

September, 15, 2022

2022 Application for New Seats: Material Expansion

SEGUE INSTITUTE FOR LEARNING LEGACY HIGH SCHOOL

Prepared by:

Angelo Garcia, Founder & Executive Director





Assurances Form

This Assurance Form enumerates the requirements and, when you submit this signed sheet as part of your Charter School Application Package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by the school’s governing board chair or the lead applicant for all applicants (new charters and expansions). These assurances should not be considered a exhaustive list, as RIDE may determine there are additional legal requirements for the board and school.

As the authorized representative of the applicant, I certify that if awarded a charter:

1. Curriculum must be aligned with Common Core Standards and other standards adopted by the state of Rhode Island, such as the Next Generation Science Standards.
2. The school will craft a comprehensive discipline policy in compliance with all federal, state and local laws and regulations, including a general discipline policy and a differently-abled student discipline policy.
3. The board will comply with all applicable laws and regulations.
4. The RIDE Office of Charter Schools will be provided with the terms and conditions for use of a facility, including draft lease or purchase agreements, once a space has been identified.
5. The school will comply with the statutory and regulatory requirements for school health programs and school safety plans.
6. The school will develop school safety and emergency response plans.
7. The school will provide health services to all students, including a plan to hire a nurse taking into consideration of the statutory requirements in the Rhode Island Rules and Regulations for School Health Programs.
8. The school will comply with reporting to the Office of Municipal Affairs and State Auditor General under RIGL 16-77.2-8; 16-77.3-8; 16-77.4-8
9. The school board will annually seek and approve an operational budget and cash flow statement, with a copy to RIDE.
10. The school will complete a fiscal audit each year with an independent firm, with a copy to RIDE.
11. The board and school will comply with all of the requirements in the RIDE Pre-Opening handbook.

9/14/22

Governing Board Chair, Charter School

Date

9/14/22

Lead Applicant, Charter School

Date

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1. Cover Sheet

Name of Charter: Segue Institute for Learning
Charter Type: Independent
Location of Charter School: 325 Cowden St. Central Falls, RI 02863
Enrolling Communities: Central Falls (Elementary/High School) ; Providence, Pawtucket and Woonsocket (High School only)
Primary Contact Name: Angelo Garcia
Primary Contact Role: Founder/Executive Director
Address: City/State/Zip: 325 Cowden St. Central Falls, RI 02863



Primary Contact Signature: _____ **Date:** September 12, 2022
Phone: 401-721-0964 **Email:** Angelo.Garcia@SegueIFL.org

| Charter | Grade Levels Served | Enrollment | Communities Served |
|---|---------------------|------------|--|
| AY22-23 existing charter *RIDE approved 2020 | K,1 & 3-8 | 320 | Central Falls |
| AY23-24 existing charter *RIDE approved 2020 | K-8 | 360 | Central Falls |
| AY24-25 proposed new or expanded charter (Y1) | K-9 | 460 | Central Falls, Providence - HS only, Pawtucket - HS only, Woonsocket- HS only |
| AY25-26 proposed new or expanded charter | K-10 | 560 | Central Falls, Providence - HS only, Pawtucket - HS only, Woonsocket - HS only |
| AY26-27 proposed new or expanded charter | K-11 | 660 | Central Falls, Providence - HS only, Pawtucket - HS only, Woonsocket - HS only |
| Proposed new or expanded charter at-scale AY 27-28 (Y5) | K-12 | 760 | Central Falls, Providence - HS only, Pawtucket - HS only, Woonsocket - HS only |



Signature of Charter Board Chair: _____ **Print Name:** Mr. David Ahlborn

Organization/Title: Segue Institute for Learning **Date:** September 12, 2022

2. Executive Summary

The mission of Segue Institute for Learning, an independent charter school in Central Falls, is to foster a community where students take ownership of their education. In its fourteenth year of operation, Segue currently serves students in grades kindergarten through grade eight. The school caters to a majority-minority population (95.7%) and most students come from families who face significant challenges due to family poverty (over 85% FRPL annually). At Segue, all scholars are considered “At Promise”. As such, the school’s approach is to build a culture of high expectations that is supported by resources to develop the whole child.

Since opening in 2009 Segue has been recognized not only for its academic strengths but also for its work with meeting the social and emotional needs of scholars and families of the Segue community. This recognition has come both from families and from regional and national organizations. For example, Segue was recently honored as a recipient of the Rhode Island ASCD's "Whole Child Award". In 2022, a Segue educator was named a Milken Award recipient for his practices as an outstanding educator in a high performing school.

Segue Institute for Learning respectfully requests to expand its charter from a K-8 program serving 360 students to a K-12 educational program, serving 760 students. Through the creation of Segue’s 400-seat “Legacy High School”, Segue will also adjust its catchment area to open its high school program (only) to students from new communities within Rhode Island’s Urban Core (Pawtucket, Providence and Woonsocket) to expand access to high quality programming for more students who would otherwise be likely to attend a high school identified for Comprehensive Support and Improvement. The annual enrollment would be weighted such that 40 spots are reserved for students from Central Falls (including Segue’s graduating grade 8 who choose to attend Legacy High School), 20 spots would then each be reserved for Providence, Woonsocket and Pawtucket, respectively. *This program will not constitute the establishment of a new charter, as Legacy High School will remain a part of the Segue K-12 continuum.*

Legacy High School has been designed to serve three major goals:

1. Expanding educational opportunity for youth from RI’s Urban Core, with a focus on increasing access to careers in the field of education.
2. Addressing RI’s educator shortage, particularly the challenge of underrepresentation of (Black and Indigenous People of Color) BIPOC individuals in the teaching profession

3. Creating new opportunities for near-peer mentoring, tutoring and enrichment support for students in Segue's K-8 program.

In 2022 17% of all K-12 students in RI (23,263 children) applied for a seat at a charter school. While the need is great for school choice options across the state, Segue also recognizes that there is not a "one-size-fits-all" solution to this challenge. As such, Segue has streamlined its focus on educator and educational advocate preparation, to affirm its commitment to creating a safe and nurturing environment which promotes diversity, encourages individual growth and allows students to view themselves as citizens of change in their homes and community. As such, the school will be focused on:

- **Exemplary Teaching and Collaboration**
- **Rigorous Curriculum and Mastery Learning**
- **Ongoing Assessment to Monitor Progress and Teach on the Edge of Student Learning**
- **Focusing on the Whole Child**
- **Family Involvement & Empowerment**
- **Promoting Educator Practice as an Act of Social Justice** - This principle is a unique addition to our expansion efforts. We understand to increase students' awareness of opportunities in the educational profession we must ground our work in addressing educational inequities and ensure that students are equipped with the tools to work towards a more just world.

While the mission of the charter will not change, the operation of a high school will have a significant impact on facilities, finance and operations. The school's leadership team will be re-oriented to support an additional level of learning as well as 400 additional students. The charter will also purchase a new facility (near to its existing location) which will house its high school. In addition, the extension of the program to students in Providence, Woonsocket and Pawtucket will necessitate new strategies for student recruitment and retention as well as a transportation plan which ensures that all students have free transportation to and from the program.

There is significant community demand for this program as well as a coalition of community partners that are committed to creating and implementing a model that serves as an exemplar for both the state and the nation. Upon approval, Segue's Legacy High School will open its doors in fall of 2024 and graduate its first class of educational changemakers in 2028.

4. Mission Statement

The mission of Segue is to foster a community where students take ownership of their education. Segue scholars receive a rigorous academic experience that prepares them to excel in the high school and eventual college setting of their choice. At Segue, it is believed that all students are At Promise, versus the problematic label of “At Risk”. As a Full-service Community School, the Segue Institute for Learning is a safe and nurturing environment which promotes diversity, encourages individual growth and allows scholars to view themselves as citizens of change in their homes and community. At the high school level, Segue provides pathways for students to apply these values as they explore educator practice as an act of Social Justice.

Vision for Legacy High School:

It is important to offer residents of the community, even as young as 13 and 14 years old, the opportunity to recognize their role in creating a system of equity and justice for all students in their city. Segue will create a culture of inquiry where students will be able to ask questions, seek answers but also be a part of helping to re-design how education should be delivered to students from the urban core. It is imperative that scholars of our school know that it is more than the teaching profession is more than just what happens in the classroom. It is also a training that prepares individuals to be a unit of change in education systems and aligned community services, at all levels.

5. Proposed New Seats & Enrollment

The Segue Institute for Learning requests to expand its offerings (K-8) to include a 9-12 program. This program will serve 100 students in each grade, for a total of 400 students annually, once at scale. Students will be drawn from Segue’s existing 8th grade cohort, as well as other students from central falls (up to 40 total per grade), Providence (up to 20 total per grade), Pawtucket (up to 20 total per grade) and Woonsocket (up to 20 total per grade). *The elementary and middle programs will not change their catchment area and will continue to focus their support on students only from Central Falls.* Segue’s total enrollment K-12, at scale, will be 760 students. A detailed enrollment table is included below and as appendix a.

| School Year | Grade Levels Served | Total Enrollment | School Districts |
|-----------------------|---------------------|------------------|--|
| 2023/24 | K-8 | 360 | Central Falls |
| 2024/25 | K-9 | 460 | ES/MS: Central Falls HS: Central Falls, Providence, Pawtucket, Woonsocket |
| 2025/26 | K-10 | 560 | ES/MS: Central Falls HS: Central Falls, Providence, Pawtucket, Woonsocket |
| 2026/27 | K-11 | 660 | ES/MS: Central Falls HS: Central Falls, Providence, Pawtucket, Woonsocket |
| 2027/28 (At Scale) | K-12 | 760 | ES/MS: Central Falls HS: Central Falls, Providence, Pawtucket, Woonsocket |

Segue is requesting this expansion as it believes it can answer two simultaneous calls from the community:

- 1) The need to develop high quality educators to serve RI's urban core, especially those who are linguistically, culturally, and ethnically reflective of the students they will teach.
- 2) The need for high quality secondary programs for students from RI's urban core, those who would otherwise be likely to attend a school identified for Comprehensive Support and Improvement.

While Legacy will largely serve students who are new to Segue in grade 9, it will also provide a new avenue for support of the school's existing K-8 population. Legacy students will serve as tutors, enrichment providers and mentors to younger students as part of their coursework. A cohort size of 100 students per grade will allow for the school to maintain relatively small class size, while expanding opportunities for educationally disadvantaged (per federal definition) students from its new catchment areas. Segue also believes that keeping the high school small will allow for the provision of, and investment in, work-based learning opportunities, internships, dual enrollment, and other programs. These activities will require large amounts of oversight, personalization, and individual student attention, which can best be achieved by maintaining a small cohort size.

- 1) **The need to develop high quality educators to serve RI's urban core, especially those who are linguistically, culturally, and ethnically reflective of the students they will teach.**

Urban schools cannot function in isolation from the neighborhoods they serve; effective schooling must be woven into the social, economic, cultural, and spiritual fabric of the community. By being an integral part of the school's social and cultural context, practitioners bring a unique understanding of the school's relationship to the neighborhood, and vice versa. As professional practitioners they are knowledgeable of the school's routines, culture, and

institutional functioning, and as constituents of the community they understand the difficulties that students, parents, and other residents face in brokering meaningful engagement with the school. They usually share a common background with many of the children and families; their location and participation in the community give them a shared local identity that provides a sense of trust to families and empowers students to take the driver seat in their own educational journey.

The City of Central Falls is a unique and highly diverse community that promotes and celebrates the different lived experiences of all residents, including its young adults. A predominately Latinx community (70% of the community identify as Hispanic or Latino according to the most recent census report), Central Falls has become a true melting pot for different racial, ethnic, and cultural identities. The same cannot be said, however, regarding the cadre of teachers working in the city and across the state. Roughly 90% of the state's educator workforce identifies as white, and that number is slightly higher for educators working in the city of Central Falls. Research shows that teachers of color help close the achievement gaps for students of color in the communities they serve and empower them to be more engaged and active learners in and out of the classroom. The challenge urban districts are faced with is closing the “demographic mix match” that currently exists between educators and the students they work with each day.

A key component of the Segue Legacy initiative is to create a learning environment that not only provides personalized high-quality and rigorous education for all students, but also serves as a teacher-prep incubator (hence force referred to as the “Teacher Academy”), developing the next wave of diverse educators who have the knowledge, skills, talents, and abilities to be effective classroom facilitators and champions of the community they serve.

A survey conducted earlier this year by the National Education Association found 55% of educators planned to leave the profession sooner than they'd earlier planned. Data from the Bureau of Labor Statistics says that roughly 300,000 educators and staff have left the field between February 2020 and May 2022. A community-developed Teacher Academy in partnership with local nonprofit organizations and higher education will address the educator shortage by developing a focused clinical experience for future educators where they can take risks, try new strategies, and apply practical knowledge in the classroom. Our proposed Teacher Academy program will allow future educators to understand the complexities that come with working in a high-need urban environment and will allow each teacher in training to become experts in the Segue culture, curriculum, and community. By developing this authentic knowledge base, the Segue Legacy project will create a highly personalized pathway for educator development that addresses the diversity, equity, and inclusion needs of the community and creates a diverse "bullpen of talent" for future vacancies.

Hector Cardona, United States Secretary of Education recently supported and emphasized the need for schools to develop "grow their own" programs. Cardona said, "We need to make sure the efforts that we have are not only short-term solutions but long-term solutions," referring to the partnerships between schools, community-based organizations, and higher education to strengthen the educator workforce. The same can be said regarding our approach to a community developed teacher-prep model. Allowing educators to use the Segue learning environment as their own platform for development, we believe this will achieve the following:

- Create the conditions to allow future educators to better understand the skills and knowledge necessary to facilitate learning in a high-need urban community;

- Develop a welcoming environment for a diverse educator workforce to connect on a more personal level with their students and families they serve, eventually resulting in stronger relationships, higher level of student engagement, and closing the achievement gap;
- Influence state policy and practice around teacher preparation expectations and serve as a statewide exemplar for schools and districts to learn as they address the same challenges of teacher recruitment and community empowerment;
- Cultivate a true sense of community for the genius that exists in Central Falls and create a pathway for residents of the city to apply their knowledge and become future educators. By doing so, we hope to break the cycle of poverty that has for decades loomed over the residents of Central Falls; and
- Mitigate feelings of isolation, frustration and fatigue that can contribute to many individual educators leaving the profession when they feel they are alone.

Our proposed teacher-prep/community developed model meets the needs of our community by creating a cadre of experts who will be able to share lived experiences with the students they serve, while being guardians of equity for the community. Each educator will exit the experience positioned with the instructional, social-emotional, and cultural knowledge and abilities to be effective classroom teachers in Rhode Island's Urban Core and beyond. By investing in talent, our model will create stronger and more purposeful relationships between teachers and students which will close the achievement gap and provide endless opportunities for the community to become active members of the learning experience.

Need for Program: addressing the need for high quality secondary programs for students from RI's urban core, those who would otherwise be likely to attend a school identified for Comprehensive Support and Improvement.

The educational needs of students living in the city of Central Falls are immense. A city where the median family income is only \$34,689.00, 34.9% of children who reside in the city are living at or below the federal poverty threshold. That is more than double the state average (15.6%) and slightly higher than the urban core average (CF, Providence, Woonsocket, and Pawtucket) hovering at just over 30%. Adverse out-of-school conditions inhibit learning and development, particularly in high poverty areas, as the basic economic and social supports are not available to families within the school setting. As the city continues to see an expansion of population growth among its residents – the 2020 census indicates a total population of 22,464 residents – the number of youth academically served in the city continues to rise - but low academic achievement remains the same year over year.

The current traditional public school system serving the students of Central Falls consists of six learning environments, all of which have been identified as either one or two star schools according to the Rhode Island Department of Education's Accountability Report Card. One district school has been tagged as a school in need of comprehensive support and improvement due to low achievement performance of students. When reviewing the combined 2021 RICAS, DCM, and SAT student data, only 8% of students who took ELA assessments scored as proficient; only 2% of students score proficient in math. From elementary all the way through high school, the number of students failing to meet expectations in both ELA and math continue to rise. As an example, in 2021 14% of third grade students met expectations in reading on the RICAS. In 8th grade, that number decreased to only 6%. The same drop off can be seen in math assessment data as well. Failure to meet student needs at the elementary and middle school level has resulted in a four-year graduation rate at the high school of only 68% and a dropout rate of

18%. Where these numbers are slightly lower than the “Four Core Cities,” they are significantly lower than the state of Rhode Island average.

Where recent data could be seen as a snapshot of the clear, intense, dramatic, and harmful impact that COVID had on the city and nearby urban settings (between March 2020 and August 2022, the rate of COVID cases per 100,000 population was 52,425 in Central Falls, the highest in the state of Rhode Island), low academic achievement has been a constant challenge for more than two decades.

These trends are mirrored in the other three cities of Rhode Island’s urban Core. For example, Woonsocket High School has several groups of students who have been identified for Additional Targeted Support and Improvement (ATSI). This means that performance of these groups is equivalent to that in schools which are identified for Comprehensive Support and Improvement (CSI), or are in the bottom 5% of performance for all school programs in the state. These populations are Economically Disadvantaged students, Hispanic students, and students of two or more races and students with disabilities. The composite graduation rate for Hispanic students in Woonsocket is 72% as compared to 84% for students statewide. In Pawtucket, trends follow a similar pattern. Of the two high schools in the city, one has been identified for Comprehensive Support and Improvement. Only 74% of male students graduated within 4 years (as of 2020) and only 70% of students from two or more races graduated on time. This data suggested that not only are the program offerings in Woonsocket and Pawtucket underperforming overall, they are also particularly troublesome for BIPOC youth, those for which Legacy High School has been explicitly designed.

