goals after expanding our enrollment by 27 students. Our track record of outstanding performance has also been recognized by *MSNBC Primetime*, the *New York Times*, the *Washington Post*, and the *Providence Business News*.

We achieve these results through a continuous focus on excellent instruction for our students. Our faculty includes classroom teachers and specialists in physical education, science, technology, and the arts. Our Academic Support Team includes special education, ELL, speech, reading, and math specialists. Every teacher is certified and 80% of our classroom teachers have graduate degrees. All of our faculty are engaged in rigorous professional development with the support of instructional coaches. It is our belief that exemplary teaching will impact student performance (rather than a focus on “teaching to the test”), as well as success in life. Our curriculum focuses on literacy, emphasizing the speaking, listening, and critical thinking skills that support success in the classroom, the community, college, and beyond. Our classrooms emphasize meeting individual student needs and building each learner’s independence. All of our classrooms use the Workshop Model in core subject areas. In this model, teachers begin with a targeted mini-lesson, guide students as they practice, and confer with individual and small groups. Our proficiency results in ELA are achieved through our focus on literacy, which we support with quality children’s literature for every student, rich classroom libraries, our Summer

Reading Program (in which student take home 5-9 grade-appropriate books over the summer break to combat Summer Learning Loss), and our Family Lending Library (which supports our families' ability to support their child's literacy regardless of their native language). In our classrooms, we use practices such as Interactive Read Alouds, in which students form opinions about a written work, and discuss points of agreement and disagreement with each other and their teacher. Like all of our curricula, our math instruction is grounded in national research, giving students the habits of mind of strong mathematicians. Our proven, successful curriculum is crafted based on the national standards of the Common Core, best practices from focused professional development for teachers, and deep content knowledge, to deliver the best education possible for students.

We also embrace a culture of data to inform our work. We strive to be well-informed on educational research and pride ourselves on in-classroom innovation to support our students. Our curriculum is research-based and teacher-developed, remaining flexible to improvement based on what is and is not working across the school. In addition to learning from external data on educational methods and educational delivery systems, we are also mindful of our own internal data, and use it as the basis for adjustments in our method. In the interest of identifying gaps in our curriculum and ensuring student progress, we developed in-house assessments using nationally-regarded recourses, which we strategically administer several times during the year cross grade levels. For instance, analysis of assessment data and best practices helped math teachers to determine that their curriculum needed more mental math, number sense, real-life problem solving, and multi-step math problems to drive student success. These elements were expanded or introduced into the curriculum, and subsequently we have seen an improvement in

math proficiencies. We are constantly seeking out new best practices that will facilitate the continued growth and success of our students, including bringing in a range of nationally-regarded consultants to work directly with teachers to deepen content knowledge and refine curricula (both in our school and through our annual Educators' Institute, which impacts over 300 educators from throughout New England and beyond annually). Collaboration and professionalism are hallmarks of our school. We have many systems in place to help us build and maintain a shared sense of purpose and to help every voice in our school community to be heard.

Another major part of our success are our proven systems of student support. For example, our Academic Safety Net and Social Emotional Safety Net systems engage team members across the school alongside families to proactively address students' academic and social challenges in order to prevent them from falling behind. Our in-house assessments allows us to accurately pinpoint which students need additional help at different moments during the school year. Our Academic Safety Net programs offer support throughout the year to students who need more time to master specific skills in reading, writing, or math. Our Math Safety Net includes small group and afterschool tutorials to keep students on track and at benchmark. Additionally, we offer a four-week half-day academic program during the summer months to support students identified through classroom reports, PARCC, and interim assessments, who need a push to reach their potential.

Together, these practices and the unflagging work of our faculty, staff, students, and families enable us to achieve the positive results that we experience each year. We know that with these systems in place, and an open mind toward feedback and improvement, we will continue our

track record of high student performance while sharing what is working with other districts. As the students who were in our first cohort of kindergarteners in our founding class develop and experience their first year of college (after graduating from The Learning Community to go to district, charter, and private high schools across the state), we are confident that we can continue to produce positive outcomes for our students.

f. Student Enrollment, Outreach, and Demand

We prioritize open communication between the school, its leaders, and the community-at-large, and we have consistently heard from them regarding the demand for an expansion. We have heard feedback regarding the necessity of an expansion from government and public leaders in all of our sending communities, as well as at the state level. Letters of support from leaders from across the state are included as attachments to this application. (Please see Section 4b. for letters of support) However, the strongest indicator of demand for this expansion is our waiting list for students to get into the school. Like all charter schools in Rhode Island, The Learning Community is a public school open to all students regardless of academic record, conduct, or economic background. Students are admitted through a state-monitored lottery every spring. Since our founding in 2004, we have had far more applications than spots available for incoming students. In 2014-15, we received 1,163 applicants for 63 available seats, in 2015-16 that number was 1,141 applicants for 55 seats, and this year we have 1,062 applicants for only 51 available seats. (Due to the private information contained in our applications and waiting lists, we are unable to share the Applicant List or the Waiting List to this request). Each year, we could fill our available spots nearly twenty times over with the applicants hoping to enroll. We are

requesting this expansion because we would like to be able to accept more of these hopeful students.

Our school's recruitment strategy is designed to raise awareness of our school and ensure that we serve the most educationally and socioeconomically disadvantaged children in our sending communities. In the past, we have had a team of interns and volunteers from our school go door-to-door to talk to community members and distribute applications in Central Falls. We also worked with community-based organizations in the highest poverty neighborhoods in each of our three sending areas to distribute information about the school and applications. Central Falls School District also distributes our applications to all interested parents who begin their enrollment process. As a result of this strategy, our school maintains one of the highest FRPL rates in the state for the last 13 years. Going forward, we will expand our recruitment strategy to include information about our school and application process in the Central Falls city e-newsletter in both English and Spanish), which will allow a broader number of residents to access information about the school and our application process. Given the resources and access to information, we would very much like to do a mailing to everyone in our sending area, in order to disseminate information about the application process and opportunities to attend our school. We believe that this would be a good policy for schools across the state, to be able to access a mailing list or database in order to send information to interested families in challenged communities. Were this feasible with the support of RIDE, this is the change we would plan to make to our recruitment process.

g. Operational Capacity

Since the expansion is so small, adding only one child to each K through 8th grade classroom over the course of five years, there will be no overall impact on school governance, personnel, or facilities. Our teachers and staff have agreed that enlarging classes from 21 students to 22 students is well within their capacity and will benefit their students. In fact, since our instructional model is highly interactive and involves a great deal of partner work, having an even number of students will support student participation

Additionally, such a small change to our total enrollment would not require any changes to our governing board or to our overall method of governing the school.