In Providence, the state’s capital city and largest school district, opportunities are currently in flux. After a scathing report was released by Johns Hopkins in 2018 exposing

Providence as one of the poorest performing districts in the country, the state department of education chose to take the district under its control through a full receivership. Now, several years later, students continue to face many of the challenges which were documented prior to the takeover. As of 2019 identifications (extended due to covid) five of Providence’s high schools were identified for Comprehensive Support and Improvement and the district’s composite graduation rate is 77%. These challenges have been exacerbated by the Covid-19 pandemic, which has created greater strain on students and families and has limited the broader change management which is a goal of the State’s takeover. In addition, student performance in indicators of post-secondary success (as defined by the RIDE performance framework) for the 2020 cohort are limited.

At Segue Legacy High School all students will participate in the Teacher Academy and graduate with work force credentials, a completed CTE pathway and college credits. However, as evidenced below, this is not the case for students in the state’s large traditional high school programs.

| District | AP | College Credit | CTE Credentials |
|-----------------|-----------|-----------------------|------------------------|
| Providence | 18% | 25% | 0% |
| Woonsocket | 4% | 24% | 32% |
| Pawtucket | 8% | 15% | 2% |
| Central Fall | 15% | 39% | 1% |

- Data is taken from RIDE Report card regarding the 2020 cohort.

To address the achievement gap dilemma, and to position all students for post-secondary success, learning environments must be established that set high expectations, empower their

communities to serve as key partners in the challenging work, and offer a space where students can see themselves in their classroom teachers and support staff.

This proposal represents the countless hours and planning meetings we have had over the last few years with community partners (higher education (URI, RIC, CCRI, Private Universities), Union Representatives, Teach for America, Edu Leaders of Color, Latinos for Education, Educators Rising, Teacher Cadets, Town and State officials, local and national teacher education curriculum partners, teachers, students and families) to ensure we have the right support and systems in place to execute with excellence.

Through relationship building and personalized community-driven support, students at Legacy will feel a sense of value, trust, and appreciation that draws them to the classroom each day as engaged and empowered learners. Higher levels of engagement come from authentic opportunities to self-explore career possibilities outside of the classroom and involvement with high-quality culturally responsive curriculum and learning resources. Finally, knowing the profound influence community inequities can have on learning (health care, food insecurities, financial, connection to social services etc.), students and their families must have the ability to connect with experts, engage in mentoring opportunities, and have access to support systems within the school building to ensure each challenge is addressed in its entirety.

6. Goals and Track Record of Academic Performance

The Segue Institute for Learning is grateful for the State’s performance framework for charter schools as well as the star rating system, which allows for a more holistic examination of the school’s progress than previous accountability systems. These two systems are the primary indicators of whether Segue is reaching its goals, with the ultimate goal of remaining a 3 star or above program. Unfortunately, however, the state assessment portion of both the school/district report card and the charter accountability system have been waived through 2020-2021. As data collection, comparability and interpretation have been challenged in recent years by the Covid-19 pandemic, Segue has learned to place a greater emphasis on its internal assessment system to measure its success. In the section below, we describe our school’s track record, with a focus not only on overall proficiency, but also the progress that the school has made towards year over year growth for both its students and its organization.

In preparing for Segue’s Charter Expansion Application, the school’s faculty and admin team participated in several data deep dives to explore student performance across a wide array of indicators, aligned to school goals. The first set of indicators explored were performance outcomes on the RICAS exam. A comparison between Segue and 8th grade students within the urban core is presented below.

Mathematics

Data from the most recent administration of the RICAS exam suggests significant gaps in the area of mathematics for all 8th grade students statewide, and especially for those from the urban core. As compared to other districts in the urban core, Segue students had the highest

average scale score. This score also included 100% of students from Segue’s 8th grade cohort having been tested. Overall, Woonsocket had a slightly higher percentage of students meeting expectations for mathematics, however only 49% of their students were tested, limiting the reliability of this data.

The following 2020-21 assessment data, which represents these results, helps to shed the student performance they have been impacted by disruptions due to the COVID-19 pandemic. Also note the student growth percentages (GPP) are only available for RICAS grades 1-8 during the 2020-21 school year. To help you better understand the amount of growth in students' scale scores in their previous year(s), separate information helps you track overall growth information (GPP) for each of the previous 3 years. For more information on growth and GPP, see [RICAS Growth Data for Schools and Districts](#).

• Assessment: RICAS - Mathematics
 • School Year: 2020-21
 • District: Segue Inst for Learning
 • School: All Schools
 • Grade(s): 08
 • Subgroup(s): None
 • Comparing With: DALN,RLN
 • Generated: 9/15/2022 8:24:01 PM

■ 1-Not Meeting Expectations ■ 2-Partially Meeting Expectations ■ 3-Meeting Expectations ■ 4-Exceeding Expectations

| Name | Students Tested | | Performance | Meeting or Exceeding Expectations | Average Scale Score |
|--|-----------------|--------|-------------|-----------------------------------|---------------------|
| | # | % | | | |
| 2020-21 : Segue Inst for Learning : All Schools : Grade: 08 : All Groups | 42 | 100.0% | ** | ** | 473 |
| 2020-21 : Central Falls : All Schools : Grade: 08 : All Groups | 184 | 88.0% | ** | ** | 459 |
| 2020-21 : Pawtucket : All Schools : Grade: 08 : All Groups | 669 | 85.7% | ** | ** | 467 |
| 2020-21 : Providence : All Schools : Grade: 08 : All Groups | 1413 | 82.1% | ** | ** | 466 |
| 2020-21 : Woonsocket : All Schools : Grade: 08 : All Groups | + 234 | 49.6% | | 6% | 468 |

** proficiency in this area was 5% or less.

■ 1-Not Meeting Expectations ■ 2-Partially Meeting Expectations ■ 3-Meeting Expectations ■ 4-Exceeding Expectations

RICAS - Mathematics

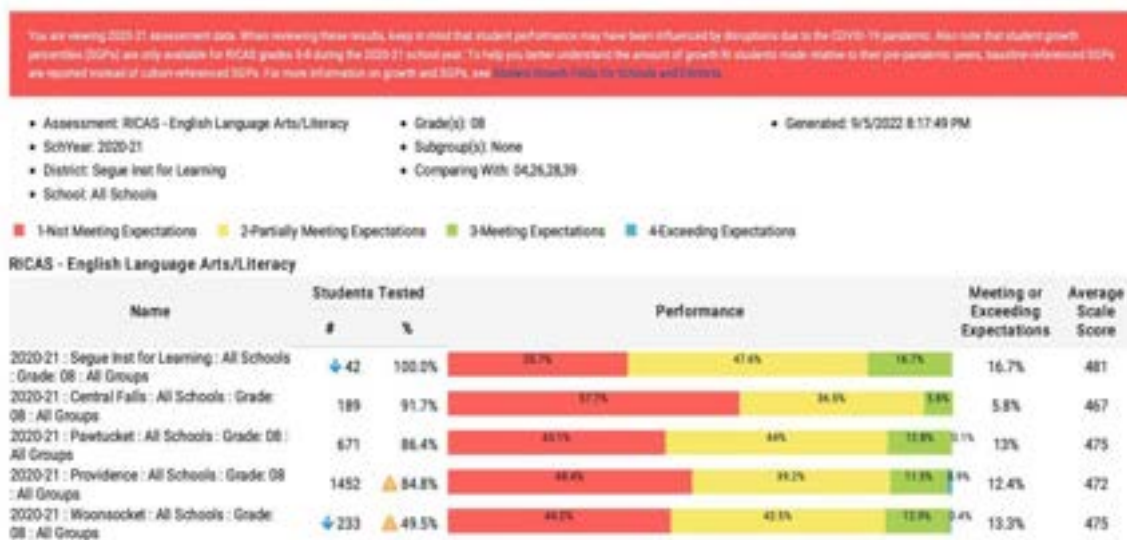
Show Performance Show Growth View Results as Text | [Export](#) | [Print](#)

| Name | Students Tested | | Growth | Average Growth Percentile | Meeting or Exceeding Expectations | Average Scale Score |
|--|-----------------|--------|--------|---------------------------|-----------------------------------|---------------------|
| | # | % | | | | |
| 2020-21 : Segue Inst for Learning : All Schools : Grade: 08 : All Groups | 42 | 100.0% | ** | ** | ** | 473 |
| 2020-21 : Statewide : Grade: 08 : All Groups | + 8981 | 82.1% | | 30 | 16.1% | 479 |
| 2020-21 : Central Falls : All Schools : Grade: 08 : All Groups | 184 | 88.0% | ** | ** | ** | 459 |
| 2020-21 : Pawtucket : All Schools : Grade: 08 : All Groups | 669 | 85.7% | ** | ** | ** | 467 |
| 2020-21 : Providence : All Schools : Grade: 08 : All Groups | 1413 | 82.1% | ** | ** | ** | 466 |
| 2020-21 : Woonsocket : All Schools : Grade: 08 : All Groups | + 234 | 49.6% | | 29 | 6% | 469 |

English Language Arts

In English Language Arts, the most recent administration of the RICAS showed that students are struggling statewide. In fact, only 28% of students across the state demonstrated proficiency in English Language Arts. Performance was significantly lower for students from the urban core, with no traditional public district having more than 13.3% of students meet

expectations. In Central Falls, Segue’s only current sending district, only 5.8% of students met or exceeded expectations. This stands in stark contrast to Segue where 16.7% of students met or exceeded expectations in ELA. While performance at this level still presents a challenge, Segue is confident that more time with students through a high school program can significantly increase their likelihood to be on-track by high school graduation. This is evidenced by Segue’s average student growth in ELA of 59%, which dramatically outperforms all districts in the urban core and the state average student growth percentile. Segue is confident that this holds significant weight, as most students who are current eighth grade students came to the program in late elementary school or middle school. Segue has since expanded from 6-8 to K-8, offering new students a longer trajectory within the program. Growth percentiles are also an important indicator as Segue intends to accept students directly into its high school that it expects to have significant learning gaps. Remediation and acceleration will therefore be a core strategy of Legacy High School.



■ 1-Not Meeting Expectations
 ■ 2-Partially Meeting Expectations
 ■ 3-Meeting Expectations
 ■ 4-Exceeding Expectations

RICAS - English Language Arts/Literacy

Show Performance
 Show Growth
 View Results as Text | [Export](#) | [Print](#)

| Name | Students Tested | | Growth | Average Growth Percentile | Meeting or Exceeding Expectations | Average Scale Score |
|--|-----------------|---------|--------|---------------------------|-----------------------------------|---------------------|
| | # | % | | | | |
| 2020-21 : Segue Inst for Learning : All Schools : Grade: 08 : All Groups | ↓ 42 | 100.0% | | 59 | 16.7% | 481 |
| 2020-21 : Statewide : Grade: 08 : All Groups | 9105 | ▲ 83.4% | | 40 | 28.8% | 486 |
| 2020-21 : Central Falls : All Schools : Grade: 08 : All Groups | 189 | 91.7% | | 42 | 5.8% | 467 |
| 2020-21 : Pawtucket : All Schools : Grade: 08 : All Groups | 671 | 86.4% | | 34 | 13% | 475 |
| 2020-21 : Providence : All Schools : Grade: 08 : All Groups | 1452 | ▲ 84.8% | | 39 | 12.4% | 472 |
| 2020-21 : Woonsocket : All Schools : Grade: 08 : All Groups | ↓ 233 | ▲ 49.5% | | 43 | 13.3% | 475 |

Despite its bright spots, Segue also acknowledges the need for continuous improvement, especially in the era following the covid-19 pandemic. To mitigate the effects of covid-related learning loss, Segue has used its stimulus funds to invest in tutoring and programming during out of school time such as after school clubs, vacation time and summer acceleration camps. The school is confident that growth to a K-12 cohort, as well as a re-articulation of our mission through an educator academy, will serve as the catalysts necessary for continued change. In addition, in alignment to the mission of the charter, Legacy High School students will become tutors, mentors and role models for their younger peers, adding a new layer of support for students in grades K-8.

The school’s data deep dives also yielded many indicators of greater success, which demonstrate the school’s readiness to go deeper and wider in its approach. One such strong indicator is Segue’s 3 Star composite (overall) score, received through the RI State Accountability System. This rating indicates that Segue school is meeting state performance expectations set for charter schools in Rhode Island. In particular, the school is proud of its ability to serve all students, as demonstrated by the academic growth of all students, in addition

to the language acquisition of its Multilingual Learners. Moreover, Segue was one of very few schools in the state to have no significant gaps across student subgroups, including those students with IEPs. In addition, Segue hosts a much higher percentage of students who, while not yet meeting their goals, have grown to achieve “partially proficient” status in ELA or Mathematics, than those within Central Falls’ traditional middle school and the middle schools within its future catchment areas. An enabling factor for this breakdown, is the fact that despite lower than desired overall academic proficiency, the school boasts significant growth for students. For example, in 2020-2021, over 45% of Segue students exceeded expectations for growth in ELA, as compared to 17% statewide and 16% in Central Falls’ traditional public-school district.

Segue’s three-star rating also sets the school apart from the traditional district options in central falls and the other cities within the urban core, as highlighted below:

| District | % of elementary schools with 3 Star or higher rating | % of elementary schools identified for CSI | % of middle schools with 3 Star or higher rating | % of middle schools identified for CSI |
|---------------|--|--|--|--|
| Segue | 100% | 0% | 100% | 0% |
| Central Falls | 0% | 0% | 0% | 100% |
| Providence | 31% | 4.5% | 0% | 66.6% |
| Pawtucket | 70% | 0% | 0% | 75% |
| Woonsocket | 14% | 28.5% | 0% | 0% |

*schools identified for CSI perform in the lowest 5% of schools in the state.

As charters in Rhode Island are specifically evaluated based on their ability to outperform their sending districts, Segue views its star rating as a clear indicator of preliminary success.

Segue has established School Specific Goals with the RI Department of Education. Each year Segue submits evidence of work towards these goals with its Annual Report. These goals focus on the following areas: Extended Learning Opportunities; School Culture and

Engagement; Family Engagements; and Health and Wellness. The following data points reflect 2021 targets for Segue’s school-specific goals:

- During the 2020-2021 school year, 85% of Segue scholars participated in an after-school activity.
- The number of total discipline infractions (minor and major) was reduced by 5%.
- 96% of Segue families participated in: Family/School Conferences, Orientation events, High School Choice Orientation events.
- 97% of Segue families completed 10 or more participation hours.
- Average positive student ratings of Segue’s middle school advisory programs increased from a 4 to a 5.
- 55% of Segue scholars reported a reduction in stress.
- 45% of Segue scholars reported an increase in emotional regulation in classes.
 - In addition to these school-specific goals and accompanying data, Segue closely monitors attendance, portfolio completion, and 8th grade graduation rates. These outcomes demonstrate high levels of student engagement:
- Segue’s average daily attendance rate is 95%. Through COVID distance learning and the school year that followed, when school absences were higher than usual, Segue required students to complete mandatory make-up days during school vacations. This has helped student attendance rates rebound to pre-COVID rates.
- During the 2021-2022 school year, 100% of Segue’s 8th graders completed a graduation portfolio and were promoted to 8th grade.

In addition to promoting academic growth while at Segue, the school is proud of its ability to help all students view themselves as “at promise”. The greatest indicator of this is

Segue's robust high school counseling program which assists students with the transition from middle school to high school. Not only are Segue students applying to a wide array of programs, the school also receives glowing reviews from high school principals as to its students' preparedness, as compared to their peers hailing from different programs. Segue will continue this practice, even once Legacy High School is established to ensure that all students can participate in their high school of choice. All Segue grade 8 students, however, will be welcomed to Legacy, should they choose to remain with the charter. Preliminary conversations between our guidance counselor and families suggest that 100% of current Segue 8th grade students would be interested in remaining at Segue for high school if they had the option.

Segue has additionally gained a strong reputation as a model Full-service community program. The school's families are supported through educational opportunities and food assistance and are connected to a wide span of additional resources through our community partnerships. For example, during the early stages of the Covid-19 crisis, Segue was able to partner with the United Way and the Rhode Island Foundation to provide food support (gift cards for fresh produce and other items not given by school lunch or most food pantries) to every single one of its families. Segue also recently received a \$250,000 grant from Senator Whitehouse to create a formal family engagement center where these programs will be continued in perpetuity. Segue also boasts a very high level of family partnership, with all families volunteering support on a regular basis as an expectation of the school. Additionally, Segue is proud of the culture that it has built, which has led to consistently low rates of necessary student disciplinary actions and high retention of students from year to year.

In expanding to high school, Segue will largely retain the same goals for students in grades K-8. However, the metrics which will document Segue's effort towards being a 3 Star or

above program will look different at the high school level. For the first time, Segue will need to pay explicit attention to graduation rates, postsecondary success metrics, and student performance on the PSAT/SAT. Segue will also track college application, FAFSA completion, college acceptance and persistence as informal (yet highly meaningful) measures of success. Segue will also have to monitor student attrition and retention as well as staff attrition and retention as measures of success to understand whether the school is adhering to its vision of leveraging educator practice as a tool for social justice, which creates a learning environment that is conducive to joyful, high-quality teaching and learning.

7. Community Need and Support

Segue has garnered a large amount of community support for the establishment of Legacy High School. The letters of support from our alumni, Mayor, board, and several nonprofits included in appendix b demonstrate a high level of commitment from local stakeholders to the success of our program. In polling its families, the school found that they were 100% favorable of Segue’s addition of a high school model. Many community leaders, especially current and former educators of color, have also expressed their support of the model. This support has been evidenced through active participation in group activities, such as a “lunch and learn” webinar, a public conversation on representation in teaching with representatives from over 30 community organizations, and through individual conversations between Segue and its constituents.