Further, our facility also has the capacity to handle 27 additional students. Prior to serving as a school, our building was designed as a nursing home. When we purchased the building, we were able to renovate it to suit the needs of The Learning Community as it grew into a K through 8th grade school. In addition to having more than enough classroom and small group spaces to serve our students and teachers, we also used the unique redesign opportunity to make our classrooms larger than average. The larger physical size of our classrooms means that we have more than enough space in each classroom one additional student. Thus, it will be unnecessary to add or move spaces, to undertake any capital investment, or to make any operational changes as a result of this expansion.

h. Finance and budget

We have extensive fiscal controls in place to ensure excellent financial stewardship, supported by our Board Treasurer and our Board of Directors Finance Committee. Our yearly budget projections are developed beginning in the Fall of each year for the following fiscal year. Close analysis of yearly costs is completed and compared to prior years to establish trends to best inform future budget allocations in each category. Each month, we hold a budget meeting with the Co-Directors, Director of Finance, and the Director of Instruction to review each budget line and to plan for future expenditures and foreseeable changes in the budget. We involve the Finance Committee as much as possible throughout the budget creation process for external feedback and advice. A draft organizational budget is brought before the Finance Committee of the board in late March for review and revisions. The chair of the Finance Committee does a final review with the Board Chair in May, before it is brought before the board for approval in June.

The five-year budget projection can be found as an attachment in Section 4d. These projections were completed using the template available on the RIDE website. As a result, the enrollment estimates sheet carries through the assumptions about local and state shares that were pre-loaded into the worksheet. We made an adjustment to local aid figures pre-loaded into the template based on FY15 reference year numbers, so the figures in our sheet should now be correct for FY18-22. The template worksheet available also assumed a 3.4% increase in Foundation aid in FY18 as part of the per pupil funding formula. Although this is higher than the typical year, we chose to preserve that figure, since it came from RIDE's template.

Following the template provided by RIDE, we also are also submitting the budget sheet provided to show our income and expense expectations for Financial Years 2018-22. This sheet automatically populates with values from the enrollment estimates sheet for several income lines.

- Lines 1-3 self explanatory
- In Line 4, we increased our fundraising goals for private money to reflect the increased size of the school following the expansion, as well as increases in other expenditures that we will have in Financial Years 2019 through 2022.
- In Line 5, we predicted an increase of title monies, since we anticipate having the same proportion of FRPL-eligible students (thus, an increase in the number of FRPL students and subsequent increase in title funds). For the salary line, we took into consideration planned increases based on a 12-step scale for teachers and a 3% annual raise for all non-certified staff to address cost of living increases.
- Lines 6-14 self explanatory
- Line 15 shows that we expect a steady increase in salary steps as our certified staff moves closer to Step 12 (the top of the scale). In line with the expected salary increases, we also projected a related increase in fringe expenses (including health insurance costs)- as salaries go up, so too must these costs.
- Line 16-25 self-explanatory
- On Line 26, we planned to replace aging hardware in FY18 after four to five years of use. We see keeping our school computers and technology functional is especially critical now that statewide assessments are administered via computer.
- We also increased our projected costs for instructional materials and supplies on Line 27 to reflect the material/supply needs of 27 additional students. Based on trends from

previous year, we projected an approximately 4% increase in transportation costs each year on Line 46.

- Lines 26-45 self-explanatory. For Line 46, see above.
- Lines 47-68 self-explanatory

Section 4: Attachments

a. Enrollment Table

School Year	Grade Levels Served	Total Enrollment	School Districts
2016/17 (Current Year)	K - 8	558	CFSD, PSD, PPSD
2017/18	K - 8	573	CFSD, PSD, PPSD
2018/19	K - 8	576	CFSD, PSD, PPSD
2019/20	K - 8	579	CFSD, PSD, PPSD
2020/21	K - 8	582	CFSD, PSD, PPSD
2021/22	K - 8	585	CFSD, PSD, PPSD

b. Evidence of Community Support

Following this page, we have attached letters of support from our community members, including:

- Senator Elizabeth A. Crowley, RI State Senate
- Representative Jean Philippe Barros, RI House of Representatives
- Representative Shelby Maldonado, RI House of Representatives
- Representative Carlos E. Tobon, RI House of Representatives
- Sabina Matos, President Pro Tempore, Providence City Council
- Jorge O. Elorza, Mayor, City of Providence
- Robert Ferri, President, Providence City Council
- James A. Diossa, Mayor, City of Central Falls
- Michael Fine, Health Policy Advisor, City of Central Falls
- Carlene Fonseca, Councilor at Large, City of Central Falls
- Elaine Partridge, Director of Public Works and Code Enforcement, City of Central Falls
- Rob Sayre-McCord, Director of Parks and Recreation & Community Services, City of Central Falls
- Colonel James J. Mendonca, Chief of Police, Central Falls Police Department
- Michele Cinquegrano, Regional Director of Government Affairs, Verizon Communications

State of Rhode Island and Providence Plantations

SENATOR
ELIZABETH A. CROWLEY
99 Lincoln Avenue
Central Falls, Rhode Island 02863
District 16

Room 219 State House
Providence, Rhode Island 02903

Bus. 401-222-4200
Res. 401-725-8526

Email: sen-crowley@rilegislature.gov



Senate Chamber

Vice Chair, Committee on
Housing and Municipal Government

Committee on Health
and Human Services

September 26, 2016

RI Council on Elementary and Secondary Education
c/o The Rhode Island Department of Education
255 Westminster Street, Fifth Floor
Providence, RI 02903

Dear Members of the RI Council on Elementary and Secondary Education:

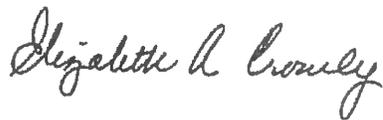
As someone aware of the work of The Learning Community Charter School and their history of driving student success, in and out of the classroom, I am writing to offer my full support of their expansion application to increase their student enrollment incrementally and strategically over the next five years by 27 students. I have every confidence that this modest increase will make a profound impact on some of Rhode Island's most struggling students and families.