To ensure that the school remains aligned to community needs, Segue Legacy Academy will also establish two design teams which will serve as liaisons to the community and will hold Segue accountable to the promises articulated in this application. It is the goal of Segue to leverage a planning period (‘22-’24) to empower these teams to guide our vision and to help the school ensure that it is ready, from day 1, to serve students in both a rigorous and equitable manner. The table below provides a rough outline of our vision for the community design teams. *This work will be sponsored by a grant from the Catalyze Challenge, a prestigious program of the Walton Family Foundation, New School Venture Fund, and aligned partners.*

| Design Team | Sub-question | Adult | Student/Community |
|--------------------|--|---|--|
| Who? | Who should facilitate design team? | Educator School Design Specialist | Educator Youth Org - Ideal if facilitated in partnership with youth |
| | Who should serve on design team? | Approximately 10 adults representing higher ed, non-profit, K-12, workforce and other systems that interface with the educator pipeline. 2 step process - interest form, group interview or presentations - 3-5 committees of group - Share out to big group & Segue board | Approximately 10 students (grade 8-13). Current Segue 8th grade students, Segue alum, youth interested in education, recent high school graduates from urban core. - 3-5 committees of group - Share out to big group & Segue board |
| What? | What is the schedule/commitment? | Total time commitment: 30 hours Optional: Site visit to aligned model | Total time commitment: 13 hours Optional: Site visit to aligned model |
| | What is the overarching charge of the group? | Develop an equity protocol to be used for continuous improvement. Create the implementation plan for (at least) year 1 of Legacy HS, with a focus on structured community partnerships. If funded: support design and coordination of work - based learning pilots | Develop the portrait of an educator and portrait of a graduate for Legacy HS with a focus on school culture and readiness for the future of work in education. If funded: support design and coordination of work - based learning pilots |
| | What are the activities and deliverables? | <ul style="list-style-type: none"> ● Portrait of an Educator ● Creating a path forward for | <ul style="list-style-type: none"> ● Portrait of a Graduate ● Defining the values, activities and |

| | | | |
|--|--|---|---|
| | | <ul style="list-style-type: none"> partnerships. ● building out pathway design. ● Evaluating program from DEI lens ● Crafting framework for role of the Legacy Advisory Board ● Protocol for evaluating partnerships ● How to integrate SEL & Cultural competence ● Final report ● Develop vision for summit. | <ul style="list-style-type: none"> offerings that will support Legacy to be student-centered and culturally responsive ● Crafting student role membership on the Legacy Advisory Board ● School culture ● Activities? ● Final report out/ written report ● Develop vision for summit. |
|--|--|---|---|

The expansion of Segue to include Legacy Academy will explicitly serve 400 students each year (at scale). It is expected that over 90% of these students will come from low income and/or educationally disadvantaged backgrounds and that these students would have likely been enrolled in a significantly underperforming school had they not chosen to attend Legacy. All students will graduate Legacy with tangible credentials, such as a Teacher’s Assistant certification (ParaPro completion), college credits and paid workforce experience. The school will also expose all its students to educator practice as a means of social justice. While not all students enrolled may choose to become classroom teachers, they will all be prepared to enroll into the post-secondary programs of their choice. They will also be prepared to serve as life-long learners and leaders within their community, who value education and community development as tools for systemic change.

Once Legacy has opened its doors, it will also retain an advisory board which is built out of members from the initial design teams. This board will not be the voting governing board of Segue Institute for Learning but will provide strategic guidance, coaching and questioning to the Legacy community to advance the school's mission. This board will also serve as a connector between Legacy Academy and other educator prep focused initiatives in Rhode Island, as our goal is not to be the only solution to these challenges but instead to spark and/or forward values-aligned programs statewide

8. Educational Program (Expansion Proposal)

Segue Institute for Learning prides itself on operating as a learning organization that structures and develops itself in a way in which all members can continually learn from experience, from each other, and from the world around them, so that they can solve problems and improve on a continuous basis (Hargreaves, 2005). This way of being is a part of the school's daily practices and culture allowing it to continuously reflect, learn and grow to maximize student achievement. In preparing for Segue's Legacy expansion application it was essential that the team identified its non-negotiables and essential programmatic elements necessary to sustain a culture of high expectations while recognizing the need to create new opportunities for further growth, learning, and partnerships afforded by the secondary expansion.

Our priority in our educational program planning is to ensure that we continue to have accountability systems and tools in place so that all students have the opportunity and skills they need to be "at promise" in the classroom, in college and career, and in life. To this extent, the RI State Accountability System's star rating system, the RI Performance Framework for Charter Public Schools, and qualitative feedback from our students and families, will continue to be the tools that we use to assess our success. While there continue to be areas for improvement, our track record demonstrates our efforts to provide a quality education system for the students we serve. Our three-star school rating score indicates that Segue is meeting state performance expectations with no significant gaps across student subgroups, demonstrating the school's unique ability to have high expectations and systems in place to support all learners. Our high school expansion model will continue to be grounded in accountability metrics identified for student success. Our

culture of continuous improvement will permeate into the high school environment as we implement new assessment tools (PSAT/SAT's) and regulations to our secondary model.

In addition to creating a promising model that graduates students with the skills they need for postsecondary success, we eagerly embrace the opportunity to develop a pipeline of diverse educational champions ready to dismantle inequities and redesign the education system. We recognize the need to develop more education-related pathway opportunities in the state as a strategy to raise awareness and create intentional partnerships that prepare students to enter careers in the education field. Legacy's model is action-driven, collaborative in nature, and the first of its kind, within the state, to answer the call to create a long-term and sustainable model to support recruitment efforts, diversity, and retention strategies in education

Guiding Principles

Our guiding principles are the foundation of school-specific practices and beliefs that have enabled Segue to sustain high academic achievement. These guiding principles are shaped by our mission to foster a community where students take ownership of their learning. Our high school expansion seeks to build on the existing guiding principles with an additional principle that promotes education as an act of social justice. Below is an outline and brief overview of our existing (and new) guiding principles with a brief overview of how we plan to adapt to our high school model.

- **Promote Educator Practice as an Act of Social Justice** - This principle is a unique addition to our expansion efforts. We understand that to increase students' awareness of opportunities in the educational profession we must ground our work in addressing educational inequities and ensure that students are equipped with the tools to work towards a more just world.

- **Exemplary Teaching and Collaboration:** Our high school model will serve as a pillar for exemplary teaching, collaboration, and learning. We understand that to create the next generation of educational leaders that the teachers and staff must serve as models for the type of collaboration, authentic learning and positive learning environments that must occur to continue to excite our future educators. Therefore, this guiding principle will serve as the crux for how we build professional learning communities and create opportunities for cross-school collaboration between teachers and students.
- **Rigorous Curriculum and Mastery Learning:** All students have a right to access high-quality curriculum that prepares them for a future of success. This guiding principle will continue to be elevated as we work collaboratively with our teaching and learning leadership team, Rhode Island Department of Education, and local higher education partners to adopt secondary-level curricular materials that empower students to develop the critical thinking and advocacy skills necessary to serve as independent learners and educational leaders.
- **Ongoing Assessment to Monitor Progress and Teach on the Edge of Student Learning:** Data-driven decision making and instruction is a process we will continue to elevate as we assess and monitor our progress in meeting the needs of our learners. This principle will continue to hold us accountable to being a learning organization that strives for continuous improvement. We will continue to use our professional learning community model as a way to work collaboratively and proactively to achieve better results for our students. Conducting deep dives on student academic performance and using new secondary indicators like the on-track

for graduation, and early-warning tool will allow us to develop a comprehensive model that spans from K-8 with specific emphasis on the transition between middle and high school.

- **Focus on the Whole Child:** Segue is a full-service community school that uses a wrap-around service model to provide comprehensive academic, social, and emotional development, and health services for students, student's family members, and community members. We understand the importance of humanizing the learning process by focusing on the full needs of each learner. We look forward to expanding our approach as these services are equally important in secondary education where students become young adults and are expected to make decisions about their future. While the primary focus of our school will be to support students interested in becoming educators, we will invest in the individual needs of each student to provide guidance, support, and the post-secondary planning tools needed to make informed college and career decisions.
- **Family Involvement & Empowerment:** We will continue to invest in our families and are excited about including families in every design aspect of our expansion efforts. We understand that authentic engagement indicators and measures must be equitable, inclusive, connected to decision-making, and connected to change (Everyday Democracy, 2019) therefore we implement this approach in all that we do. We also recognize that our model has the potential to engage parents in new ways of supporting their educational journey. We look forward to sharing and working with parents so they too can explore career opportunities in the education field.

Curriculum & Coursework

Segue's Legacy expansion model seeks to develop an innovative high school where students graduate with the skills, training, and relevant credentials necessary to excel in the teaching and education profession. Our learning experience will prepare urban students for a rigorous high school curriculum, early college classes, and exposure to the teaching profession while creating a unique space for intentional collaboration amongst community stakeholders, higher education, staff, and families, all of whom will work together to foster a supportive environment for student success. While we are in the early stages of implementation planning, our academic framework outlines our collaborative approach to identifying the types of courses, learning opportunities, and personalized support we aim to develop. These courses encourage deeper learning competencies that will enable students to recognize their role in creating an educational system of equity and justice for all students in their communities. The framework catalogs courses and learning experiences into foundational courses, dual and concurrent enrollment courses, educator preparation courses, and work-based learning opportunities.

Foundational Courses are core courses and electives that are sequential and will advance student cognitive skills while also building on student's strengths and assets. These courses are intended to not only meet the graduation requirement, but allow for students to graduate with distinction and eligibility for industry credentials and RIDE's Council Designations to include: earning Commissioner's Seal Council Designation, earning Seal of Biliteracy Council Designation, and/or earning Pathway Endorsement Council Designation. For example, our world language course offerings will include Spanish, Portuguese, and Creole, to represent the current demographic of our communities while also preparing scholars for teaching multilingual learners. A comprehensive world language curriculum will allow students to acquire linguistic and cultural

proficiency preparing them for the requirements to earn the Seal of Biliteracy Council Designation as well as preparation for classroom and education-related professions.

Alignment and collaboration with our higher education partners is a critical component of our model. We strive to deepen student level of awareness and interest in the education field while preparing students to have a smooth transition into college. This requires early exposure to dual and concurrent enrollment courses as well as offering educator prep readiness courses that prepare scholars to be proficient in college entrance assessments such as PSAT/SATs and teaching-related assessments such as the Praxis exam. We have begun the process of mapping out dual/concurrent course offerings that are aligned to our vision and look forward to continuing to work with our college partners to create a direct pathway with scholarship opportunities for students entering the teaching field. Additionally, we have included introductory courses from the Educators Rising curriculum as we feel the content is aligned to our needs and appreciate the flexibility it offers to support our vision.

Lastly, we recognize the importance of providing quality work-based learning opportunities so students can develop and apply academic, technical, and essential skills that contribute to the achievement of their post-secondary and employment goals. (PrepareRI, 2021) For this reason, we have incorporated work-based learning courses into our academic framework. These courses will provide students the opportunity to develop critical competencies in a traditional class setting while allowing students to apply their learning in a variety of real-world educational settings. For example, in the Freshman Seminar class, students will have an opportunity to explore their individual strengths as they learn more broadly about careers in the education field while simultaneously participating in a service-learning project that encourage partnerships between our K-8 teachers and students. We imagine creating real-world service-

learning opportunities as high school students get a chance to tutor, and mentor students in our elementary and middle school programs with the support of the teachers from both campuses. Each year our courses and work-based learning experiences will advance to give students the full spectrum of applied learning experiences.

We recognize that our model and expectations will require additional hours and support outside of the traditional school day. Like to our K-8 goal of having students participate in quality out-of-school-time programs we will continue to emphasize this at the secondary level. Course offerings, tutoring, and personalized learning supports will be extended into the after-school program to create continuity and alignment between our in-school and out-of-school programs. We are excited by the possibilities and look forward to continued collaboration to further inform our curriculum, courses, and learning experiences that will support a new wave of leaders ready to transform the education system.

Legacy High School Academic Framework

Course Alignment to RIDE Readiness-Based Graduation Requirements

We are in favor of the proposed recommendations to the K-12 Council on Education in reimaging high school. Our course outline represents ways in which we plan to incorporate recommendations into our model to ensure that students have a unique, mission-aligned, human-centered learning experience that promotes deeper learning.

| | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|--|---|---|---|---|
| <i>Advisory</i> | | | | |
| Foundational Courses (Core & Electives) | Core Offerings English 1 Algebra 1 Biology Social Studies Foreign Language Educator practice & social justice focused Electives | Core Offerings English 2 Geometry Chemistry Foreign Language Educator practice & social justice focused Electives AP/Honor Course Offerings: *AP English Language Composition | Core Offerings English 3 Algebra II Physics Foreign Language Educator practice & social justice focused Electives AP/Honor Course Offerings: *AP English Literature & Composition | Core Offerings English 4- Creative Writing Pre-Calculus/ Statistics Science Elective (tied to science of learning) Foreign Language Educator practice & social justice focused Electives AP/Honor Course Offerings: *AP Calculus BC |
| Dual & Concurrent Enrollment Courses | N/A *Emphasis on Readiness Courses | | Dual Enrollment Coursework Introduction to Educational Psychology | Dual Enrollment Coursework |
| Educator Prep Readiness Courses | Introduction to Teaching | Education for Social Justice | Arts Education | Praxis Test Prep Educators Rising |
| Work-Based Learning Opportunities (Course + Experience) | Freshman Seminar Course + Service Learning | Moving with Purpose: Strategic Planning 101 + Industry Project | Preparation for life after high school + Apprenticeships (Student Teaching Practicum) | Execution & Success Planning + Internships Placements (i.e. continued student teaching, school board/operations, youth development organizations) |
| Teacher Office Hours *(one on one time with teachers and instructional staff. These hours can happen at the end of the day as well as during lunch periods and Power Hours intervention blocks). | | | | |

Although the specifics of all core course titles have not yet been assigned, we will work to ensure that curriculum is both rigorous and relevant. For example, we expect our history coursework to include a focus on ethnic studies and civics and to include courses such as Black History & Heritage Law and/or Asian American History. We also expect to integrate financial literacy into our mathematics curriculum and to integrate an exploration of educational technology for teaching and learning into computer science coursework.

While we have outlined the types of courses, learning experiences, partnerships, and potential curriculum vendors that will support our model for academic excellence, further engagement and exploration is required. Similar to the decision-making and rollout process of our K-8 instructional model, Segue plans to implement evidence-based practices aligned to high-quality curriculum and standards-based grading to ensure we have a robust and rigorous academic program that is inclusive and flexible. We plan to hire a Director of Academics who will support the leadership team to manage the development, evaluation, and refinement of the curriculum over time. Our Director of Academics, with the support of our instructional coaches and leadership team, will have opportunities to engage staff, community experts, and administrators in the decision-making process. Additionally, we value the input and support from educational experts and consultants who have demonstrated their commitment and willingness to serve as advisors and continued thought partners in our efforts. They too will be an integral part of the information gathering and decision-making process. This collaborative approach will ensure that we have invested time in continued research while making sure decisions are made with the input of all stakeholders.

Learning Environment and Pedagogy

Segue has created an all-inclusive and research-based K-8 instructional model that is supportive of all learners. Our workshop model is structured to scaffold instruction while creating gradual release opportunities to support the development of independent learners. Students have opportunities to apply their learning through integrated project-based learning activities. We emphasize mastery of foundational skills and use direct instruction and targeted interventions to ensure that all students have access to a rigorous and appropriate academic program. We prioritize data-driven instruction and create professional learning communities amongst staff and coaches to ensure that students' academic, and social-emotional needs are being met. We plan to continue to implement and build on these strategies with an emphasis on best practices that support high school students to be college and career-ready education champions.

Our K-8 model sets the foundation and develops the readiness skills necessary for students to transition (with access to continued scaffolding and instructional support services) to a learning environment grounded in deeper learning competencies. These competencies include:

- **Learning that is developmentally grounded and personalized**
- **Learning that is contextualized and honors students' experiences**
- **Learning that is applied and transferred through inquiry-based pedagogy**
- **Learning that promotes collaboration and social learning opportunities**
- **Learning that is equitable and oriented to social justice**

Research conducted by the Learning Policy Institute on best practices for teacher preparation indicate that classrooms in which deeper learning is the goal are ones in which challenging academic content is paired with engaging, experiential, and innovative learning

experiences. Such experiences equip students with the skills and preparation for college, work, civic participation, and lifelong learning in a fast-changing and information-rich world (Learning Policy Institute, 2019). The role of the Legacy teacher will be to serve as the facilitator of instruction as they support students to carry the cognitive load. Targeted support services will continue to be offered and are built into the academic day. These include the continued implementation and expansion of our advisory program as well as teacher office hours that provide all students opportunities to receive individualized attention. The varied learning environments and experiences coupled with the accompanying courses are accessible to all students and will build upon the multiple modalities of student learning. Additionally, data-driven instructional practices and decision-making will continue to be the way in which we assess the learning environment to ensure we continue to build student confidence, academic mindset, and readiness to be future educational change agents.

Specific Populations

Currently, Segue has a strong progress monitoring system in place to consistently assess and intervene to ensure grade-level mastery. Data is used to inform additional instruction and interventions that are necessary for student achievement. We implement a multi-tiered system of support to progress monitor all students at each grade level to ensure we are cognizant of student performance and are proactive in increasing levels of targeted support for those who are struggling. We pride ourselves in being a small environment with the resources and systems in place to pay individualized attention to each student. Our advisory program serves as a Tier-1 support in which all students have access to an advisor and a small supportive learning community. This structured program is a success and has been an effective method for identifying any challenges or additional supports that may be needed for an individual student. In

addition to advisory, all students have access to Tier-2 interventions which include our “Boost Blocks”. These interventions ensure that students develop mastery of foundational skills and when proficiency is achieved students are provided enrichment opportunities to continue to develop their cognitive skills. It is during this block where increased staffing supports are in place to ensure that all students get what they need. For those who may show little to no progress, evaluation services and support are available through the Individual Needs Department. This department primarily works with our special populations to ensure that Tier-3 strategies are embedded and that if applicable, the student’s Individualized Education Program goals and objectives are being met. Segue prides itself on the resources and specialized services in place to ensure that differently-abled students have access to a fully inclusive and least restrictive learning environment.

Similarly, Segue has strong support services in place to ensure that multilingual learners access their assets through integrated content and language instruction, enrichment opportunities, and a whole-child approach to teaching and learning. Our multilingual population represents the diverse Central Falls community in which they are from, therefore the majority of Segue students come from homes where English is not their first language. We continue to ensure that our educators are representative of the students we serve and equipped with the skills needed to provide quality instruction specifically to our multilingual learners. We have a significant amount of bilingual staff and have created an ambitious goal of having all classroom teachers attain an ELL certification. The “Boost Block”/“Power Hour” system of support has also proven to be successful for our multilingual learners who may need additional instruction. Our collaborative and inclusive model has resulted in significant growth for our multilingual learners.

We understand that resources, professional development, and creative scheduling

structures need to be in place to personalize learning experiences for all students. Our high school expansion efforts will continue to prioritize the needs of our special populations to ensure that we create a learning environment that is conducive to all. Most importantly, as a laboratory school model that is focused on developing future educators, we must serve as exemplars for meeting the ever-increasing demand of today's students. We anticipate that many of our high school students will be returning students who have completed our middle school program. The expansion will allow us to continue to provide individualized support based on our prior knowledge and understanding of each and every student. Additionally, this dynamic creates a unique opportunity for our program to place additional emphasis on cognitive learning strategies that support students to take ownership of their learning. As students are taking education-related courses they will begin to understand the technical components of education including instructional strategies that support special populations. Work-based learning opportunities will provide students with the metacognitive skills to begin to better understand themselves as learners. Students will be challenged to apply their learning in multiple settings, whether that is through collaboration with educators in our K-8 program or by outlining their own individual learning styles and the types of support that they need to succeed.

We also anticipate that we will attract new students to our high school that will need additional support to access our program. We will continue to screen, assess, and provide targeted support based on the needs of the students. High school support staff to include guidance counselors, academic coaches, special educators, and academic fellows. This resource team will provide several layers of support for students and lead the school's RTI/MTSS team. Additionally, our model to maximize learning will provide students multiple opportunities both during and after the school day to receive supports which include tutoring, small group

intervention, and re-teach, re-do practices. Our strategic partnerships with local colleges and community partners will also support our ability to identify students who need additional scaffolds while building out our capacity to support student success.

Assessment System

Data-informed decision-making is a critical aspect of our professional culture. We use both formative and summative assessments to track students' growth and areas of need as well as to inform our teaching practices. We progress monitor regularly and have established systems that support teacher collaboration, personalized learning, and student understanding and mastery of foundational skills and grade level expectations. We utilize formative assessments that are aligned with our curriculum and developed by our instructional leadership team and our classroom teachers. We also leverage several other assessments throughout the year (beginning of the year, mid-year, and end-of-year) for universal screening and evaluative purposes. Assessments used at Segue include the following:

- STAR (Renaissance Learning):
- RICAS
- ACCESS
- WIDA-APT
- RI Next Generation Science Assessment
- Formative & Summative Assessments in the following core areas:
Phonics/Phonemic Awareness; Word Knowledge; Decoding Accuracy;
Comprehension; Independent Reading Level; Written Language; Numbers and
Operations

The expansion to the high school level will require additional comprehensive assessment systems to ensure that students graduate ready for college and career. At Legacy, we plan to begin assessing students in the Preliminary SATs in grades 9 and then the PSAT10 in grade 10. These initial scores will serve as a personalized learning plan for students as well as initial benchmarks that allow us to monitor progress and scaffold instruction. In grade 11 students will be assessed in the Scholastic Achievement Test (SAT).

Our vision to prepare students to serve as educational change agents will require an additional level of preparation. We want students to graduate with industry-recognized credentials, therefore the ParaPro assessment for teacher assistant certification will be an additional assessment tool that will support students' personalized plans as they prepare for higher education. Access to advanced placement assessments will also be available for students choosing to take honor courses. We also recognize the need for multilingual learners in our state and throughout the nation, therefore we will ensure that students are eligible for the Seal of Biliteracy and have access to English and World Language assessments from the RIDE-approved assessment list.

In addition to the academically aligned assessments listed above, Legacy will seek to assess students in the completion of their FASFA forms. We will utilize the state's FASFA Dashboard and look forward to the friendly competition that will motivate both families and students as they prepare for post-secondary success.

Promotion and Graduation Policy

Creating the conditions that foster student success in life after high school has never been more important. While we are still in the developing stage of building out our high school model, we continue to prioritize the need to prepare students to live an economically self-sufficient life and to deal with the increasingly complex social, political, and cultural issues they will face. We want to ensure that students are equipped with the core skills, tools, and credentials necessary to pursue a career in education. Therefore, we will adhere to RIDE's high school graduation requirements while factoring in the proposed recommendations to the K-12 Council on Education in reimagining high school. Additional work will be done to revisit our current grading policy, grade promotion, and retention policies to ensure we gather stakeholder feedback and follow state requirements. The chart on the following page represents an early stage visual of how we plan to meet and exceed the current graduation expectations.

Legacy High School Graduation Requirements

| RI High School Graduation Requirements 20 credits | | Legacy High School Graduation Requirements | |
|---|-----------|---|-------------|
| | Credits | | Credits |
| English Language Arts | 4 | English Language Arts | 4 |
| Math | 4 | Math | 4 |
| Science | 3 | Science | 3 |
| Social Studies | 3 | Social Studies | 3 |
| Additional Courses to include: PE, Health, Arts, Technology, Foreign Language | 6 | Foreign Language (minimum of 2 of the same language) | 2 |
| | | Education Related Courses (Introduction to Teaching (.5) Education for Social Justice (.5) Arts Education (.5) Educational Psychology (.5) | 2 |
| | | Work-Based Learning (Course & Field Work) Service Learning (.5) Industry Project (.5) Apprenticeship (.5) Internship (.5) | 2 |
| | | Physical Education | 1 |
| | | Health | .5 |
| Completion of one performance-based diploma assessment (Graduation portfolio, Student Exhibitions, Senior Project and./or a Capstone project. | N/A | <ul style="list-style-type: none"> • Senior Portfolio • ParaPro Certification • Completion of a Praxis Preparation Course • Completion/Submission of a college application • Completion of the FAFSA application | N/A |
| Total Credits | 20 | Total Credits | 21.5 |

School Culture

Research shows that strong school culture has a positive effect on student achievement. When students feel that school is a place that is safe and supportive they want to do better. This is why at Segue we are very intentional in the way in which we foster and maintain a healthy school culture. Over the past several years, Segue has reframed its disciplinary system to be fully restorative, rendering suspensions nearly obsolete (and therefore increasing the amount of time students are spent in class, and on task). The following are the practices and systems that we have established that have proven to be successful for our students.

- **Positive Behavior Interventions & Support (PBIS)**
 - Evidence-based prevention and intervention practices that we embedded in our school culture
- **Segue R.E.A.C.H. Values**
 - Respect
 - Enthusiasm
 - Achievement
 - Citizenship
 - Hard work
- **School-Wide Behavioral Expectations**
 - We have established clear rules & expectations in all areas of our K-8 schools and will implement a similar system at Legacy High School
- **Restorative Practices**
 - Our reflective approach to foster a culture of communication to resolve conflict
- **Elevating Student Voice**
 - Student Government
 - Clubs

While there will be no significant changes to our current systems and expectations, we plan to reassess and adjust as needed to ensure we meet the needs of our high school students. We recognize developmental differences and want to create an environment that gives our oldest students opportunities to exhibit independence while ensuring our expectations are clear and consistent.

This environment begins with cultivating relationships where students feel a sense of belonging and connection to the adults in the community. We have intentionally embedded courses like advisory and office hours in our schedule to allow students to strengthen their relationships with staff. Additionally, our courses are designed for students to demonstrate a level of autonomy as they interact with the internal and external community through fieldwork and partnerships between the K-8 teachers. In our high school, we want to elevate student voice and choice as we prepare the next generation of school leaders and advocates, therefore, student government and other civic-learning experiences are embedded in our model.

We also recognize the role that teachers play within our model and believe that a strong school culture also focuses on the well-being of our teachers. For students to feel inspired to become future educators, they must have strong role models who practice joy, reflection, and self-care. Our model will consider the retention and investments necessary to create a strong school culture for both our students and our teachers. We are excited by the many possibilities.

9. Organizational Capacity (Expansion Proposals)

Segue has demonstrated strong organizational capacity throughout its tenure. The founders of the program remain at the organization's helm and will take the lead in ensuring that strong leadership is continued. In alignment with the spirit of Legacy High School, Segue also provides strong "bench-building" opportunities for its staff, which has allowed many existing school teachers to express interest in stepping into leadership roles at Legacy.

The Executive Director of Segue, Angelo Garcia, will continue in this role as Segue moves into the next phase of its operation. Under Mr. Garcia's leadership, Segue was recently granted a reconfiguration and an expansion from the Rhode Island Department of Education which placed the school on a track to serve students from grades K-8 (having initially been founded solely as a middle school). Central Falls has been home to Mr. Garcia since his youth and he is regarded by the city's residents as a truly authentic community leader. Prior to founding Segue in 2009, he served for twelve years as the Executive Director of Channel One, a community center serving Central Falls residents. Mr. Garcia currently serves as the President of the Board of Directors of the Rhode Island League of Charter Schools and is often the go-to person for guidance on the development of models of support for Rhode Island's most vulnerable youth populations. Examples of his leadership include serving as a member of the Rhode Island Department of Education's LEAP taskforce and Educators of Color working group. In addition to his wealth of practical experience, Mr. Garcia also holds a Masters of Education Leadership from Cambridge College.

There will not be any significant changes to the staffing plan for the K-8 model. However, the high school leadership and staffing plan will evolve over time, with several of the current K-8 support positions serving grades K-12, as well as a few new positions to support the

high school. The largest staffing changes, in addition to the teaching body, will be the addition of a high school principal, investments in staff that support college and career readiness, and the eventual addition of a second Academic Director to specifically support the high school. A full trajectory for these changes can be found in appendix c (our staffing plans) and are reflected in the organizational budget. As part of its ongoing design process, Segue will explore its recruitment, hiring and retention policies to ensure that they are mission-aligned, equitable and reflective of the school's values.

The school will not be making any changes to its board of directors through this process. However, the school will be adding a non-voting advisory committee that has content expertise in teaching and learning. This group will serve as a public accountability body for the program and as ambassadors for the school to the education community. It is expected that Segue's board will also use this group as a pipeline for a proportion of future members. Lastly, through the design process, Segue will identify the role that high school students will play in its board (whether formal or informal). Any changes that occur to bring greater student voice to the table will be elevated to the RI Department of Education and formally amended within the school's governing bylaws.

Lastly, Segue places a high value on parent and family engagement. In fact, at the elementary and middle levels, all parents are expected to volunteer at the school annually. Although parent involvement wains as scholars grow, the work that parents will need to do is more focused on school/college planning, financial strategies for paying as well as seeking out support and assistance. Segue will expect parents to continue to do 10 hours of service a year regardless of student age. Segue will also continue to engage parents in support programs

and activities offered through the Family Engagement Center (FEC) for their benefit.

10. Facilities

Segue will continue to maintain its K-8 operations at 325 Cowden St. in Central Falls.

Through a generous gift from Senator Whitehouse, the school has also recently created a family/community engagement center which houses its administration, a food pantry, technology department and other operational resources. However, the program's current facility is not large enough to sufficiently house Legacy High School. For this reason, Segue has worked to identify a new location that can be transformed for this space.

Our school is delighted to share that it has identified a large converted factory space on Rand St., in the middle of Central Falls, as a highly likely prospect for its high school location. This location is ideal as it is close to public transportation, is ADA compliant, has a clean environmental background and boasts over 50,000sqft. The owner of this facility currently occupies the space, along with one tenant. Segue is currently negotiating terms with the owner to hold the facility until the approval of Legacy High School, upon which time it will sell the site to Segue. Documentation related to the new facility is included in appendix e. Segue will work to ensure that all due diligence is completed to secure this (or an aligned site) that is a safe and viable for learning. The included 5-year budget reflects the acquisition costs for a building and associated renovations.

11. Operations

School operations for Segue's K-8 program will not change as a result of the expansion. However, an important operational change due to Legacy is the school's need to invest in student transportation. Due to the size of Central Falls, all Segue students have always walked to school or have been transported by a parent or guardian. However, as Legacy will welcome students from Pawtucket, Providence and Woonsocket, the school will ensure that all students are provided with RipTiks (passes for the state's public bus system) to access the school. Cooperation with this system will be an important factor in the selection of a high school facility as well as the school's annual budget.

12. Finance and Budget

Please find the budget attached as appendix d.

Budget Overview:

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|------------------------|--------------|--------------|--------------|---------------|---------------|
| Total Projected Budget | 6,498,330.19 | 8,021,835.50 | 9,645,340.81 | 11,293,846.12 | 12,942,351.44 |

The chart above outlines our proposed, overall, expenditure plan for five years, starting with the year 1 (2023-2024 school year).

Income:

As per all Charter Schools, Segue's expected revenue is primarily driven by the number of students which it serves and the coordinating state and local shares of each's per pupil expenditure. For the first time, Segue will accept students from multiple sending districts and therefore receive a variable allocation per student.

We also expect federal formula funds for specific populations. Occasionally Segue additionally receive restricted grants for specific purposes, such as its food pantry. As these funds fluctuate significantly per year, they have not been included in these projections. As the Charter School Partnership Grant may not be available we have included only \$100,000 in our total budget (as compared to \$800,000 for our last expansion). Should CSP not be made available, Segue commits to raising these additional funds through private philanthropy.

| Year | FY24 | FY25 | FY26 | FY27 | FY28 |
|----------------------------|--------------|--------------|--------------|--------------|---------------|
| Expected Local Aid Revenue | 982,440.00 | 1,281,100.00 | 1,579,760.00 | 1,878,420.00 | 2,177,080.00 |
| Expected State Aid Revenue | 5,065,890.19 | 6,365,735.50 | 7,665,580.81 | 8,965,426.12 | 10,265,271.44 |

Expenditures:

School Management

Within this category, Segue has allotted funds to cover the salaries of 3 school principals and 5 of support staff once at scale. The school have additionally budgeted a small amount of funds in each year for materials for the school's front office; these funds will cover office supplies, copy machine maintenance and supplies, etc. The breakdown of the funds year over year is as follows:

| School Management | Year 1 (planning) | Year 2 (Legacy Year 1) | Year 3 | Year 4 | Year 5 (Legacy at Scale) |
|-------------------|-------------------|------------------------|-----------|-----------|--------------------------|
| | \$268,000 | \$438,000 | \$533,000 | \$551,000 | \$571,000 |

Program/Operations Management

Within this category, Segue has allotted funds to cover the salaries of its Executive Director, Director of Finance and Operations and Director of Technology, Finance Office Support Staff and Technology Specialist. This category also includes funding for legal and business operations and Information & Technology. Within the IT category Segue intends to cover the cost of its SIS system and any related systems. Segue will also reserve \$5,000 each year for its School Board which includes meeting supplies and printing supplies. The breakdown of the funds year over year is as follows:

| Program/Operations Management | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------------|-----------|--------------|--------------|----------------|----------------|
| | \$822,722 | \$903,885.16 | \$987,061.71 | \$1,025,783.57 | \$1,070,067.07 |

Instruction

Within this category, Segue has allotted funds to cover Teacher Salaries, Paraprofessional Salaries, Pupil Use Technology and Instructional Supplies. Each year, these funds increase to best support our growing student population. Each student will have a chrome book assigned to them. The breakdown of the funds year over year is as follows:

| Instruction | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------|------------|--------------|--------------|--------------|--------------|
| | 2,352,845. | 2,932,793.95 | 3,704,177.77 | 4,522,503.10 | 5,649,628.19 |

Instructional Support

Within this category Segue has allotted funds to cover pupil support salaries: Family Engagement team which includes Social Workers, Behavior Specialists, Nurse, Student Opportunities Coordinator and Alumni Coordinator, Family Engagement Coordinator are all part of our student supports. Also included are Segue’s Academic Intervention teachers. Program Management, Guidance and Counseling, Library and Media, Extracurricular, Student Services, Student Health Services, Academic Interventions, and staff development. The breakdown of the funds year over year is as follows:

| Instructional Support | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----------------------|-----------|-------------|-------------|-------------|----------------|
| | \$965,000 | \$1,076,200 | \$1,199,260 | \$1,249,223 | \$1,344,684.15 |

Operations

Within this category Segue has allotted funds to cover facilities maintenance, transportation, food services, safety, building upkeep, maintenance contracts and utilities. Segue is fortunate to currently not have any leases, or debt services. However, funds have been reserved for this purpose for the new building for Legacy High School. The breakdown of the funds year over year is as follows:

| Operations | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|------------|-----------|-----------|--------------|----------------|----------------|
| | \$752,000 | \$807,250 | \$994,164.38 | \$1,239,706.38 | \$1,281,307.62 |

Other Obligations

Within this category Segue has allotted funds to cover fringe, including mandatory taxes, state teacher pension, simple IRA, medical, dental, life and vision insurance. In accordance with Segue's staffing plan, fringe is expected to increase during each year of school growth. The breakdown of the funds year over year is as follows:

| Other Obligations | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------|-------------|----------------|----------------|----------------|----------------|
| | \$1,183,000 | \$1,822,000.19 | \$2,172,676.94 | \$2,489,915.61 | \$2,934,664.39 |

Community Services

Generally, community services are fundraised for and budgeted for separately, as the availability of grants for these purposes fluctuates by year. However, in an effort to demonstrate our commitment to this area, we have reserved \$5,000 per year of our general operating expenses for this purpose in our projections.