The Learning Community currently serves 558 students from Central Falls, Pawtucket and Providence – three of the four core communities of poverty in Rhode Island. Their student body reflects the communities they serve, with 96% of their students being students of color; 87% qualifying for Free and Reduced-Price Lunch and 29% being English Language Learners. Despite these significant challenges, through their nationally-recognized teaching practices and innovations, Learning Community students are challenging the notion that poverty stands as a barrier to achievement and success. On the most recent PARCC standardized test, The Learning Community was one of the top performing urban elementary schools in both English Language Arts (ELA) and math and they were the top performing urban middle school in ELA. Furthermore, their urban students' results exceeded the RI state average by ten points in ELA and 3 points in math. The Learning Community is also impacting an additional 4,000 public school students each year through sharing the innovations that are working in their classrooms with other public school districts.

The Learning Community's requested expansion will add an additional three students to each grade, or one student in each classroom. While ensuring the school's long-term financial stability and ability to meet a true community need, this small 5% increase in enrollment will result in no additional operating costs or logistical complications. Additionally, increasing class size from 21 to 22 will directly benefit their proven workshop instructional mode, ensuring each class has an even number of students and that each student will have a partner for activities. This will result in improved student participation in class activities and ease classroom management for teachers.

It is also important to note that this expansion request is a direct response to pronounced community need, as evidenced by the waiting list to get into the school. (They currently have 1,062 applicants for only 51 available seats.) Frankly put, through this expansion more educationally disadvantaged students will have the opportunity to receive a high quality education on par with their more affluent peers. As the future work force, this benefits all Rhode Islanders.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth A. Crowley". The signature is written in dark ink and is positioned below the word "Sincerely,".

Senator Elizabeth A. Crowley
Rhode Island Senate, District 16

Jean Philippe Barros
State Representative, District 59

September 29, 2016

RI Council on Elementary and Secondary Education
c/o The Rhode Island Department of Education
255 Westminster Street, Fifth Floor
Providence, RI 02903

Dear Members of the RI Council on Elementary and Secondary Education:

As a member of the General Assembly representing the community of Pawtucket, and a member of the House Finance Committee, I am writing to express my sincere support for the Learning Community Charter School's request for a modest and incremental expansion of 27 students over the next five year.

The Learning Community is an example of a charter school in our state which is fulfilling the original intent of charter legislation – to reflect the demographics of the communities they serve, and be incubators of best practices that impact district public schools.

The Learning Community currently serves 558 students from Central Falls, Pawtucket and Providence – three of the four core communities of poverty in Rhode Island. 96% of their students being students of color; 87% qualifying for Free and Reduced-Price Lunch and 29% being English Language Learners. Despite these significant challenges, on the most recent PARCC standardized test, The Learning Community was one of the top performing urban elementary schools in both English Language Arts (ELA) and math and they were the top performing urban middle school in ELA. Furthermore, their urban students' results exceeded the RI state average by ten points in ELA and 3 points in math. The Learning Community is also impacting an additional 4,000 public school students each year through sharing the innovations that are working in their classrooms with other public school districts.

The Learning Community's requested expansion will add an additional three students to each grade, or one student in each classroom. While ensuring the school's long-term financial stability and ability to meet a true community need, this small 5% increase in enrollment will result in no additional operating costs or logistical complications. I also believe this request reflects a genuine commitment by the Learning Community team to incremental growth that is manageable for the state and the cities financially.

Sincerely,



Jean Philippe Barros
State Representative, District 59



State of Rhode Island and Providence Plantations

HOUSE OF REPRESENTATIVES

REPRESENTATIVE SHELBY MALDONADO, *District 56*
Committee on Health, Education and Welfare
Committee on Municipal Government
Committee on Small Business

September 26, 2016

RI Council on Elementary and Secondary Education
c/o The Rhode Island Department of Education
255 Westminster Street, Fifth Floor
Providence, RI 02903

Dear Members of the RI Council on Elementary and Secondary Education:

As someone aware of the work of The Learning Community Charter School and their history of driving student success, in and out of the classroom, I am writing to offer my full support of their expansion application to increase their student enrollment incrementally and strategically over the next five years by 27 students. I have every confidence that this modest increase will have make a profound impact on some of Rhode Island's most struggling students and families.

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Sincerely,

Shelby Maldonado
RI House of Representatives, District 56



State of Rhode Island and Providence Plantations

HOUSE OF REPRESENTATIVES

REPRESENTATIVE CARLOS E. TOBON, *District 58*

Committee on Finance

Committee on Veterans' Affairs

Committee on Environment and Natural Resources

September 26, 2016

RI Council on Elementary and Secondary Education
c/o The Rhode Island Department of Education
255 Westminster Street, Fifth Floor
Providence, RI 02903

Dear Members of the RI Council on Elementary and Secondary Education:

As someone aware of the work of The Learning Community Charter School and their history of driving student success, in and out of the classroom, I am writing to offer my full support of their expansion application to increase their student enrollment incrementally and strategically over the next five years by 27 students. I have every confidence that this modest increase will have make a profound impact on some of Rhode Island's most struggling students and families.