Budgeted Contingencies

We have budgeted contingencies to be ready for any unexpected situations that may develop. These funds do not yet have a reserved purpose.

13. Schedule and Calendar

Not applicable to expansion applications.

14. Startup Timeline

Not applicable to expansion applications.

15. Variances

The school does not wish to be granted any variances at this time.

16. CSP Intent to Apply

The Segue Institute for Learning enthusiastically submits this letter of intent to apply for Charter School Program subgrant funding. As outlined in our expansion proposal, the mission of Segue is foster a community where students take ownership of their education. The Segue Institute for Learning is a safe and nurturing environment which promotes diversity, encourages individual growth and allows students to view themselves as citizens of change in their homes and community.

Our school serves “At Promise” students from the community of Central Falls, most meeting the federal definition of “educationally disadvantaged”. The proposed expansion would add grades 9-12 to our school, creating the need for secondary-targeted programming, curriculum and supplies as well as the recruitment and training of new faculty and staff.

Should Segue become eligible for these funds, our school would request a planning period of approximately 18 months (the time between preliminary approval and start of the 24-25 school year) and the remaining maximum allowable time for implementation funds (2 years of school operation).

During the (short) planning period, funds will be leveraged for activities that are specific to the launch of our expansion, including: advertisement and student recruitment, teacher recruitment and training and academic program development and early onboarding of administrators.

If additional funds were made available we would intend to use them for supplies and equipment that are appropriately sized for 9-12 learners, technology, curricular planning and resources and professional development service providers. We would extend as many training and curricular resources as possible to our sending districts, in alignment to our expansion goals. As a result of these funds, Segue will be better positioned to meet its expansion goals, including:

1. By the 2024-2025 school year, successfully augment governance structure for Segue
2. Successfully recruit and fill 100 new seats per year, in alignment with proposed growth.
3. Recruit, hire and support high quality educators for all new positions; when possible prioritize candidates with ELL certification and/or who demonstrate strong cultural competence.
4. Extend all family engagement school specific goals to families of students in grades 9-12
5. Successfully plan for, submit and implement a thorough plan for Charter School Partnership Funds (pending preliminary approval) to ease expansion and foster partnership with urban core sending district partners.

This will help us to ensure that Segue is one step closer to ensuring that all youth that attend our school are given the opportunity to excel and to view themselves as “At Promise” learners.

16. Appendices

A. ENROLLMENT TABLE

| School Year | Grade Levels Served | Total Enrollment | School Districts |
|-----------------------|---------------------|------------------|--|
| 2023/24 | K-8 | 360 | Central Falls |
| 2024/25 | K-9 | 460 | ES/MS: Central Falls HS: Central Falls, Providence, Pawtucket, Woonsocket |
| 2025/26 | K-10 | 560 | ES/MS: Central Falls HS: Central Falls, Providence, Pawtucket, Woonsocket |
| 2026/27 | K-11 | 660 | ES/MS: Central Falls HS: Central Falls, Providence, Pawtucket, Woonsocket |
| 2027/28 (At Scale) | K-12 | 760 | ES/MS: Central Falls HS: Central Falls, Providence, Pawtucket, Woonsocket |

B. EVIDENCE OF COMMUNITY SUPPORT



Segue Institute for Learning

Where ALL Students are "AT PROMISE"

325 Cowden Street - Central Falls, RI - 02863

Phone - (401) 721-0964 * Fax - (401) 721-0984 * Website - SegueIFL.org

Angelo Garcia - Founder/Executive Director

September 12, 2022

Dear fellow educational advocates,

I am very proud to write this letter in support of Segue Institute for Learning (Segue) and its proposed Legacy High School.

I have been a member of the Board of Directors— chairing it for the last several years— so I am intimately acquainted with this remarkable organization and its impactful work with children and their families.

From a basic school production function perspective, Segue is a highly efficient and effective organization. Its board of directors comprises a diverse group of professionals, many of whom live and work in Central Falls. Its financials are very strong, enabling the board to extend significant bonuses to staff this past year to remain competitive with the non-charter public school market. It has made major and necessary capital improvements to its buildings in the past two years.

Its leadership team, steered by the incomparably energetic and larger-than-life Mr. Angelo Garcia, is dynamic and infinitely responsive to the needs of students and staff alike. Its staff works incredibly hard— starting the school year with three weeks of professional development the first week of August— and working well into June.

It is no surprise, then, that its RICAS scores last year (after two and a half years of teaching and learning through the pandemic!) showed impressive growth. While the state (RI and MA) saw a drop in both literacy and math proficiency, Segue maintained its proficiency levels, seeing no statistically-significant change in literacy or math.

The real story is our scholars' growth scores! In both literacy and math, our scholars achieved higher average growth percentiles than the state average. Even more impressive, Segue's average growth percentile in literacy was the highest among all schools in the urban core. Another key takeaway from this data (and all of our previous state testing results) is that the longer students are at Segue, the better their outcomes: 45% of Segue's 8th graders achieved 'High Growth' in literacy, compared to 17% of 8th graders statewide.

Even more significantly, Segue lives its mission as a force for community mobilization. Its support for parents, from the food pantry to its collaboration with social service agencies throughout the Blackstone Valley region to its own on-campus vaccination programs, is unmatched.

We understand that students who come from stable and affirming households are more likely to succeed in the classroom, so we are August 31, 2022 very intentional about providing that material and socio-emotional support to families.

So of course it was Segue that met RIDE's call for proposals when it floated the idea of a career and charter high school devoted to training culturally responsive teachers, and especially BIPOC teachers who represent their communities.

What we are proposing with this school is monumental: a program that is really more of a community of practice, with horizontal leadership in which admin and staff will "hold the space" of creativity, innovation and project management as an incubator for all to learn from each other. It will revolutionize the current goal of much educational practice: in the words of Gloria Ladson-Billings, ". . . fit(ing) students constructed as 'other' by their race, ethnicity, language, or social class into a hierarchical structure that is defined as a meritocracy."

This is an explicitly anti-racist, anti-ableist, and anti-ageist concept which will produce future generations of school workers— teachers but also therapists and maintenance workers and business office professionals— to guide future generations of school children. That will be its Legacy.

The other directors and I are enthusiastically behind this project and we unanimously support the expansion of the school's catchment area to include the urban core of Providence, Pawtucket, and Woonsocket.

We look forward to engaging further with RIDE in this exciting work!

Thank you for your consideration.

In community,



David Ahlborn, Segue Board Chair
Director of Curriculum and Instruction of the Polaris Program at Wheeler School
W.K. Kellogg Foundation Community Leadership Network Fellow

Equal Opportunity Employer

Segue Institute for Learning is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, or call (800) 795-3272 (voice), or (202) 720-6382 (TDD)."

MARIA RIVERA
MAYOR



ZULEYMA GOMEZ
CHIEF OF STAFF

580 BROAD STREET
CENTRAL FALLS, RI 02863

OFFICE: (401) 727-7474

September 8, 2022

Office of Charter Schools
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Re: Support for Segue Institute for Learning's Legacy High School for Education

Dear Office of Charter Schools officials:

I am writing to express my overwhelming support for Segue Institute for Learning's expansion application to include a new and exciting Legacy High School for Education.

As a full-service charter public school option in our city, Segue has been a life-transforming educational choice for so many Central Falls families. The school has been an outstanding community partner to our city, and moreover, a safe and supportive learning community for students.

Along with students from Central Falls, I'm pleased to see their Legacy High School plans include an extension of their amazing school to students from our neighboring cities of Providence, Pawtucket, and Woonsocket who are looking to pursue careers in education. As diverse cities, our students bring important values, culture, languages, and different perspectives to the classroom.

I can't think of a better opportunity to build and support our great local schools than a home-grown school of excellence like Segue helping guide our future generations of educators! Even more important, this will help address our state's overwhelming need for more educators of color. Legacy would help more students learn about education as a construct and how they can be better prepared for college teacher readiness programs.

Further, Segue/Legacy will offer dual enrollment to institutions of higher education and will expect all graduates to obtain their Rhode Island Teacher Assistant Certificate as part of graduation requirements. This is a promising commitment to the future educational workforce that is desperately needed in our state. Students should feel inspired to enter into a career as they approach higher education and the workforce, and I'm thrilled to see the Segue community recognize this important opportunity to address a need that's mutually beneficial for students and our state's future.

I urge you to support Segue's expansion plans for Legacy High School! This expanded school will have a great impact on our residents and the future of our city and state. Thank you for your consideration.

Sincerely,

Maria Rivera
Mayor

Equity Institute
225 Dyer Street
Providence, RI 02903
www.theequityinstitute.org



September 7, 2022

To whomever it may concern:

I am writing to offer my support for the development and creation of Legacy High School. I believe that this school will provide an important educational option for students in the community, and I am eager to see it become a reality.

Legacy High School will fill an important need in the community by offering a college-prep education that is tailored to the unique needs of students with diverse backgrounds and lived experiences. I believe that this school will help expand opportunities for students to succeed. My organization is committed to ensuring that it has the resources it needs to be successful.

I am confident that Legacy High School will be a valuable addition to the community, and I look forward to seeing it thrive. Please feel free to contact me by email at choward@theequityinstitute.org or by phone at (401) 400-1755 if you have any questions.

Sincerely,

A handwritten signature in black ink that reads 'Carlon Howard'.

Carlon Howard
Chief Impact Officer
Equity Institute



September 10, 2022

Rhode Island Department of Education
Charter School Office
255 Westminster Street
Providence, RI 02903

Dear Members of the Rhode Island Department of Education,

I am excited to send this letter of support for Segue's expansion application to include Legacy High School. There is a need within the state to develop more opportunities and pathways to diversify the teacher workforce. I am thrilled that Segue has come to the table to design a high school model that is supportive of both the needs of our students and the needs of our community.

Segue has a strong reputation as a full-service community school and continues to demonstrate its commitment to educational excellence. The school has a solid foundation, infrastructure, and values that promote equity, empowerment, and community investment. It has the right ingredients for expansion with a laser-sharp mission to support aspiring educators.

The overwhelming support for Segue's Legacy expansion demonstrates the level of invested stakeholders that the school will have to design an innovative and relevant learning experience for students from the urban core.

I am in full support of the expansion efforts to create Legacy High School and look forward to continued ways to collaborate. If you have any further questions, please feel free to contact me at 401-702-2075 or simona@freedomdreams.info.

Sincerely,

Simona Simpson-Thomas
CEO & Founder
Freedom Dreams LLC

To Whom it May Concern,

My name is Mariela Flores, and I am proud alumni of Segue Institute for Learning. I graduated Segue when I was fourteen years old in 2015. I am writing this letter to you in support of Segue's petition for expansion. Since graduating Segue, I have attended the Jacqueline M. Walsh school for Performing and Visual Arts and am now a senior at Providence College.

I was twelve years old when I started Segue. My maroon cardigan fit big around my small shoulders, leaving "room for growth," my mother would say. Unsurprisingly, I did a lot of growing during my time at Segue. I had always been a good student, but before Segue I had earned good grades because it would make my parents smile after a long day at work, and it was the "right thing to do." At Segue, I fell in love with learning. I felt challenged every single day to think for myself in all my classes and this was especially apparent in my English classes. My love for reading and writing was fortified by my teachers in different ways. In 6th grade Mr. Montoya provided us the creative space in his "Hot Seat" assignment where students would embody the characters of the books we read and answer questions as the characters. In 7th grade Ms. Kim allowed her students to be the authors of their own story, helping us create a map of our lives. In 8th grade Ms. Dincher encouraged her students to write creatively and it was in her class where I shared my first poem titled, "Pretty Little Women." All these moments shaped me into the student and writer I am today. At Providence College my poems and short stories have won writing contests, I have been inducted into lucrative honor societies, and I have had dinner with award-winning poets. None of my accomplishments could have been possible had I not had adults like my teachers at Segue who encouraged me to pursue my passions without fear.

Segue Institute for Learning has not only done so much for me, but for countless students and families who have walked through the hallways. Segue opened its doors to Central

Falls families in 2009, supporting scholars with academic growth and with their future high school trajectory. For a long time Segue has helped students find the right high school for them, and now Segue hopes to make high school the next step in their expansion. The proposed Legacy High School would be an extension of Segue, recruiting students from Central Falls, Providence, Pawtucket, and Woonsocket. What makes Segue's vision for a high school unique is Legacy High School's mission to increase the presence of students of color in the deliverance of education throughout the state. I am a woman of color, and growing up the teachers who have stuck with me have been those who I see myself reflected in. The impact of more people of color in education would be immeasurable.

I mentioned previously that I am a first-generation student, and for many first-generation students it is difficult to imagine a future your parents have not lived. Segue's Legacy High School would give BIPOC students the opportunity to dream big and to dream focused with its dual enrollment to institution of high education. Legacy High School would expect its graduates to obtain their RI Teaching Assistant Certificate as part of the graduation requirement. I know that Legacy High School would produce only the finest future educators, because I have been one of the many privileged enough to be educated by an institution like Segue.

I loved my time at Segue Institute for Learning and even today, at twenty-one-years old I believe three years was not enough. I would not be writing to you if I did not believe Legacy High School is a place that should exist. I am envious of the future generation of students who will get more than three years with this amazing institution. No one values education more than Segue Institute for Learning and it is because of this that I support Segue's expansion.

Best,

Mariela Flores

Lucy Rios
22 Gage Street
Providence, RI 02909

September 6, 2022

Rhode Island Department of Education
255 Westminister Street
Providence, RI 02903

Rhode Island Board of Education:

I urge the Rhode Island Board of Education to approve Segue Institute for Learning's expansion application to include the Legacy High School for Education. I am a founding Board member of Segue. I grew up in Central Falls and worked with young people in the city for many years. While I no longer reside in the One Square Mile, I am still very much connected to the community and have family members and friends who are raising their families there. It is on their behalf and on behalf of families and young people of color living in RI that I make this plea to the Rhode Island Board of Education.

Segue has been a game changer for the community since it was founded in 2009. Segue operates as a full-service community school and supports families and caregivers of its school community so that they, in turn, can support their scholars' success. Segue has been successful in not only supporting scholars with their academic growth, but also with their high school trajectory. As a result, Segue has received many accolades and recognitions including the Whole Child Award by the Rhode Island Association of Supervision and Curriculum Development and the prestigious Milken Educational Award to one of our amazing teachers John Rosenbaum in 2021. Notably, Segue has earned the trust and respect of the residents and families of Central Falls and their peers in education.

Typically, when community agencies, systems or institutions come into the Central Falls community, they are "placing" their ideas, programs and strategies *into* the community instead of developing their ideas *with* the people who live in the community. These same entities often hold a deficit view of the community without considering the community's strengths in their approach or the role that structural racism has played in creating certain community conditions. This is another area in which Segue excels. Segue is a homegrown charter school that is rooted in community and equity, and where all students are at-promise.

The Legacy High School will be an extension of Segue and it will include students from Providence, Pawtucket and Woonsocket along with Central Falls students who are looking to pursue a career in education. One goal of Legacy High School is to increase the presence of students and educators of color in the delivery of education throughout the state. This is desperately needed in a state like RI where there are school districts in which the majority of the students are children of color, however, the faculty are 95% white. The Legacy High School will actively address racial disparities like this one that cause harm to communities of color. It will help students learn about education as a construct and how they can be better prepared for college teacher readiness programs. Segue and its proposed Legacy High

School expansion will offer dual enrollment to institutions of higher education and will expect all graduates to obtain their RI Teacher Assistant Certificate as part of graduation requirements.

The Rhode Island Board of Education has a unique opportunity to significantly impact not only the lives of young people of color living in our state, but the entire Rhode Island community. Voting to approve the creation of the Legacy High School will be one of the boldest steps the Rhode Island Board of Education can take to demonstrate its commitment to equity and addressing racial disparities in education.

I hope you will consider what I have shared in this letter and thank you for your consideration of Segue's proposal.

Sincerely,

A handwritten signature in blue ink that reads "Lucy Rios". The signature is written in a cursive style with a large initial "L" and a stylized "R".

Lucy Rios

Rhode Island September 2nd 2022

To whom it may concern,

My name is Zuhanna Medina, I am reaching out on behalf of the Segue community to request your support in a very exciting venture for us as a school. As you may know, Segue has been open for over 10 years and we are proud to say we have had great success in serving grades K through 8th.

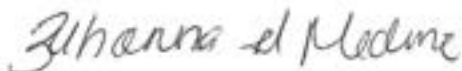
Segue is a home-grown charter school that was founded in 2009. It has been more than successful in not only supporting scholars with their academic growth but also with their high school trajectory. I personally have had my children go to Segue. 1 that has already graduated Segue and continues to get the support she needs and 2 that are currently attending Segue. Segue operates as a full-service community school and supports families and caregivers of our school community so that they, in turn, can support their scholars' success.

I truly believe that having our scholars that are interested in becoming educators be part of this new Legacy High School, provides them the opportunity to navigate through their education in the same caring and familiar environment.

The Legacy High School would be an extension of our amazing school that will also include students from Providence, Pawtucket and Woonsocket along with Central Falls students who are looking to pursue a career in education. Which will benefit the whole state of Rhode Island in the future.

I appreciate your time and hope you take this letter of support into consideration.

Sincerely,



Zuhanna Medina
Family Engagement Committee member
Parent of 3rd and 7th grade student

September 2, 2022

Rhode Island Department of Education
Charter School Office
255 Westminster Street
Providence, RI 02903

Dear Members of the Rhode Island Department of Education,

I am writing to support Segue's expansion application to include Legacy High School. I believe Segue is an exceptional educational institution and will continue to benefit many students.

First, Segue demonstrates equity by providing a high academic rigorous environment with a strong focus on social justice and empowerment of students and families. This will support the many students and families in and around the Central Falls area.

Segue's leadership team has decades of experience operating as a full-service community school by partnering with high-quality organizations and individuals. I have experienced firsthand the passion and drive for execution that this team possesses.

The Legacy High School would be an extension of Segue's effective school, that will serve students from Central Falls, Providence, Pawtucket, and Woonsocket, who are looking to pursue a career in education. For these reasons, I strongly support its expansion. If you have any further questions, please do not hesitate to reach out to me at wendy_wallace@brown.edu.

Sincerely,

Wendy Wallace

Wendy Wallace, MBA, CSM (Certified Scrum Master)
Director of Engagement and Development
[National Student Support Accelerator at Brown University](#)

Chief Operating Officer
[Wallace Consulting, LLC](#)



September 7, 2022

To Whom It May Concern:

I am writing to express my support for the approval of the Segue Institute for Learning's request for expansion to include the Legacy High School for Education. Onward We Learn (formerly the College Crusade of Rhode Island) has a long-standing partnership with Segue, and we believe that the Institute is, and will continue to be, an incredible asset to the Rhode Island education landscape.

Onward We Learn, founded in 1989, is the state's largest and most comprehensive college access and program, supporting over 3,500 middle school, high school, and postsecondary students annually through our federally funded RI GEAR UP program. At the heart of this program are partnerships with the state's urban communities of Providence, Pawtucket, Central Falls, Cranston, Woonsocket, and West Warwick and with 37 middle and high schools in these cities. We are meeting the needs of our families whether students are attending traditional public schools or independent charters.

The attributes that stand out within Segue's application include their proposed geographic expansion to Providence, Pawtucket, and Woonsocket. For years, I have hoped that students beyond Central Falls could benefit from the rigor and community that Segue provides. In addition, I am encouraged by Segue's commitment to dual enrollment offerings for its Legacy students. Onward We Learn knows that when high school students have the time, space, and support to participate in postsecondary coursework they are more likely to graduate from high school and enroll in college.

Leadership matters, and Mr. Garcia's long-standing commitment to put students and families first in unparalleled in our state. I value their work and would be happy to see the Segue Legacy High School for Education to be a choice for the students and parents of these communities.

I am excited to support the expansion of Segue Institute for Learning into the high school arena. I strongly encourage you to act favorably to their request.

Onward,

A digital signature block from DocuSign. It includes the text "DocuSigned by:" above a stylized signature of "Andrew Bramson" in cursive. Below the signature is a long alphanumeric string: "917883CAC9AA488".

Andrew Bramson
President and CEO

Vanessa B. Rosa-Melendez
38 Perry St. Apt 3
Central Falls RI 02864

September 6th, 2022.

To whom it may concern.

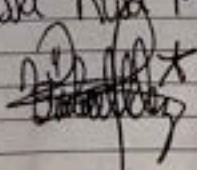
I am the mother of Elijah A. Rosa Melendez,
a student of 1st grade at Segue Learning Institute
I'm writing this letter to support the great idea
of expanding segue family with a High School here
in Central Falls.

I'm so excited for my kids and the rest of families
that belongs to Segue.

A High School for our kids will be a blessing and
our kids will be happy and safe to continue
growing with the amazing Segue Team.

A SEGUE HIGH SCHOOL WILL BE PERFECT. Knowing that
my son will be at SEGUE for the rest of his school
years until he graduated from 12th grade.

Sincerely,

Vanessa Rosa Melendez


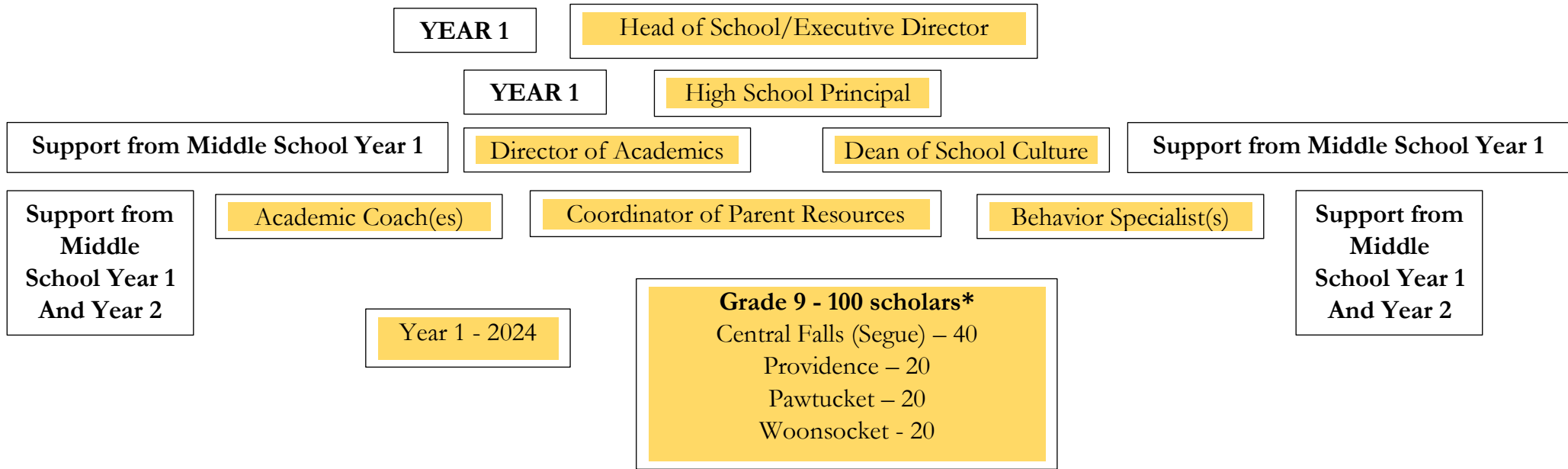
C. ORGANIZATIONAL CHARTS

Segue IFL Organizational Charts

Current through (2023-2024)

| | Executive Leadership | | School Leadership | Academic Support | Instruction | SAFE | Operations | MaGnT | Tech |
|---------------------|----------------------|-----------------------|-----------------------------|---|---|---|--|---|---|
| Board | Executive Director | Director of Academics | Elementary School Principal | 2 Math instructional coaches 2 ELA instructional coaches | K- 2 Teachers, 2 teaching fellows 1 – 2 Teachers 2 – 2 Teachers, 1 teaching fellow 3 – 2 Teachers, 1 teaching fellow 4 – 2 Teachers | SAFE admin. Student opportunities coordinator Alumni Coordinator Family Engagement Coordinator 2 behavior specialists | Finance/Human Resources staffer 2 front office staff 2 building custodians | 1 PE teacher 1 world language teacher 1 art teacher 1 music teacher 1 teaching fellow | 1 Technology specialist 1 Technology support |
| Students & Families | | Director of Finance | Middle School Principal | | 5/6 – 3 Teachers, 1 teaching fellow 7/8 – 3 Teachers, 1 teaching fellow | | | | |

Segue Institute for Learning Legacy High School for Education 2024 (Year 1) Organizational Chart



4 - Content Staff

- English/ELA
- Math/Algebra
- Natural Science
- Humanities/Fundamentals of Educational Equity (e.g.)

1 - Special Educator

1 - Teaching Fellow

1 - Art Teacher

1 - Gym/Health Teacher

1 - World Language Teacher

1 - Music, Theater or Technology Teacher

1 -Guidance Counselor or Student Opportunities Coordinator

1-Nurse

1-Main office support staff



*Annual Enrollment numbers will reflect this pattern.

Segue Institute for Learning Legacy High School for Education 2024 - 2028 Organizational Chart



YEAR 1 Head of School/Executive Director

YEAR 1 High School Principal

YEAR 2 Director of Academics Dean of School Culture **YEAR 2**

YEARS 3/4 Academic Coach(es) Coordinator of Parent Resources Behavior Specialist(s) **YEARS 3/4**

Year 1 2024 Grade 9 100 scholars
 4 - Content Staff
 1 - Special Educator
 1 - Teaching Fellow
 1 - Art teacher
 1 - Gym teacher
 1 - World Language teacher
 1 - Music Teacher
 1-Guidance Counselor or Student Opportunities Coordinator
 1-Nurse
 1-Main office support staff

ADDING

Year 2 2025 Grade 9 & 10 200 scholars
 4 - Content Staff
 1 - Teaching Fellow
 1-Education Specialist/Instructor
 1-Main Office Support Staff
 1-Building Custodian
 1-School Social Worker

ADDING

Year 3 2026 Grade 9-11 300 scholars
 4 - Content Staff
 1 - Special Educator
 1-Art Teacher
 1-Gym Teacher
 1-World Language Teacher
 1-Theater Teacher
 1-Nurse (p/t)
 1-Technology Staff/Instructor
 1-Finance Department Support
 1-Guidance Counselor

ADDING

Year 4 2027 Grade 9-12 400 scholars
 4 - Content Staff
 1 - Teaching Fellow
 1-Education Specialist/Instructor
 1-Field Placement Coordinator
 1-School Social Worker
 1-Building Custodian

AT FULL CAPACITY

Year 5 2028 and beyond Grade 9 -12 400 scholars
 Grade 9 -12 400 scholars
 Grade 9 -12 400 scholars
 Grade 9 -12 400 scholars



D. 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 | FY2024 | | FY2025 | | FY2026 | | FY2027 | | FY2028 | |
|-------------------------|------------|------|------------|------|------------|------|------------|------|------------|------|
| | # | % | # | % | # | % | # | % | # | % |
| CENTRAL FALLS | 360 | 100% | 400 | 87% | 440 | 79% | 480 | 73% | 520 | 68% |
| Providence | | | 20 | 4% | 40 | 7% | 60 | 9% | 80 | 11% |
| Pawtucket | | | 20 | 4% | 40 | 7% | 60 | 9% | 80 | 11% |
| Woonsocket | | | 20 | 4% | 40 | 7% | 60 | 9% | 80 | 11% |
| <i>Total Enrollment</i> | 360 | 100% | 460 | 100% | 560 | 100% | 660 | 100% | 760 | 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 | FY2024 | | FY2025 | | FY2026 | | FY2027 | | FY2028 | |
|-----------------------------|------------|--------|------------|--------|------------|--------|------------|--------|------------|--------|
| | # | FRPL % | # | FRPL % | # | FRPL % | # | FRPL % | # | FRPL % |
| CENTRAL FALLS | 306 | 85% | 340 | 85% | 374 | 85% | 408 | 85% | 442 | 85% |
| Providence | | | 17 | 85% | 34 | 85% | 51 | 85% | 68 | 85% |
| Pawtucket | | | 17 | 85% | 34 | 85% | 51 | 85% | 68 | 85% |
| Woonsocket | | | 17 | 85% | 34 | 85% | 51 | 85% | 68 | 85% |
| <i>Total FRL Enrollment</i> | 306 | 85% | 391 | 85% | 476 | 85% | 561 | 85% | 646 | 85% |

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 | FY2024 | | FY2025 | | FY2026 | | FY2027 | | FY2028 | |
|--------------------------------|--------------|-----------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| | per-pupil \$ | total \$ | per-pupil \$ | total \$ | per-pupil \$ | total \$ | per-pupil \$ | total \$ | per-pupil \$ | total \$ |
| CENTRAL FALLS | \$2,729 | \$982,440 | \$2,729 | \$1,091,600 | \$2,729 | \$1,200,760 | \$2,729 | \$1,309,920 | \$2,729 | \$1,419,080 |
| Providence | \$4,268 | \$0 | \$4,268 | \$85,360 | \$4,268 | \$170,720 | \$4,268 | \$256,080 | \$4,268 | \$341,440 |
| Pawtucket | \$2,829 | \$0 | \$2,829 | \$56,580 | \$2,829 | \$113,160 | \$2,829 | \$169,740 | \$2,829 | \$226,320 |
| Woonsocket | \$2,378 | \$0 | \$2,378 | \$47,560 | \$2,378 | \$95,120 | \$2,378 | \$142,680 | \$2,378 | \$190,240 |
| <i>Average Local Per Pupil</i> | \$2,729 | | \$2,785 | | \$2,821 | | \$2,846 | | \$2,865 | |
| <i>Total Local Aid</i> | | \$982,440 | | \$1,281,100 | | \$1,579,760 | | \$1,878,420 | | \$2,177,080 |

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.

| FY 2023 | | Core Amount: | | | | | | | |
|--------------------------|----------|--------------|-------------|------------|----------------|-------------|-------------|------------|-------------|
| | | \$11,050 | | | | | | | |
| Name of Community | Core | SSF (0.4) | Share Ratio | # students | # FRL students | Total Core | Total SSF | Average PP | Total |
| CENTRAL FALLS | \$11,050 | \$4,420 | 95.0% | 360 | 306 | \$3,780,515 | \$1,285,375 | \$14,072 | \$5,065,890 |
| Providence | \$11,050 | \$4,420 | 85.2% | | | | | | |
| Pawtucket | \$11,050 | \$4,420 | 79.8% | | | | | | |
| Woonsocket | \$11,050 | \$4,420 | 83.8% | | | | | | |
| <i>Average and total</i> | | | | 360 | 306 | | | \$14,072 | \$5,065,890 |

| Table 5: Total Aid | FY2024 | FY2025 | FY2026 | FY2027 | FY2028 |
|--------------------|-------------|-------------|-------------|--------------|--------------|
| Total Local | \$982,440 | \$1,281,100 | \$1,579,760 | \$1,878,420 | \$2,177,080 |
| Total State | \$5,065,890 | \$6,365,735 | \$7,665,581 | \$8,965,426 | \$10,265,271 |
| | \$6,048,330 | \$7,646,835 | \$9,245,341 | \$10,843,846 | \$12,442,351 |

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

Charter School:

Implementation and Operations

| | FY2024 | FY2025 | FY2026 | FY2027 | FY2028 |
|--|--------------|--------------|--------------|---------------|---------------|
| MAJOR ASSUMPTIONS | | | | | |
| A Average local aid per pupil | 2,729.00 | 2,785.00 | 2,821.00 | 2,846.00 | 2,865.00 |
| B Average state aid per pupil | 14,072.00 | 14,072.00 | 14,072.00 | 14,072.00 | 14,072.00 |
| C Student Enrollment | 360 | 460 | 560 | 660 | 760 |
| D Gross Square Footage (GSF) of facility | | | | | |
| E Staffing | | | | | |
| E1. School Principals/Asst Principals | 1.0 | 2.0 | 3.0 | 3.0 | 3.0 |
| E2. School Support Staff | 3.0 | 5.0 | 5.0 | 5.0 | 5.0 |
| E3. Executive Director/Superintendent | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| E4. Deputies/Administrators | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| E5. Program/Operations Support Staff | 5.0 | 6.0 | 7.0 | 7.0 | 7.0 |
| E6. Teachers | 25.0 | 33.0 | 38.0 | 46.0 | 52.0 |
| E7. Paraprofessionals | 12.0 | 14.0 | 14.0 | 14.0 | 14.0 |
| E8. Pupil Support | 16.0 | 19.0 | 21.0 | 21.0 | 21.0 |
| E9. Teacher Support | | | | 2.0 | 2.0 |
| E10. Program Management | 3.0 | 6.0 | 8.0 | 8.0 | 8.0 |
| E11. Special Services | 1.0 | 1.0 | 1.0 | 4.0 | 5.0 |
| E12. Facilities Maintenance | 3.5 | 3.5 | 4.0 | 5.0 | 5.0 |
| F Staff FTE | 72.5 | 93.5 | 105.0 | 119.0 | 126.0 |
| OPERATING REVENUES | | | | | |
| 1 Local Revenue | 982,440.00 | 1,281,100.00 | 1,579,760.00 | 1,878,420.00 | 2,177,080.00 |
| 2 State Revenue | 5,065,890.19 | 6,365,735.50 | 7,665,580.81 | 8,965,426.12 | 10,265,271.44 |
| 3 Grants - Charter Schools Program | 100,000.00 | 0.00 | | | |
| 4 Grants - Private | | | | | |
| 5 Federal formula funds (inc. Title I, III and IDEA) | 150,000.00 | 175,000.00 | 200,000.00 | 225,000.00 | 250,000.00 |
| 6 Capital Projects Funds | | | | | |
| 7 Other: | 200,000.00 | 200,000.00 | 200,000.00 | 225,000.00 | 250,000.00 |
| 8 TOTAL OPERATING REVENUES | 6,498,330.19 | 8,021,835.50 | 9,645,340.81 | 11,293,846.12 | 12,942,351.44 |
| OPERATING EXPENDITURES | | | | | |
| School Management | | | | | |
| 9 Salaries: Principals and Assistant Principals | 120,000.00 | 205,000.00 | 295,000.00 | 305,000.00 | 315,000.00 |
| 10 Salaries: Support Staff | 138,000.00 | 218,000.00 | 223,000.00 | 229,000.00 | 236,000.00 |
| 11 School Office | 10,000.00 | 15,000.00 | 15,000.00 | 17,000.00 | 20,000.00 |
| 12 Other: | | | | | |
| 13 Subtotal: | 268,000.00 | 438,000.00 | 533,000.00 | 551,000.00 | 571,000.00 |
| Program/Operations Management | | | | | |
| 14 Salaries: Executive Director or Superintendent | 185,000.00 | 190,000.00 | 195,700.00 | 201,571.00 | 207,618.13 |
| 15 Salaries: Deputies and Administrators | 403,772.00 | 415,885.16 | 428,361.71 | 441,212.57 | 454,448.94 |
| 16 Salaries: Support Staff | 140,000.00 | 188,000.00 | 233,000.00 | 238,000.00 | 243,000.00 |
| 17 Legal | 10,000.00 | 10,000.00 | 10,000.00 | 10,000.00 | 10,000.00 |
| 18 School Board | 5,000.00 | 5,000.00 | 5,000.00 | 5,000.00 | 5,000.00 |
| 19 Business Operations | 45,000.00 | 55,000.00 | 65,000.00 | 70,000.00 | 80,000.00 |
| 20 Information Management and Technology | 34,000.00 | 40,000.00 | 50,000.00 | 60,000.00 | 70,000.00 |
| 21 Other: | | | | | |
| 22 Subtotal: | 822,772.00 | 903,885.16 | 987,061.71 | 1,025,783.57 | 1,070,067.07 |
| Instruction | | | | | |
| 23 Salaries: Teachers | 1,660,965.00 | 2,110,793.95 | 2,824,117.77 | 3,598,841.30 | 4,696,806.54 |
| 24 Salaries: Paraprofessionals | 506,880.00 | 602,000.00 | 620,060.00 | 638,661.80 | 657,821.65 |
| 25 Stipends and Bonuses | | | | | |
| 26 Pupil-Use Technology, Hardware, and Software | 35,000.00 | 40,000.00 | 50,000.00 | 60,000.00 | 70,000.00 |
| 27 Instructional Materials Supplies | 150,000.00 | 180,000.00 | 210,000.00 | 225,000.00 | 225,000.00 |
| 28 Other: | | | | | |
| 29 Subtotal: | 2,352,845.00 | 2,932,793.95 | 3,704,177.77 | 4,522,503.10 | 5,649,628.19 |