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STATE HOUSE
PROVIDENCE, RHODE ISLAND 02903

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Sincerely,

A handwritten signature in black ink, appearing to read 'C. Tobon', with a stylized flourish at the end.

Carlos E. Tobon
RI House of Representatives, District 58

SABINA MATOS
Council President Pro Tempore
Providence City Council
25 DORRANCE STREET, ROOM 310
PROVIDENCE, RI 02903
EMAIL: ward15@providenceri.com
Office: (401) 521-7477
Cell: (401) 603-6756



COMMITTEES
Rules Committee
Finance Committee
Chair- Urban Redevelopment,
Renewal and Planning- URRP
Chair- Special Committee on
Women & Healthy Communities
Special Committee on State Legislative Affairs
Special Committee on Municipal Operations & Oversight

City of Providence, Rhode Island

September 26, 2016

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c/o The Rhode Island Department of Education
255 Westminster Street, Fifth Floor
Providence, RI 02903

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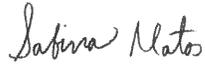
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Sincerely,



Sabina Matos
Councilwoman, Ward 15
Council President Pro Tempore
Providence City Council



Mayor of Providence

Jorge O. Elorza

September 27, 2016

RI Council on Elementary and Secondary Education
c/o RI Department of Education
255 Westminster Street, Fifth Floor
Providence, RI 02903

Dear Members of the RI Council on Elementary and Secondary Education:

I am writing to offer my full support of The Learning Community Charter School's expansion application to increase their student enrollment incrementally and strategically over the next five years by 27 students. As someone aware of the work of The Learning Community and their history of driving student success, in and out of the classroom, I have every confidence that this modest increase will have make a profound impact on some of Rhode Island's most struggling students and families, and I welcome the opportunity for more Providence students to have the opportunity to attend this high-performing school.

The Learning Community currently serves 558 students from Central Falls, Pawtucket and Providence. Their student body reflects the communities they serve, with 96% of their students being students of color; 87% qualifying for Free and Reduced-Price Lunch and 29% being English Language Learners. Through their nationally-recognized teaching practices and innovations, Learning Community students are challenging the notion that poverty stands as an impassable barrier to achievement and success. On the most recent PARCC test, The Learning Community was one of the top performing urban elementary schools in both English Language Arts (ELA) and math and they were the top performing urban middle school in ELA. Furthermore, their students' results exceeded the RI state average by ten points in ELA and 3 points in math. The Learning Community is also impacting an additional 4,000 public school students each year through sharing the innovations that are working in their classrooms with other public school districts.

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It is also important to note that this expansion request is a direct response to pronounced community need, as evidenced by the lengthy waiting list to get into the school. Through this expansion more economically disadvantaged students will have the opportunity to receive a high quality education on par with their more affluent peers. Thank you for your consideration of this request.

Sincerely,

Jorge O. Elorza
Mayor

Councilman Robert Ferri
President, Central Falls City Council

September 27, 2016

RI Council on Elementary and Secondary Education
c/o The Rhode Island Department of Education
255 Westminster Street, Fifth Floor
Providence, RI 02903

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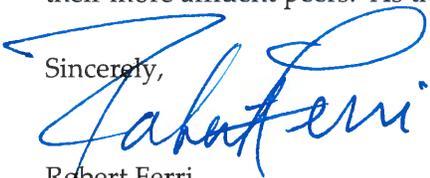
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Sincerely,



Robert Ferri

President, Central Falls City Council

JOSHUA GIRALDO
CHIEF OF STAFF



JAMES A. DIOSSA
MAYOR

CITY OF CENTRAL FALLS
MAYOR'S OFFICE

580 BROAD STREET
CENTRAL FALLS, RI 02863

OFFICE: (401) 727-7474

September 26, 2016

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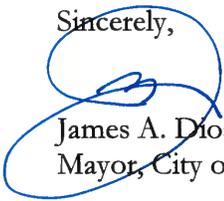
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Sincerely,



James A. Diossa
Mayor, City of Central Falls

CITY OF
CENTRAL FALLS



STATE OF
RHODE ISLAND

MAYOR'S OFFICE
CITY HALL
580 BROAD STREET
CENTRAL FALLS, RI 02863
TEL: 727-7474 • FAX: 727-7476
mayor@centralfallsri.com
www.centralfallsri.us

September 27, 2016

RI Council on Elementary and Secondary Education
c/o The Rhode Island Department of Education
255 Westminster Street, Fifth Floor
Providence, RI 02903

Dear Members of the RI Council on Elementary and Secondary Education:

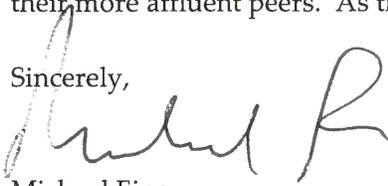
As someone aware of the work of The Learning Community Charter School and their history of driving student success, in and out of the classroom, I am writing to offer my full support of their expansion application to increase their student enrollment incrementally and strategically over the next five years by 27 students. I have every confidence that this modest increase will have make a profound impact on some of Rhode Island's most struggling students and families.

The Learning Community currently serves 558 students from Central Falls, Pawtucket and Providence – three of the four core communities of poverty in Rhode Island. Their student body reflects the communities they serve, with 96% of their students being students of color; 87% qualifying for Free and Reduced-Price Lunch and 29% being English Language Learners. Despite these significant challenges, through their nationally-recognized teaching practices and innovations, Learning Community students are challenging the notion that poverty stands as a barrier to achievement and success. On the most recent PARCC standardized test, The Learning Community was one of the top performing urban elementary schools in both English Language Arts (ELA) and math and they were the top performing urban middle school in ELA. Furthermore, their urban students' results exceeded the RI state average by ten points in ELA and 3 points in math. The Learning Community is also impacting an additional 4,000 public school students each year through sharing the innovations that are working in their classrooms with other public school districts.