Instructions/Notes

MAJOR ASSUMPTIONS

- A Calculates automatically from 'Enrollment Estimates' worksheet.
- B Calculates automatically from 'Enrollment Estimates' worksheet.
- C Calculates automatically from 'Enrollment Estimates' worksheet, Table 1. Should correspond to enrollment projections in charter proposal
- D Should correspond to facilities specifications in charter proposal
- E Should correspond to staffing projections in charter proposal; use 1.0 for FTE and 0.5 for PTE
- E1. Corresponds to line 9
- E2. Corresponds to line 10
- E3. Corresponds to line 14
- E4. Corresponds to line 15
- E5. Corresponds to line 16
- E6. Corresponds to line 23
- E7. Corresponds to line 24
- E8. Corresponds to line 30
- E9. Corresponds to line 31
- E10. Corresponds to line 32
- E11. Corresponds to line 33
- E12. Corresponds to line 45
- F Subtotal calculates automatically.

OPERATING REVENUES

- 1 Revenue provided by the school's sending municipalities. Calculates automatically - Average local aid per pupil*Student Enrollment
- 2 Revenue provided by the State of Rhode Island.
- 3 Funds anticipated or awarded from the USDE Charter Schools Program (CSP)
- 4 Grants awarded by private donors, foundations, or corporations
- 5 Please see: <http://ride.ri.gov/FundingFinance/FundingSources/FederalFunds.aspx> for information on federal formula funding
- 6 Revenue raised to fund or acquire major capital facilities, such as bonding or other capital financing instruments
- 7 Specify other revenues, if applicable.
- 8 Total Operating Revenues calculates automatically.

OPERATING EXPENDITURES

- School Management**
- 9 Certified administrators that are principals, assistant principals, or heads of school
- 10 Staff supporting principals/assistant principals and school office functions
- 11 General office expenditures such as supplies, copier, postage, etc.
- 12 Specify other expenditures, if applicable
- 13 Subtotal calculates automatically.

Program/Operations Management

- 14 Chief executive of central office, if applicable
- 15 Central office administrators including public relations directors, finance directors, IT directors, operations directors, research or program evaluators
- 16 Central office support staff including clerks, assistant administrators, finance assistants, operations assistants
- 17 Expenses related to contracted legal services
- 18 Include professional development, board training, travel, consultants fees, E&O/umbrella insurance and other related costs
- 19 Include payroll, human resources, accounting, audits, office expenses and other related costs
- 20 Include expenses for non-pupil use IT, including hardware, software, and data processing
- 21 Specify other expenditures, if applicable
- 22 Subtotal calculates automatically.

Instruction

- 23 Salaries for classroom teachers, including all core content areas, special education, art, music, language, physical education, computers, etc.
- 24 Salaries for paraprofessionals who spend a majority of their time in classrooms with teachers
- 25 Stipends, bonuses or other incentives for instruction in addition to salary
- 26 Computers, printers, software and related technology for student use
- 27 Materials and supplies intended for instruction including textbooks, paper, markers, lab materials, academic field trips, etc.
- 28 Specify other expenditures, if applicable
- 29 Subtotal calculates automatically.

| | | | | | | |
|------------------------------|--|--------------|--------------|--------------|---------------|---------------|
| Instructional Support | | | | | | |
| 30 | Salaries: Pupil Support | 692,000.00 | 761,200.00 | 799,260.00 | 839,223.00 | 881,184.15 |
| 31 | Salaries: Teacher Support | | | | | |
| 32 | Salaries: Program Management | 95,000.00 | 100,000.00 | 150,000.00 | 150,000.00 | 175,000.00 |
| 33 | Salaries: Special Services | | | | | |
| 34 | Guidance and Counseling | 5,000.00 | 7,500.00 | 10,000.00 | 15,000.00 | 20,000.00 |
| 35 | Library and Media | 5,000.00 | 10,000.00 | 15,000.00 | 15,000.00 | 20,000.00 |
| 36 | Extracurricular | 60,000.00 | 70,000.00 | 80,000.00 | 80,000.00 | 90,000.00 |
| 37 | Student Services, Outreach, Recruitment | 5,000.00 | 10,000.00 | 5,000.00 | 5,000.00 | 7,500.00 |
| 38 | Student Health Services | 5,000.00 | 7,500.00 | 10,000.00 | 10,000.00 | 12,000.00 |
| 39 | Academic Interventions | 35,000.00 | 40,000.00 | 50,000.00 | 50,000.00 | 50,000.00 |
| 40 | Curriculum Development | 30,000.00 | 30,000.00 | 35,000.00 | 35,000.00 | 40,000.00 |
| 41 | In Service, Staff Development, and Support | 25,000.00 | 30,000.00 | 30,000.00 | 30,000.00 | 35,000.00 |
| 42 | Assessment | 8,000.00 | 10,000.00 | 15,000.00 | 20,000.00 | 25,000.00 |
| 43 | Other: | | | | | |
| 44 | Subtotal: | 965,000.00 | 1,076,200.00 | 1,199,260.00 | 1,249,223.00 | 1,355,684.15 |
| Operations | | | | | | |
| 45 | Salaries: Facilities Maintenance | 191,000.00 | 200,550.00 | 210,577.50 | 221,106.38 | 232,161.69 |
| 46 | Transportation | 5,000.00 | 46,700.00 | 97,400.00 | 143,600.00 | 192,300.00 |
| 47 | Food Services | 40,000.00 | 50,000.00 | 60,000.00 | 80,000.00 | 100,000.00 |
| 48 | Safety | 25,000.00 | 35,000.00 | 35,000.00 | 40,000.00 | 40,000.00 |
| 49 | Building Upkeep and Maintenance | 72,500.00 | 100,000.00 | 125,000.00 | 150,000.00 | 175,000.00 |
| 50 | Maintenance Contracts | 75,000.00 | 85,000.00 | 100,000.00 | 110,000.00 | 125,000.00 |
| 51 | Utilities | 153,500.00 | 170,000.00 | 190,000.00 | 225,000.00 | 250,000.00 |
| 52 | Lease | 90,000.00 | | | | |
| 53 | Debt Service | 120,000.00 | 120,000.00 | 120,000.00 | 120,000.00 | 120,000.00 |
| 54 | Capital Projects | 100,000.00 | | 56,186.88 | 150,000.00 | 46,845.93 |
| 55 | Other: | | | | | |
| 56 | Subtotal: | 752,000.00 | 807,250.00 | 994,164.38 | 1,239,706.38 | 1,281,307.62 |
| Other Obligations | | | | | | |
| 57 | Fringe Benefits | 1,115,000.00 | 1,747,000.19 | 2,092,676.94 | 2,401,915.61 | 2,834,664.39 |
| 58 | Insurance (non-employee) | 68,000.00 | 75,000.00 | 80,000.00 | 88,000.00 | 100,000.00 |
| 59 | Retiree Benefits | 0.00 | | | | |
| 60 | Purchased Management Services | 0.00 | | | | |
| 61 | Other: | | | | | |
| 62 | Subtotal: | 1,183,000.00 | 1,822,000.19 | 2,172,676.94 | 2,489,915.61 | 2,934,664.39 |
| Community Services | | | | | | |
| 63 | Community Service Operations | 5,000.00 | 5,000.00 | 5,000.00 | 5,000.00 | 5,000.00 |
| 64 | Other: | | | | | |
| 65 | Subtotal: | 5,000.00 | 5,000.00 | 5,000.00 | 5,000.00 | 5,000.00 |
| 66 | Budgeted Contingencies | 149,713.19 | 36,706.20 | 50,000.00 | 210,714.47 | 75,000.00 |
| 67 | TOTAL OPERATING EXPENDITURES | 6,498,330.19 | 8,021,835.50 | 9,645,340.81 | 11,293,846.13 | 12,942,351.43 |
| 68 | SURPLUS/(DEFICIT) | (0.00) | 0.00 | 0.00 | (0.00) | 0.00 |

Personnel Cost 4,132,617.00 4,991,429.11 5,979,076.98 6,862,616.04 8,099,041.11

| | | | | | |
|------------------------------|--|--|--|--|--|
| Instructional Support | | | | | |
| 30 | Include guidance counselors, library staff, extracurricular staff, nurses, outreach coordinators, dean of students | | | | |
| 31 | Include teacher coaches, mentors, curriculum designers, professional development providers | | | | |
| 32 | Include special education administrators and program coordinators (such as Title coordinators) | | | | |
| 33 | Include therapists, psychologists, evaluators, personal attendants and social workers | | | | |
| 34 | Expenses related to guidance and counseling | | | | |
| 35 | Library-related supplies, equipment, books, software and office costs | | | | |
| 36 | Equipment, materials, and transportation for extracurricular activities | | | | |
| 37 | Expenses related to registration, recruitment, parent relations, outreach, and advertising | | | | |
| 38 | Services and supplies for school health programs | | | | |
| 39 | Any fees or materials expenses related to academic interventions | | | | |
| 40 | Any fees or materials expenses related to curriculum development | | | | |
| 41 | Professional development, mentoring, training, coaching | | | | |
| 42 | Costs of assessment, scoring, data collection and reporting, and proctoring exams | | | | |
| 43 | Specify other expenditures, if applicable | | | | |
| 44 | Subtotal calculates automatically. | | | | |
| Operations | | | | | |
| 45 | Custodians, janitors, and maintenance workers | | | | |
| 46 | Transportation service personnel, equipment and/or contracts | | | | |
| 47 | Food service personnel, equipment and/or contracts | | | | |
| 48 | Security and crossing guards, safety and security equipment, and/or contracts | | | | |
| 49 | Maintenance supplies and expenses related to furniture, desks, chairs, and fixtures | | | | |
| 50 | Maintenance contract fees from outside providers | | | | |
| 51 | Water, gas, electricity, sewer, trash removal, snow removal, etc | | | | |
| 52 | Fees paid for land and/or buildings that are leased | | | | |
| 53 | Principal and interest payments made on long-term debt | | | | |
| 54 | Expenditures for land, buildings, and improvements | | | | |
| 55 | Specify other expenditures, if applicable | | | | |
| 56 | Subtotal calculates automatically. | | | | |
| Other Obligations | | | | | |
| 57 | Health insurance premiums, life insurance premiums, and retirement benefits provided to employees | | | | |
| 58 | Insurance premiums for property, fire, liability, umbrella etc. | | | | |
| 59 | Post-employment retirement benefits paid out of operating funds | | | | |
| 60 | Fees for comprehensive management services provided by a Charter Management Organization, school district, or other provider | | | | |
| 61 | Specify other expenditures, if applicable | | | | |
| 62 | Subtotal calculates automatically. | | | | |
| Community Services | | | | | |
| 63 | Services to the community at large (e.g. child care, recreation programs) | | | | |
| 64 | Specify other expenditures, if applicable | | | | |
| 65 | Subtotal calculates automatically. | | | | |
| 66 | The amount reserved for contingencies or undesignated uses. | | | | |
| 67 | Total Operating Expenditures calculates automatically. | | | | |
| 68 | Surplus/(Deficit) calculates automatically. | | | | |

E. FACILITY FLOOR PLANS

Rea Realty
POB 19066
Johnston, R.I. 02919
401-943-1615
rea_realty@yahoo.com
May 13, 2022

2 Charles St.
Providence, R.I. 02904

R.I. League Of Charter Schools:

I am sending you some information on an industrial building located at 161 Rand St. in the town of Central Falls in the state of Rhode Island available for sale. This building consists of 50,000+ sq. ft., has two floors with street level entry for both floors and fronts on four streets Rand St., Dexter St., Mowry St., and Pine St.. The building is occupied by two tenants, one is the owner who occupies most of the building. Upon selling this building the owner will vacate in reasonable time leaving you to convert the building however way you wish.

Central Falls has a vast population.

This building is clean, has an elevator, accessible, excellent for a school, and an excellent investment.

Please call me at your earliest convenience.

Selling Price \$1.5M

\\ signed //
Domenic Rea
401-943-1615



P.O. Box 40934 • Providence, RI 02940 • Toll-Free: 800-295-0840

Clean Environment Inc.

Working for a Cleaner Environment

**ASBESTOS ABATEMENT PLAN
VAC FORMING UNLIMITED, INC.
161 RAND STREET
CENTRAL FALLS, RHODE ISLAND**

Prepared for:
Mr. Joseph Marques, President
Vac Forming Unlimited, Inc.
161 Rand Street
Central Falls, Rhode Island 02863

Prepared by:
Clean Environment Inc.
P.O. Box 40934
Providence, Rhode Island 02940

DATE:
August, 1994



P.O. Box 40934 • Providence, RI 02940 • Tel/Fax: 401-295-0840

Clean Environment Inc.
Working for a Cleaner Environment

October 6, 1994

Mr. Louis Geremia
Industrial Hygienist
Rhode Island Department of Health
206 Cannon Building
Providence, RI 02908-5097

RE: **Clearance Air Sample Results**
Vac-Forming Inc.
161 Rand St., Central Falls, RI

Dear Lou:

Please find attached the clearance air sample results collected from the asbestos abatement of the above referenced Site. The clearance air samples were collected from both the first and second floors of the building.

All results are less than 0.01 Fibers/cc.

If any more information is needed please call me at 295-0840.

Thank you for your time in this matter.

Sincerely,

CLEAN ENVIRONMENT INC.