The Learning Community's requested expansion will add an additional three students to each grade, or one student in each classroom. While ensuring the school's long-term financial stability and ability to meet a true community need, this small 5% increase in enrollment will result in no additional operating costs or logistical complications. Additionally, increasing class size from 21 to 22 will directly benefit their proven workshop instructional mode, ensuring each class has an even number of students and that each student will have a partner for activities. This will result in improved student participation in class activities and ease classroom management for teachers.

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Sincerely,

A handwritten signature in black ink, appearing to read "Michael Fine". The signature is fluid and cursive, with a large initial "M" and "F".

Michael Fine

Health Policy Advisor, City of Central Falls

CITY OF CENTRAL FALLS
CITY COUNCIL

580 BROAD STREET
CENTRAL FALLS, RI 02863

OFFICE: (401) 727-7455
FAX: (401) 727-7422

September 27, 2016

RI Council on Elementary and Secondary Education
c/o The Rhode Island Department of Education
255 Westminster Street, Fifth Floor
Providence, RI 02903

Dear Members of the RI Council on Elementary and Secondary Education:

As a Central Falls City Councilor and someone aware of the work of The Learning Community Charter School and their history of driving student success, in and out of the classroom, I am writing to offer my full support of their expansion application to increase their student enrollment incrementally and strategically over the next five years by 27 students. I have every confidence that this modest increase will have make a profound impact on some of Rhode Island's most struggling students and families.

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ELAINE PARTRIDGE
DIRECTOR

JAMES A. DIOSSA
MAYOR

CITY OF CENTRAL FALLS
DIVISION OF CODE ENFORCEMENT AND ZONING

1280 HIGH STREET
CENTRAL FALLS, RI 02863

OFFICE: (401) 727-7460
FAX: (401) 727-7467

September 27, 2016

RI Council on Elementary and Secondary Education
c/o The Rhode Island Department of Education
255 Westminster Street, Fifth Floor
Providence, RI 02903

Dear Members of the RI Council on Elementary and Secondary Education:

As Director of Public Works and Code Enforcement and someone aware of the work of The Learning Community Charter School and their history of driving student success, in and out of the classroom, I am writing to offer my full support of their expansion application to increase their student enrollment incrementally and strategically over the next five years by 27 students. I have every confidence that this modest increase will have make a profound impact on some of Rhode Island's most struggling students and families.

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Sincerely,



Elaine Partridge
Director of Public Works and
Code Enforcement
City of Central Falls

CITY OF
CENTRAL FALLS



STATE OF
RHODE ISLAND

MAYOR'S OFFICE
CITY HALL
580 BROAD STREET
CENTRAL FALLS, RI 02863
TEL: 727-7474 • FAX: 727-7476
mayor@centralfallsri.com
www.centralfallsri.us

September 27, 2016

RI Council on Elementary and Secondary Education
c/o The Rhode Island Department of Education
255 Westminster Street, Fifth Floor
Providence, RI 02903

Dear Members of the RI Council on Elementary and Secondary Education:

As Director of Parks & Recreation & Community Services for the City of Central Falls and as someone aware of the work of The Learning Community Charter School and their history of driving student success, in and out of the classroom, I am writing to offer my full support of their expansion application to increase their student enrollment incrementally and strategically over the next five years by 27 students. I have every confidence that this modest increase will have make a profound impact on some of Rhode Island's most struggling students and families.

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Sincerely,

A handwritten signature in cursive script that reads "Rob Sayre-McCord". The signature is written in black ink and is positioned above the printed name.

Rob Sayre-McCord

**CITY OF
CENTRAL FALLS**

**COLONEL JAMES J. MENDONCA
CHIEF OF POLICE**



**POLICE DEPARTMENT
160 ILLINOIS STREET
CENTRAL FALLS-RHODE ISLAND 02863
(401) 727-7411 FAX (401) 727-7417**

**STATE OF
RHODE ISLAND**

**JAMES A. DIOSSA
MAYOR**

September 27, 2016

RI Council on Elementary and Secondary Education
c/o The Rhode Island Department of Education
255 Westminster Street, Fifth Floor
Providence, RI 02903

Dear Members of the RI Council on Elementary and Secondary Education:

As the Central Falls Police Chief and someone aware of the work of The Learning Community Charter School and their history of driving student success - in and out of the classroom - I am writing to offer my full support of their expansion application to increase their student enrollment incrementally and strategically over the next five years by 27 students. I have every confidence that this modest increase will have a profound impact on some of Rhode Island's most struggling students and families.

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It is also important to note that this expansion request is a direct response to pronounced community need, as evidenced by the waiting list to get into the school. (They currently have 1,062 applicants for only fifty-one available seats.) Frankly put, through this expansion more educationally disadvantaged students will have the opportunity to receive a high quality education on par with their more affluent peers. As the future work force, this benefits all Rhode Islanders.

Sincerely,



Colonel James J. Mendonca
Chief of Police



Michele Cinquegrano
Regional Director
Government Affairs

Verizon Communications
234 Washington Street
Providence, RI 02903

September 27, 2016

RI Council on Elementary and Secondary Education
c/o The Rhode Island Department of Education
255 Westminster Street, Fifth Floor
Providence, RI 02903

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Sincerely,

A handwritten signature in cursive script that reads "Michele Cinquegrano".

Michele Cinquegrano

c. Organizational Charts

Following this page, we have attached two organizational charts as requested: one for the current school year (2016-17), and one for the expanded charter at the five year mark. Since the small expansion of only one additional student in each classroom requires no additional staff or faculty, these two charts are the same.

- For the 2016-17 school year
- For the expanded charter at the five year mark

The Learning Community Organizational Chart, 2016-17 School Year

			3 ELA Teachers 3 Math Teachers 2 Social Studies Teacher 3 Science Teacher 2 Instructional Coaches		
			Middle Grades Team		
			3 Classroom Teachers		
			5th Grade Team		
			3 Classroom Teachers		
			4th Grade Team		
			3 Classroom Teachers		
	2 Administrative Asst	1 Elementary Science Teacher 2 Physical Education Teachers 1 Elementary Music Teacher 1 Middle Grades Art Teacher	3rd Grade Team		
		Content Specialists	3 Classroom Teachers	5-8 Social Work Interns – Providence College, Rhode Island College, URI, Smith College	
	Grant and Foundation Relations Director of Development Director of Data & Information Systems-		2nd Grade Team	Community Partners	
	Maintenance Assistant Maintenance Coord.	2 Reading Specialists .5 Literacy Assistants	3 Classroom Teachers	Community Mental Health Agency Clinicians School Psychologist	
	2 Administrative Managers 1 Main Office Manager 10-20 AmeriCorps/ VISTA	5 ELLteacher	1st Grade Team		
		Reading Team	3 Classroom Teachers 3 Teaching Partners	Social Emotional Consultants	
Afterschool Contracted Community Providers	2 Finance Assistant 1 AmeriCorps/VISTA Program Director	Occupational Therapist Speech and Language Pathologist Special Ed Teachers Math Specialist Special Ed Director	K Team	2 Behavior Specialists 1 Nurse 1 Social Worker	Individual Teacher Clients Client Districts & Schools
Afterschool Coordinators		Special Education Team	Grade Level Teams		Teaching Studio Consulting Teachers Project Manager MAT Program Project Manager Ed Leadership Program

Afterschool Team	Administrative Team		Academic Support Team		Social Emotional Support Team	Teaching Studio Team
After School Director	Director of Operations	Director of Finance	Director of Instruction	Director of ELL	Director of Social Emotional Systems	Director of The Teaching Studio
Co-Directors						
Learning Community Board of Directors						
Students, Families & Community						

The Learning Community Organizational Chart, Expanded Charter at 5-Year Mark

			3 ELA Teachers 3 Math Teachers 2 Social Studies Teacher 3 Science Teacher 2 Instructional Coaches		
			Middle Grades Team		
			3 Classroom Teachers		
			5th Grade Team		
			3 Classroom Teachers		
			4th Grade Team		
			3 Classroom Teachers		
	2 Administrative Asst	1 Elementary Science Teacher 2 Physical Education Teachers 1 Elementary Music Teacher 1 Middle Grades Art Teacher	3rd Grade Team		
		Content Specialists	3 Classroom Teachers	5-8 Social Work Interns – Providence College, Rhode Island College, URI, Smith College	
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Afterschool Coordinators		Special Education Team	Grade Level Teams	Teaching Studio Consulting Teachers Project Manager MAT Program Project Manager Ed Leadership Program	

Afterschool Team	Administrative Team		Academic Support Team		Social Emotional Support Team	Teaching Studio Team
After School Director	Director of Operations	Director of Finance	Director of Instruction	Director of ELL	Director of Social Emotional Systems	Director of The Teaching Studio
Co-Directors						
Learning Community Board of Directors						
Students, Families & Community						

d. Five Year Budget Projection

Following this page, please find our five year budget projections attached. All assumptions made in the budget projections have been described and explained in in the budget narrative, found in Section 3h. Finance and Budget.

Rhode Island Charter Public Schools:
Enrollment and Funding Estimates

Follow the instructions provided in the gray boxes. Add information only in the fields highlighted yellow.

Table 1: Total Enrollment Estimate

Using the dropdown menu, select the communities from which your school will enroll students. Leave additional community spaces blank. Also fill in the number of students that you estimate will enroll from each community per year. The percent (%) column will automatically calculate the percentage of students by town.

Name of Community	FY2018		FY2019		FY2020		FY2021		FY2022	
	#	%	#	%	#	%	#	%	#	%
CENTRAL FALLS	340	59%	342	59%	344	59%	345	59%	347	59%
PROVIDENCE	113	20%	114	20%	114	20%	115	20%	116	20%
PAWTUCKET	113	20%	113	20%	114	20%	115	20%	115	20%
CRANSTON	4	1%	4	1%	4	1%	4	1%	4	1%
WARWICK	2	0%	2	0%	2	0%	2	0%	2	0%
NORTH SMITHFIELD	1	0%	1	0%	1	0%	1	0%	1	0%
Total Enrollment	573	100%	576	100%	579	100%	582	100%	585	100%

Table 2: Enrollment Estimates of Students Receiving Free/Reduced Lunch

Fill in the number of students eligible for free or reduced-price lunch that you estimate will enroll from each community each year. The community names will auto-fill from Table 1. The percent (%) column will calculate the percentage of FRL students by town, and overall.

Name of Community	FY2018		FY2019		FY2020		FY2021		FY2022	
	#	FRPL %								
CENTRAL FALLS	313	92%	314	92%	316	92%	316	92%	318	92%
PROVIDENCE	90	80%	91	80%	91	80%	92	80%	93	80%
PAWTUCKET	95	84%	95	84%	96	84%	97	84%	97	84%
CRANSTON	1	25%	1	25%	1	25%	1	25%	1	25%
WARWICK	0		0		0		0		0	
NORTH SMITHFIELD	0		0		0		0		0	
Total FRL Enrollment	499	87%	501	87%	504	87%	506	87%	509	87%

Table 3: Local Aid

The local aid table will autopopulate. The community names and enrollment percentages will auto-fill from Table 1. An average local per pupil will be calculated.

Name of Community	FY2018		FY2019		FY2020		FY2021		FY2022	
	per-pupil \$	total \$								
CENTRAL FALLS	\$2,974	\$1,011,160	\$2,974	\$1,017,108	\$2,974	\$1,023,056	\$2,974	\$1,026,030	\$2,974	\$1,031,978
PROVIDENCE	\$4,347	\$491,211	\$4,347	\$495,558	\$4,347	\$495,558	\$4,347	\$499,905	\$4,347	\$504,252
PAWTUCKET	\$2,682	\$303,066	\$2,682	\$303,066	\$2,682	\$305,748	\$2,682	\$308,430	\$2,682	\$308,430
CRANSTON	\$8,538	\$34,152	\$8,538	\$34,152	\$8,538	\$34,152	\$8,538	\$34,152	\$8,538	\$34,152
WARWICK	\$12,277	\$24,554	\$12,277	\$24,554	\$12,277	\$24,554	\$12,277	\$24,554	\$12,277	\$24,554
NORTH SMITHFIELD	\$9,691	\$9,691	\$9,691	\$9,691	\$9,691	\$9,691	\$9,691	\$9,691	\$9,691	\$9,691
Average Local Per Pupil	\$3,270		\$3,271		\$3,269		\$3,269		\$3,270	
Total Local Aid		\$1,873,834		\$1,884,129		\$1,892,759		\$1,902,762		\$1,913,057

Table 4: State Aid

The state aid table will autopopulate. The table will automatically calculate the state aid for each community, and generate an average per pupil amount.

Name of Community	Core Amount: Core	SSF (0.4)	Share Ratio	# students	# FRL students	Total Core	Total SSF	Average PP	Total
CENTRAL FALLS	\$9,290	\$3,716	94.4%	340	313	\$2,981,498	\$1,097,893	\$11,998	\$4,079,391
PROVIDENCE	\$9,290	\$3,716	87.6%	113	90	\$919,092	\$292,808	\$10,725	\$1,211,900
PAWTUCKET	\$9,290	\$3,716	83.0%	113	95	\$870,825	\$292,844	\$10,298	\$1,163,669
CRANSTON	\$9,290	\$3,716	53.5%	4	1	\$19,866	\$1,987	\$5,463	\$21,852
WARWICK	\$9,290	\$3,716	40.3%	2	0	\$7,493	\$0	\$3,746	\$7,493
NORTH SMITHFIELD	\$9,290	\$3,716	37.3%	1	0	\$3,467	\$0	\$3,467	\$3,467
Average and total				573	499			\$11,322	\$6,487,772

Table 5: Total Aid

	FY2018	FY2019	FY2020	FY2021	FY2022
Total Local	\$1,873,834	\$1,884,129	\$1,892,759	\$1,902,762	\$1,913,057
Total State	\$6,487,772	\$6,520,204	\$6,555,547	\$6,586,492	\$6,622,433
	\$8,361,606	\$8,404,333	\$8,448,306	\$8,489,254	\$8,535,490

**STATE OF RHODE ISLAND
CHARTER SCHOOL OPERATING BUDGET PROJECTIONS**

Charter School: The Learning Community Charter School

		Implementation and Operations				
		FY2018	FY2019	FY2020	FY2021	FY2022
MAJOR ASSUMPTIONS						
A	Average local aid per pupil	3,270.00	3,271.00	3,269.00	3,269.00	3,270.00
B	Average state aid per pupil	11,322.00	11,322.00	11,322.00	11,322.00	11,322.00
C	Student Enrollment	573	576	579	582	585
D	Gross Square Footage (GSF) of facility	72,000	72,000	72,000	72,000	72,000
E	Staffing					
	E1. School Principals/Asst Principals	1.0	1.0	1.0	1.0	1.0
	E2. School Support Staff	3.0	3.0	3.0	3.0	3.0
	E3. Executive Director/Superintendent	1.0	1.0	1.0	1.0	1.0
	E4. Deputies/Administrators	5.5	5.5	5.5	5.5	5.5
	E5. Program/Operations Support Staff	2.0	2.0	2.0	2.0	2.0
	E6. Teachers	51.0	51.0	51.0	51.0	51.0
	E7. Paraprofessionals	17.5	17.5	17.5	17.5	17.5
	E8. Pupil Support	4.8	4.8	5.0	5.0	5.0
	E9. Teacher Support	3.0	3.0	3.0	3.0	3.0
	E10. Program Management	2.5	2.5	2.5	3.5	3.5
	E11. Special Services	3.3	3.3	3.5	3.5	3.5
	E12. Facilities Maintenance	1.5	1.5	1.5	2.0	2.0
F	Staff FTE	96.1	96.1	96.5	98.0	98.0
	Subtotal:					
OPERATING REVENUES						
1	Local Revenue	1,873,834.00	1,884,129.00	1,892,759.00	1,902,762.00	1,913,057.00
2	State Revenue	6,487,771.63	6,520,204.48	6,555,546.98	6,586,492.05	6,622,432.54
3	Grants - Charter Schools Program	150,000.00	150,000.00	200,000.00	350,000.00	400,000.00
4	Grants - Private	761,932.14	761,932.14	761,932.14	770,000.00	780,000.00
5	Federal formula funds (Inc. Title I, III and IDEA)	127,000.00	62,559.00	62,842.00	62,895.00	63,229.00
6	Capital Projects Funds	712,826.00	712,826.00	712,826.00	712,826.00	712,826.00
7	Other: Amer	10,113,363.77	10,091,650.62	10,185,906.12	10,384,975.05	10,491,544.54
8	TOTAL OPERATING REVENUES					

OPERATING EXPENDITURES

School Management

9	Salaries: Principals and Assistant Principals	150,872.00	154,417.00	158,046.00	161,760.00	165,561.00
10	Salaries: Support Staff	203,629.00	208,414.00	213,312.00	218,324.00	218,324.00
11	School Office	131,488.76	131,488.76	131,488.76	131,488.76	131,488.76
12	Other:					
13	Subtotal:	485,989.76	494,319.76	502,846.76	511,572.76	515,373.76

Program/Operations Management

14	Salaries: Executive Director or Superintendent	120,368.00	123,196.00	126,091.00	129,054.00	132,087.00
15	Salaries: Deputies and Administrators	511,494.00	511,494.00	529,327.00	538,560.00	538,560.00
16	Salaries: Support Staff	122,117.00	122,117.00	127,923.00	130,930.00	134,007.00
17	Legal	15,400.00	15,400.00	15,400.00	15,400.00	15,400.00
18	School Board	50,988.00	50,988.00	50,988.00	50,988.00	50,988.00
19	Business Operations	95,649.00	96,799.00	96,799.00	96,799.00	96,799.00
20	Information Management and Technology	12,000.00	12,000.00	14,000.00	14,000.00	16,000.00
21	Other: Evaluation of Directors		25,000.00			
22	Subtotal:	928,016.00	956,994.00	960,528.00	975,731.00	983,841.00

Instruction

23	Salaries: Teachers	2,771,202.00	2,831,480.00	2,893,176.00	2,956,322.00	2,956,322.00
24	Salaries: Paraprofessionals	250,600.00	250,600.00	250,600.00	250,600.00	250,600.00
25	Stipends and Bonuses					
26	Pupil-Use Technology, Hardware, and Software	35,575.00	25,000.00	25,000.00	16,603.00	16,603.00
27	Instructional Materials Supplies	101,751.00	112,800.00	112,800.00	132,800.00	132,800.00
28	Other:					
29	Subtotal:	3,159,128.00	3,219,880.00	3,281,576.00	3,356,325.00	3,356,325.00

Instructional Support									
30	Salaries: Pupil Support	306,077.00	313,269.00	320,631.00	328,166.00	328,166.00	328,166.00	328,166.00	328,166.00
31	Salaries: Teacher Support	141,364.00	144,686.00	148,086.00	151,566.00	151,566.00	151,566.00	151,566.00	151,566.00
32	Salaries: Program Management	116,353.00	118,538.00	120,774.00	123,063.00	123,063.00	123,063.00	123,063.00	123,063.00
33	Salaries: Special Services	412,299.00	421,988.00	431,905.00	442,055.00	442,055.00	442,055.00	442,055.00	442,055.00
34	Guidance and Counseling	177,250.00	177,250.00	177,250.00	177,250.00	177,250.00	177,250.00	177,250.00	177,250.00
35	Library and Media	45,860.00	54,360.00	54,360.00	54,360.00	54,360.00	54,360.00	54,360.00	54,360.00
36	Extracurricular	135,576.00	142,576.00	142,576.00	142,576.00	142,576.00	142,576.00	142,576.00	142,576.00
37	Student Services, Outreach, Recruitment	7,810.00	11,878.00	11,878.00	11,878.00	11,878.00	11,878.00	11,878.00	11,878.00
38	Student Health Services	15,919.00	15,919.00	15,919.00	15,919.00	15,919.00	15,919.00	15,919.00	15,919.00
39	Academic Interventions	207,264.00	149,330.00	150,869.00	153,104.00	153,104.00	155,429.00	155,429.00	155,429.00
40	Curriculum Development	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00
41	In Service, Staff Development, and Support	263,956.00	296,476.00	321,476.00	291,476.00	291,476.00	366,476.00	366,476.00	366,476.00
42	Assessment	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00
43	Other: Medical/Nurse(non-instructional)	8,241.00	8,241.00	8,241.00	8,241.00	8,241.00	8,241.00	8,241.00	8,241.00
44		1,851,969.00	1,868,511.00	1,917,965.00	1,913,654.00	1,913,654.00	1,990,979.00	1,990,979.00	1,990,979.00
	Subtotal:								
Operations									
45	Salaries: Facilities Maintenance	64,338.00	65,849.00	67,397.00	68,981.00	68,981.00	70,602.00	70,602.00	70,602.00
46	Transportation	310,213.00	321,553.00	333,346.00	345,611.00	345,611.00	358,367.00	358,367.00	358,367.00
47	Food Services								
48	Safety	13,000.00	13,117.00	13,237.00	13,360.00	13,360.00	13,486.00	13,486.00	13,486.00
49	Building Upkeep and Maintenance	287,893.00	288,351.00	288,833.00	289,338.00	289,338.00	289,868.00	289,868.00	289,868.00
50	Maintenance Contracts								
51	Utilities	205,880.00	206,874.00	207,719.00	209,013.00	209,013.00	210,164.00	210,164.00	210,164.00
52	Lease								
53	Debt Service	212,649.00	215,230.00	215,474.00	216,652.00	216,652.00	216,765.00	216,765.00	216,765.00
54	Capital Projects	250,000.00	125,000.00	25,000.00	30,000.00	30,000.00	20,000.00	20,000.00	20,000.00
55	Other: Data Processing	30,200.00	30,200.00	30,200.00	30,200.00	30,200.00	30,200.00	30,200.00	30,200.00
56		1,374,173.00	1,266,174.00	1,181,206.00	1,203,155.00	1,203,155.00	1,209,452.00	1,209,452.00	1,209,452.00
	Subtotal:								
Other Obligations									
57	Fringe Benefits	1,872,370.00	1,892,158.00	1,995,385.00	2,084,027.00	2,084,027.00	2,084,027.00	2,084,027.00	2,084,027.00
58	Insurance (non-employee)	25,900.00	25,900.00	25,900.00	25,900.00	25,900.00	35,900.00	35,900.00	35,900.00
59	Retiree Benefits								
60	Purchased Management Services								
61	Other: 401k	168,500.00	168,500.00	168,500.00	168,500.00	168,500.00	168,500.00	168,500.00	168,500.00
62		2,066,770.00	2,086,558.00	2,189,785.00	2,278,427.00	2,278,427.00	2,288,427.00	2,288,427.00	2,288,427.00
	Subtotal:								
Community Services									
63	Community Service Operations								
64	Other:								
65		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
66	Budgeted Contingencies	75,000.00	75,000.00	75,000.00	75,000.00	75,000.00	100,000.00	100,000.00	100,000.00
	Subtotal:								
67	TOTAL OPERATING EXPENDITURES	9,941,045.76	9,967,436.76	10,108,906.76	10,313,864.76	10,313,864.76	10,444,397.76	10,444,397.76	10,444,397.76
68	SURPLUS/(DEFICIT)	172,318.01	124,213.86	76,999.36	71,110.29	71,110.29	47,146.78	47,146.78	47,146.78