John E. Lavoie

A handwritten signature in cursive script that reads "John E. Lavoie".

cc: Joseph Marques-Vac Forming

Building Information

Other Factors

Sub-Area Detail

Grade

Depreciation

Remodeling History

Building Permits

Special Features & Yard Items

| Description | Story Height | COM Units | Grade | Q4 | Q4 | Flood Hazard | Code | Description | Area | Fin. Area | Rate | Unclad V |
|---------------|---------------|-----------|----------------------|-------------|--------------|--------------|--------|-------------|-------|-----------|-------|----------|
| BLDG Type | 2 Story | 2 | Year Built | 1900 | EFF Year | Topography | MFG | MFG AREA | 4,290 | 4,290 | 29.46 | 126,363 |
| RES Units | 0 | 0 | AR LUC | 1900 | 0.00 | Street | STRG | COM STRG | 2,340 | 2,340 | 23.66 | 55,130 |
| Foundation | Slab | 2 | AIT % | 0.00 | Traffic | Bas \$/SQ | RTL | RETAIL | 1,960 | 1,960 | 25.46 | 57,447 |
| Frame 1 | Masonry | 2 | Code | Description | % | Size Adj | Total | | 8,690 | 8,690 | | 238,960 |
| EXT Wall 1 | Brick Masonry | 2 | Condition | AV | AV - Average | 44.0 | 1.03 | | | | | |
| Roof Type 1 | Flat | 2 | Functional | 09 | 69 - Use | 60.0 | 1.06 | | | | | |
| Roof Cover 1 | Comp T/G | 2 | Economic | - | Grade Fac | 1.00 | 29.46 | | | | | |
| INT Wall 1 | INT Wall 2 | 2 | Special | - | Neigh Infr | 1.00 | 10,364 | | | | | |
| Floors 1 | Carpet | 2 | OV | - | Land Factor | 1.00 | 1.00 | | | | | |
| EBMT Garages | Carpet | 2 | Adj Total | 249,324 | Depreciation | 179,513 | 69,811 | | | | | |
| Plumbing | Electrical | 2 | Total Depreciation % | 72.0 | Depr Total | 69,811 | | | | | | |
| Insulation | INT vs EXT | 2 | Condo Data | | | | | | | | | |
| Heat Fuel | Gas | 2 | Complex | | | | | | | | | |
| # Heat Sys | 1 | 2 | Location | | | | | | | | | |
| % Solar HW | 0 | 2 | Tot Units | | | | | | | | | |
| % COM WALL | 0 | 2 | FL Level | | | | | | | | | |
| Cell HCHT | 10 | 2 | # Floors | | | | | | | | | |
| Parking Type | 100 | 2 | Bldg Seq | | | | | | | | | |
| EXT View | 100 | 2 | Complex | | | | | | | | | |
| Full Bath | 1 | 2 | Location | | | | | | | | | |
| Ext Full Bath | 1 | 2 | Tot Units | | | | | | | | | |
| Half Bath | 1 | 2 | FL Level | | | | | | | | | |
| Ext Half Bath | 1 | 2 | # Floors | | | | | | | | | |
| Ext Fixtures | 1 | 2 | Bldg Seq | | | | | | | | | |
| Kitchens | 1 | 2 | Complex | | | | | | | | | |
| Ext Kitchens | 1 | 2 | Location | | | | | | | | | |
| Fireplaces | 1 | 2 | Tot Units | | | | | | | | | |
| W.S. Flues | 0 | 2 | FL Level | | | | | | | | | |
| # Rooms | 10 | 2 | # Floors | | | | | | | | | |
| # Bedrooms | 10 | 2 | Bldg Seq | | | | | | | | | |
| Floor Level | 10 | 2 | Complex | | | | | | | | | |

Visit History

Notes

Remodeling History

Building Permits

Room Counts by Floor

Other Info

| Date | Request | By |
|-----------|-------------|-----|
| 3/22/2019 | Int Change | RN |
| 9/21/2018 | Review | JAH |
| 4/20/2016 | Int Change | RUN |
| 1/12/2016 | Review | MP |
| 1/12/2016 | Review | MP |
| 3/6/2013 | 2013 SUP | BB |
| 4/27/2012 | Meas/Insp | BD |
| 4/27/2012 | Meas/Insp | BD |
| 1/22/2010 | 9845 Permit | MH |

1ST FLR - THRIFT STORE. (MNC LOTS 267,432,438 & 439). 2ND FLR - MFG (OOC) VAC
 FOUMMING UNLIMITED 1/2016

| Issue Date | Permit # | Closed Date | SP Type | Est. Cost | % Done | Status | Description/Directions |
|------------|----------|-------------|---------|-----------|--------|--------|---|
| 03/16/2018 | P7062 | | PLMB | 500 | 100 | Closed | Replace water meter for existing building |
| 03/11/2010 | E10-1003 | 12/21/2010 | E | 16,000 | 100 | Closed | REPLACE LIGHTING WITH ENERGY EFFICIENT FIXTURES |
| 03/11/2010 | E1749 | 12/31/2015 | ELEC | | 100 | Closed | REPLACE LIGHTING WITH ENERGY EFFICIENT FIXTURES |

| Use | Description | A | Y | City | Length | Width | SF Size | Quality | Condition | Year | Assessed Value |
|-----|----------------|---|---|------|--------|-------|---------|---------|-----------|------|----------------|
| 1 | 55 Paving-Asph | 0 | Y | 1 | | | 4,600 | 3 | AV | 1993 | 9,900 |
| 2 | 45 CL Fence 4' | 1 | Y | 1 | | | 176 | 3 | FR | 1993 | 900 |

| Units | # Rooms | # Bedrooms | Floor Level |
|-------|---------|------------|-------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

Disclaimer - This information is believed to be correct, but is subject to change and is not warranted.

Central Falls

534 DEXTER ST

Card 2 of 2

- Plat/Lot 6-425

Account: 1977

LUC 07 Zone M-2

Assessment

\$341,600

KOITWEAS VALUATION GROUP LLC

► Owner
 Owner 1 JOE MARQUES REALTY LLC
 Owner 2
 Owner 3
 Address 161 RAND STREET, CENTRAL FALLS, RI 02883-4000

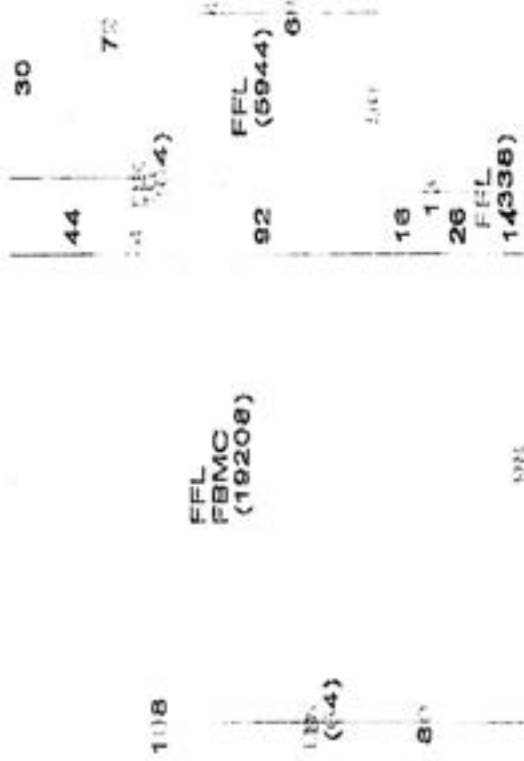
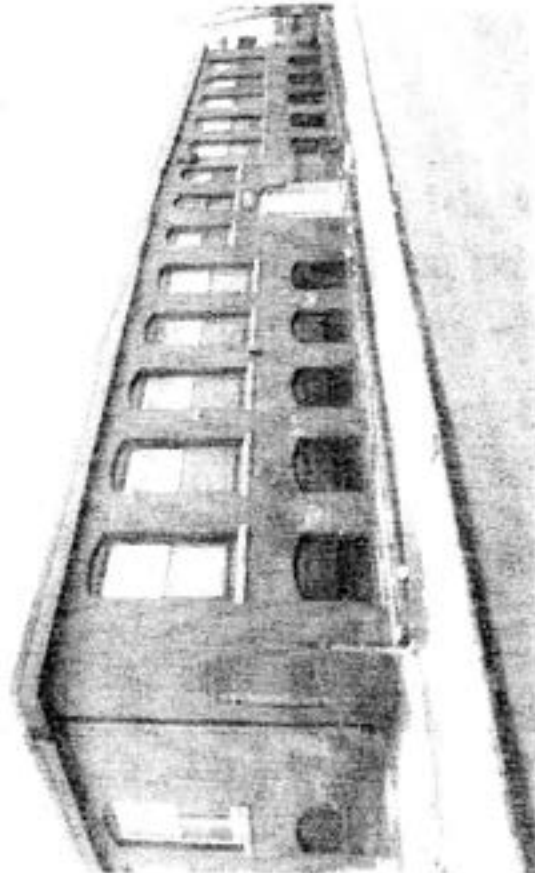
► Previous Owners & Sales Information
 Grantor Date
 MARQUES JOSEPH M 02/03/1995
 FREEMAN JEFFREY R 03/18/1994
 FREEMAN HAYS REALTY 11/13/1991
 TECHNOLOGY INVESTORS 11/20/1987
 08/21/1986

► Owner Account #: 10-2185-09
 % Owned
 0.00
 0.00

► Assessment

| Use Code | Bldg Value | SFYI Value | Land Size | Land Value | AG Credit | Assessed Value | Year | LUC | Building | SFYI | Land Size | Land | ACR Credit | Appraised Value | Assessed Value |
|----------|------------|------------|-----------|------------|-----------|----------------|------|-----|----------|-------|-----------|--------|------------|-----------------|----------------|
| 07 | 246,850 | 6,900 | 1.13 | 87,500 | 0 | 341,600 | 2020 | 07 | 246,850 | 6,900 | 1 | 87,500 | 0 | 341,600 | 341,600 |
| TOTAL | 246,850 | 6,900 | 1.13 | 87,500 | 0 | 341,600 | 2019 | 07 | 246,850 | 6,900 | 1 | 87,500 | 0 | 341,600 | 341,600 |
| | | | | | | | 2018 | 07 | 316,400 | 7,100 | 1 | 84,000 | 0 | 408,600 | 408,600 |
| | | | | | | | 2017 | 07 | 316,400 | 7,100 | 1 | 84,000 | 0 | 408,600 | 0 |
| | | | | | | | 2016 | 07 | 316,400 | 7,100 | 1 | 84,000 | 0 | 408,600 | 0 |
| | | | | | | | 2015 | 07 | 294,600 | 7,400 | 1 | 80,100 | 0 | 382,100 | 382,100 |

Source > Mk1 Adj Cost VAL per SQ Unit/Card > 3.95 VAL per SQ Unit/Parcel > 6.40



► Land Information

| Use Description | Units | Unit Type | Land Type | LT Fact | Unit Price | Adjusted | Neigh | Inf 1 | Inf 1 % | Inf 2 | Inf 2 % | Inf 3 | Inf 3 % | Appr Value | Spec Land | Units | Fact | Use Value | |
|-----------------|-------|-----------|-----------|---------|------------|----------|-------|-------|---------|-------|---------|-------|---------|------------|-----------|-------|------|-----------|--|
| | 1 | | | | | | | | | | | | | | | | | | |
| | 2 | | | | | | | | | | | | | | | | | | |
| | 3 | | | | | | | | | | | | | | | | | | |
| | 4 | | | | | | | | | | | | | | | | | | |

Building Information
 Description: 3 Story
 BLDG Type: Mfg
 Story Height: 0
 RES Units: 0
 COB Units: 1
 Foundation: Slab
 BMT Floor: 1
 Frame 1: Masonry
 Frame 2: Frame 2
 EXT Wall 1: Br/Msuan
 EXT Wall 2: EXT Wall 2
 Roof Type 1: Combuc/Tyko
 Roof Type 2: Roof Type 2
 Roof Cover 1: Membrane
 Roof Cover 2: Roof Cover 2
 INT Wall 1: Minimum
 INT Wall 2: INT Wall 2
 Floors 1: Concrete
 Floors 2: Hardwood
 % SP: 0

Remodeling History
 Additions: Plumbing, Electrical, Interior, Exterior, Kitchens, Splits'n
 Plumbing: 1
 Electrical: 2
 Interior: 3
 Exterior: 4
 Kitchens: 5
 Splits'n: 6
 Heating: 7
 General: 8
 Building Permits: 9

Sub-Area Detail
 Code: PFL 1ST FLOOR, FBMC FIN ISMNT-C, OK, CCCC, Total
 Description: 1ST FLOOR, FIN ISMNT-C, CCCC
 Area: 25,490, 19,208, 128, 54,528
 Fin Area: 0
 Base: 10.00, 12.23, 34.22, 719.016
 Undeo V: 479,772, 234,914, 4,380, 1,919,016

Other Factors
 Flood Hazard: 0.00
 Topography: 0.00
 Street: 0.00
 Traffic: 0.00
 Ben \$/SQ: 27.69
 Elev Adj: 0.34
 Constr Adj: 0.00
 Ad \$/SQ: 13.52
 Other Feats: 30,600
 Grade Fac: 1.00
 Neigh Infl: 1.00
 Land Factor: 1.00
 AG Total: 786,897
 Depreciation: 609,565
 Degr Total: 178,992

Depreciation
 Code: 07
 Description: 07 - Upper Str
 Condition: FR - Fair
 Functional: 07 - Upper Str
 Economic: -
 Special: -
 Total Depreciation %: 77.5

Remodeling History
 Additions: Plumbing, Electrical, Heating, General, Kitchens, Splits'n
 Plumbing: 1
 Electrical: 2
 Heating: 3
 General: 4
 Kitchens: 5
 Splits'n: 6

Building Permits
 Permit #, Closed Date, Permit #, Closed Date, Permit #, Closed Date, Permit #, Closed Date, Permit #, Closed Date

Special Features & Yard Items
 Use, Description, A, Y'S, City, Length, Width, SF, Sq, Quality, Condition, Year, Assessed Value
 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Room Counts by Floor
 Units, # Rooms, # Bedrooms, Floor Level
 1, 2, 3, 4, Totals

Notes
 FORMING PACKAGING (OCC) - NOW 161 RAND ST . 1ST FLR=PARTIAL BELOW GRADE/WH
 WISE SPACE VAC FORMING UNLIMITED

Visit History
 Date, Rec'd At, By
 20200619, Int Change, IN
 20210619, Review, JLR
 20220619, Review, JLR
 20230619, Review, JLR
 20240619, Review, JLR

Other Info.
 Price#1a, Price#1b, Price#1c, Price#2a, Price#2b, Price#2c, Price#3a, Price#3b, Price#3c

Central Falls

534 DEXTER ST

Plat/Lot 6-425

Account: 1977

LUC 07

Zone M-2

Assessment

\$341,600

Card 1 of 2

SHORT HEADS
OFFICIAL ADDRESS USE

Owner

Owner 1 JOE MARQUES REALTY LLC

Owner 2

Owner 3

Address 161 RAND STREET, CENTRAL FALLS, RI 02863-0000

Owner Account #: 16-21165-00

% Owned

0.00

0.00

Previous Owners & Sales Information

Grantor

MARQUES JOSEPH M

FREEMAN JEFFREY R

FREEMAN HAYS REALTY

TECHNOLOGY INVESTORS

Date

02/03/1995

03/19/1994

11/13/1991

11/20/1987

08/21/1986

Sale Price

1

165,000

215,000

25,900

445,000

Lea Ref

300-25

385-85

269-153

235-1003

NAL

XX

QS

XX

XX

QS

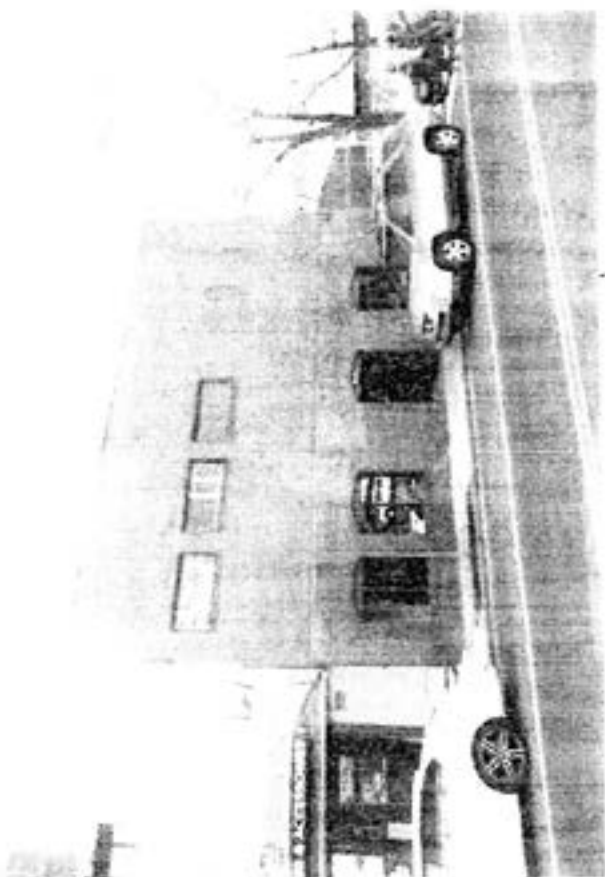
Assessment

| Use Code | Bldg Value | SF/Yr Value | Land Size | Land Value | AG Credit | Assessed Value |
|----------|------------|-------------|-----------|------------|-----------|----------------|
| 07 | 248,800 | 6,900 | 1.13 | 87,900 | 0 | 341,600 |
| TOTAL | 248,800 | 6,900 | 1.13 | 87,900 | 0 | 341,600 |

Source > Mkt Av/ Cost VAL per SQ Unit/Parcel > 19.18 VAL per SQ Unit/Parcel > 6.40

Previous Assessments

| Year | LUC | Building | SF/Yr | Land Size | Land | AGR Credit | Appraised Value | Assesse |
|------|-----|----------|-------|-----------|--------|------------|-----------------|---------|
| 2020 | 07 | 245,800 | 6,900 | 1 | 87,900 | 0 | 341,600 | 341 |
| 2019 | 07 | 245,800 | 6,900 | 1 | 87,900 | 0 | 341,600 | 341 |
| 2018 | 07 | 316,400 | 7,100 | 1 | 84,900 | 0 | 485,450 | 408 |
| 2017 | 07 | 316,400 | 7,100 | 1 | 84,900 | 0 | 485,450 | 1 |
| 2016 | 07 | 316,400 | 7,100 | 1 | 84,900 | 0 | 485,450 | 1 |
| 2015 | 07 | 294,600 | 7,400 | 1 | 80,100 | 0 | 352,150 | 202 |



Land Information

| Use Description | Units | Unit Type | Land Type | LT Fact | Unit Price | Adjusted | Height | Inf 1 % | Inf 2 % | Inf 3 % | Appr Value | Spec Land | Juris | Fact | Use |
|-----------------|-------|-----------|-----------|---------|------------|----------|--------|---------|---------|---------|------------|-----------|-------|------|------|
| 07 Industrial | 49107 | SF | P | 1.00 | 6 | 2 | 50 | | | | 87,900 | | | | 1.00 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |