

Indiana Charter School Board

LETTER OF INTENT TO FILE A CHANGE IN AUTHORIZER REQUEST

A Charter School currently operating in the state of Indiana may submit a change in authorizer request to the Indiana Charter School Board (ICSB). The Charter School must complete and submit this Letter of Intent (LOI), including all attachments, prior to submitting an application to the ICSB. While submission of a LOI does not obligate the school to submit an application to the ICSB, schools should be advised that the name of any entity that submits an LOI will be posted on the ICSB website. In addition, the LOI is subject to Indiana's Public Access Laws, including public records requests.

There are two types of change in authorizer requests: 1) requests prior to notice of termination or nonrenewal of a charter agreement by the Charter School's current authorizer; and 2) requests following notice of termination or nonrenewal of a charter agreement by the Charter School's current authorizer.

Type of Submission:

- Existing Charter has not been Terminated or Nonrenewed
 Existing Charter has been Terminated or Nonrenewed

Name of Charter School(s):

Christel House Academy South

School Address(es):

2717 S East St

Indianapolis, IN 46225

Name of Board Chair(s):

Anne DePrez

Contact Information:

11 S Meridian St Ste 1313, Indianapolis, IN 46204

Name of Head of School/Principal(s):

Jenny Reynolds, K-8 / Colin Butler, HS

Contact Information:

2717 S East St, Indianapolis IN 46225

Year School(s) Opened:

2002-03

Name of Current Authorizer:

Indianapolis Mayor's Office of Education Innovation

Name of ESP (if applicable):

Current Grade Levels Served:

K-12

Current Student Enrollment:

660

Model or focus of proposed school:

(e.g., arts, college prep, dual-language, etc.)

college prep for low income students

Signature of Applicant's Designated Representative

Signature



2/20/18

Date



Executive Summary: Christel House Academy programming

Christel House Academy South & Christel House Academy West

Mission Statement

To transform impoverished Indianapolis students into self-sufficient, contributing members of society through rigorous academic preparation and strong character development programs.

Vision Statement

Christel House Academy is a recognized educational leader which transforms the lives of students from underserved communities.

Governance & Leadership

Christel House Schools (CHS) is the network structure that operates and supports the two Christel House Academy schools, along with the Christel House DORS adult high school programming and the IndyTeach teacher preparation programming. The legal public benefit corporation, Christel House Academy Inc., is doing business as (DBA) Christel House Schools (CHS). The CHS Board of Directors acts as both the 'school board' for each charter school and as the corporate governing body. This structure replicates the traditional strategy of a school district managing individual schools within the district, with some unique distinctions explained below.

Christel House Schools holds the charters for Christel House Academy West (CHAW) and Christel House Academy South (CHAS). Both schools are separate local education agencies (LEA). Each school has a school-based leadership structure that is responsible for day-to-day operations, teaching & learning, as well as student management. However, all business services, certain academic and macro-leadership activities are managed at the network level. While all student recruiting also occurs at the network level, the actual enrollment of students occurs at the school level. This arrangement allows for efficiencies with economies of scale, while retaining most of the school's autonomy as it relates to academics and student development.

CHS has no agreements with EMOs or CMOs, nor does it have contracts with instructional services providers for anything other than ancillary support services. From time to time, CHS enters into an agreement with outside consultants for the purpose of providing professional development or supplemental instruction. As such, governance is fully managed by the existing bylaws and procedures established by the CHS Board of Directors. It is an independent Board and exercises

complete authority over CHAW and CHAS to ensure school operations are in compliance with all applicable federal, state, and local laws.

The CHS Board consists of a highly skilled and diverse group of professionals, including educators, business leaders, CPAs, attorneys and philanthropists - - all of whom are passionately devoted to establishing charter schools that succeeds in preparing students to reach their full potential, regardless of ability or background.

CHS is committed to continued Board member renewal and engagement by identifying qualified and energetic board members who understand the vision and mission of the organization. Racial and ethnic diversity, which mirrors the populations being served by CHS, is a continued consideration in board appointments as well as expertise in education, child development, fundraising, and community engagement.

As CHS seeks new board members, the Board takes into consideration the appropriate skillset needed at the time. Prospective Board members who match these needs are identified by the Governance Committee of the Board, and approached regarding their willingness to serve. Once approved, and voted on by the Board, they are welcomed as CHS Board Members. On an annual basis, board members evaluate their personal contribution to the board, as well as the progress made by the entire Board.

A table detailing current members of the CHS Board, including their employer and professional expertise can be found here: <https://goo.gl/ZURKFv>

The Board of Directors oversees each school's activities in compliance with its Charter and all applicable laws. The Board's specific responsibilities are to:

- 1) Ensure that the philosophy and mission of the school are followed;
- 2) Ensure that student performance is monitored and the school is meeting performance standards;
- 3) Ensure operational efficiency by approving and monitoring annual budgets, operating plans and performance;
- 4) Order an independent audit of all revenues, assets, expenditures and liabilities;
- 5) Review audit findings;
- 6) Oversee the school's investments and capital improvement plan;
- 7) Ensure legal and ethical integrity and maintain accountability;
- 8) Establish policies which help the school achieve its mission and educational programs; and
- 9) Enhance the school's public image by serving as ambassadors, advocates and community representatives.

Each school's principal has responsibility for all day-to-day operational issues and decisions, and reports to the Head of Christel House Schools (the organization's Executive Director). The principal manages issues of academic achievement,

extracurricular activities, as well as school specific human resources and facilities matters. Issues of financial, contractual and legal matters are managed with the support of the CHS Chief School Business Officer.

Christel House International, the original organizer of Christel House Academy, continues to provide technical and fundraising support for CHS. Christel House International requires high levels of accountability and transparency for all schools bearing the Christel House name through a special collaborative arrangement. Christel House International maintains a trademark licensing agreement to manage intervention measures to mitigate any performance deficiencies. Internally, Christel House International describes its expectations and measurements for the successful operation of every learning center in its Policy and Operations Manual (POM).

CHS provides monthly reports to Christel House International to track progress toward mutually agreed upon annual goals. By employing this type of oversight, Christel House International provides an additional layer of accountability and support to the network and the CHS Board.

Educational Plan

Since opening in 2002, Christel House Schools has been an agent of transformation for underserved and high needs students in Indianapolis. CHS pursues its goal of breaking the generational cycle of poverty by providing children with the academic and life skills necessary to achieve success in the 21st Century. With robust programs and services, CHS is rapidly closing the achievement gap for students who would otherwise be disenfranchised within the conventional academic setting. Christel House Academy's program works by providing (1) high quality and challenging college prep curriculum & instruction to all students; (2) on-site health (including mental health) and in-depth social services to families, (3) outreach to parents and families in meaningful ways so that they are emotionally connected to the school and the school's goals, (4) a deep investment in enriching curricular activities that work to develop the student holistically, and (5) extended postsecondary support through our College & Careers program for up to 5 years after high school graduation.

The school implements a single track academic program, allowing for a simple to follow and understand graduation pathway. All students work toward a Christel House diploma that has unique requirements – however these requirements also fulfill a CORE40 diploma and place an Academic Honors Diploma within reach of all students.

The high school program is rooted in the Expeditionary Learning philosophy of education, utilizing the Engage New York curriculum for grades 3-12 in the Humanities and Mathematics. Students study relevant curriculum in depth and develop rigorous projects. Students are not only taught and assessed on standard academic curriculum, but twenty first century skills as well. The school has integrated a total 1:1 laptop initiative, promoting the acquisition of necessary technological skills in our digital age.

All students are expected to have the skills and academic knowledge necessary to be successful at a four-year college upon graduation. For this reason, students take four years of core content classes in English, Mathematics, Science, and Social Studies, and also three years of a foreign language (Spanish). A more detailed description of the high school's academic program can be found at: <https://goo.gl/ABXoYE>

The K-8 program is designed to ensure all students acquire rigorous grade-level standards, and participate in activities that mold future aspirations. Regular and frequent experiential learning opportunities, such as field experiences and service projects, connect our students to authentic learning experiences and allow them to develop the habits and skills needed in the workplace. Additionally, students are taught to articulate their accomplishments and challenges starting in kindergarten. This allows students to share their developing aspirations with their teachers and families, and set short and long-term goals for success.

All classrooms use a full inclusion strategy for special populations, such as special education students and English language learners. We believe access to the full curriculum, alongside their regular peers, is critical for closing learning gaps. Teachers also report academic progress separately from behavior, and our data-rich environment allows student impediments to be documented and supported. Students who struggle academically are provided with many targeted supports such as after school tutoring, mentoring from older students, small group interventions, and one-on-one interventions in the classroom. All students receive personalized learning supports through various computer-adaptive learning programs in English language arts and math.

CHS approaches student discipline differently. Rather than a progressive and punitive approach to discipline, our philosophy is based on correcting student behaviors through natural consequences and restorative justice. Furthermore, students who struggle behaviorally are supported through on-site mental health providers, counselors, lead teachers, student mentors, and administrators. Teachers receive trauma informed training to effectively meet the needs of our most at-risk students, and teach all of our students the character and habits of work required to be successful inside and outside of the classroom.

School Performance

CHS has one of the most diverse collection of student populations among Indiana's charters: 48% Hispanic, 24% Caucasian, 22% African-American and 6% multi-racial across the network. Unlike many schools that seek more affluent students - who come to school with a greater range of school readiness skills and family supports – CHS actively seeks out impoverished students that are most likely to be under performers in the current public school system. As such, our free and reduced rate at the Academy schools exceed 90%.

Despite a very challenging student population, from a statistical perspective, internal and external assessments

demonstrate CHA students continue to make great strides academically. When CHAS opened in 2002, it was the lowest performing school in the State of Indiana on the ISTEP+ exam, with only 22% of 3rd graders passing the math portion and 41% passing language arts. With a focus on improving instructional quality, student attendance and retention, ISTEP+ results have steadily improved.

CHAS has consistently* received “Exemplary” or “A” & “B” ratings from the Indiana Department of Education and has been lauded as a Title 1 High Performing School. In 2012, CHAS was recognized as a ‘School to Watch’ by the National Forum to Accelerate Middle-Grades Reform, and reauthorized in 2015. In 2013 CHAS received a prestigious Indiana Achievement Award for its innovation and life changing effectiveness. In 2013 and 2017, CHAS was recognized as one of 10 national NASSP Breakthrough Schools. Presently, US News and World Reports has acknowledged the CHAS high school as a Nationally Ranked High School.

(In the 2012-13 school year Christel House Academy South received an ‘F’ grade due to a testing glitch that prevented a significant number of students from completing the ISTEP exams – much to our dismay, the Indiana Department of Education refused to correct the issue. CHS has continued to assert that the grade was unjustly assigned to the school in that year and has no reflection on student achievement during that time period.)*

Accomplishing this degree of change in over a decade is indicative of CHS’s commitment to instructional quality, teacher development, and family engagement. Given the broad diversity of CHS’s student population and the high percentage of at-risk students, this consistent academic accomplishment is noteworthy.

Additionally, the Mayor’s Office has consistently rated both Academy Schools as meeting and exceeding standards. Detailed accountability reports can be found at: <http://oei.indy.gov/christel-house-academy> and <http://oei.indy.gov/christel-house-academy-west>

Reason for a Change in Authorizer

While both CHAS and CHAW currently have active charters with the Mayor’s Office of Education Innovation, the costs associated authorization have become burdensome since the City began imposing fees in 2016. In light of the fifty percent reduction in authorizing fees assessed by the Indiana Charter School Board, the CHS Board has elected to pursue a change in authorizer. All charters with OEI remain in good standing and have received no adverse ratings or cautions.



ICSB Charter School Change in Authorizer Proposal

Section I: School Overview

School Governance

The CHS Board is comprised of a highly skilled and diverse group of professionals, including educators, business leaders, CPAs, attorneys and philanthropists - - all of whom are passionately devoted to establishing charter schools that succeeds in preparing students to reach their full potential, regardless of ability or background.

CHS is committed to continued Board member renewal and engagement by identifying qualified and energetic board members who understand the vision and mission of the organization. Racial and ethnic diversity, which mirrors the populations being served by CHS, is a continued consideration in board appointments as well as expertise in education, child development, fundraising, and community engagement.

The CHS Board has established both term limits and a cycle for staggered Board terms. The policy is designed to create a predictable pattern for board development and recruitment, to ensure the Board's Executive Committee is able to forecast Board needs over time.

As CHS seeks new board members, the Board takes into consideration the appropriate skillset needed at the time. Prospective Board members who match these needs are identified by the Governance Committee of the Board, and approached regarding their willingness to serve. Once approved, and voted on by the Board, they are welcomed as CHS Board Members. On an annual basis, board members evaluate their personal contribution to the board, as well as the progress made by the entire Board.

The Board's Governance Committee has established protocols for on-boarding new Board members, to ensure rules and policies are understood prior to engagement in governance activities. To support this effort, the committee also works with CHS leadership staff to maintain a 'New Board Member' handbook.

The Board of Directors oversees each school's activities in compliance with its charter and all applicable laws. The Board's specific responsibilities are to:

- 1) Ensure that the philosophy and mission of the school are followed;
- 2) Ensure that student performance is monitored and the school is meeting performance standards;
- 3) Ensure operational efficiency by approving and monitoring annual budgets, operating plans and performance;
- 4) Order an independent audit of all revenues, assets, expenditures and liabilities;
- 5) Review audit findings;
- 6) Oversee the school's investments and capital improvement plan;
- 7) Ensure legal and ethical integrity and maintain accountability;
- 8) Establish policies which help the school achieve its mission and educational programs; and
- 9) Enhance the school's public image by serving as ambassadors, advocates and community representatives.

It's important for people at Board meetings to understand what decisions are being made and for the Board to set a tone of professionalism. The Board Chair is responsible for conducting all Board meetings in a way that promotes a fair and orderly exchange of information, that leads to good public decision making for the organization. To support this effort, the Board follows Robert's Rules of Order as a framework for conducting all official Board meetings.

While the Board Chair has the authority to alter the structure and format of each Board meeting, modern parliamentary procedure is the usual practice. It is typical protocol for the CHS Board to have a motion first, then discussion on the motion with any modifications to it, and finally a vote on the motion, with majority vote deciding the issue if there are any disagreements. In addition to this process, the CHS Board will engage in consensus decision-making. In this alternative approach, discussion of potential proposals is held first, followed by the framing of a proposal, and then modifying it until the group reaches consensus. However, even when using a consensus decision-making strategy, the Board Chair will require a motion and vote before the proposal becomes official Board action.

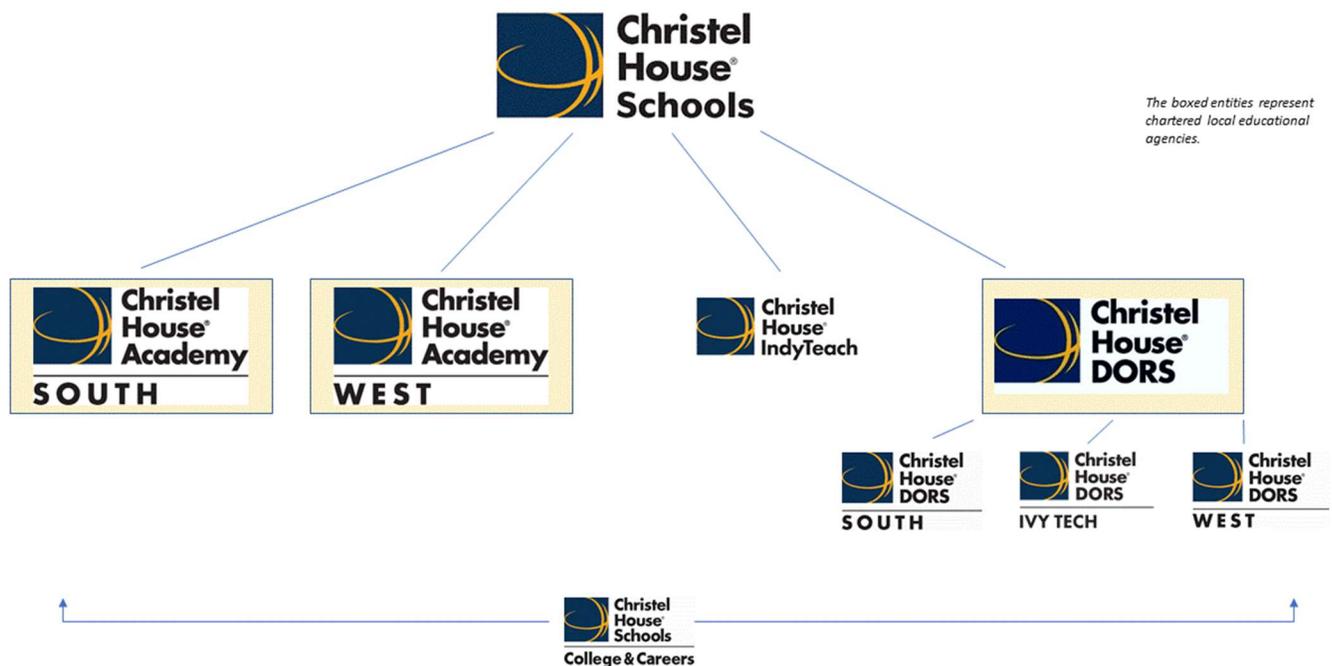
Board members with a real or potential conflict of interests will recuse themselves from voting on the conflicting matters. The only reason a board member should refrain from voting is when there is a real or potential conflict of interest – however, board members will not be compelled to recuse themselves. The Board has established policy that requires annual submission of conflict of interest statements for each individual Board member.

The Board's Governance Committee, in cooperation with CHS Staff, maintain an updated copy of the Corporation Bylaws. The Bylaws of the Board specify the composition of the board, including the terms, election, and appointment of members, the election of officers, and the appointment of committees; the nature and frequency of meetings; the rules of procedure for meetings and committees; and the provisions for amending and suspending bylaws. The CHS Board is committed maintaining Bylaws that comply with Indiana Code applicable to public charter schools.

School Management

Christel House Schools (CHS) is the overarching network structure that operates and supports the two Christel House Academy schools, along with the Christel House DORS adult high school programming and the IndyTeach teacher preparation programming. The legal public benefit corporation, Christel House Academy Inc., is doing business as (DBA) Christel House Schools (CHS). This structure replicates the traditional strategy of a school district managing individual schools within the district, with some unique distinctions that allow for each individual school to remain unencumbered and autonomous in key operational areas.

A graphic illustration of the relationship between the various entities within the Christel House Schools network.



Christel House Schools holds the charters for Christel House Academy West (CHAW) and Christel House Academy South (CHAS). Both schools are separate local education agencies (LEA). Each school has a school-based leadership structure that is responsible for day-to-day operations, teaching & learning, as well as student management. However, all business services, certain academic and macro-leadership activities are managed at the network level.

All student recruiting also occurs at the network level, with the actual enrollment of students occurring at the school level. This arrangement allows for efficiencies associated with scale, while retaining most of the school's autonomy as it relates to academics and student development.

CHS has no agreements with EMOs or CMOs, nor does it have contracts with instructional services providers for anything other than ancillary support services. From time to time, CHS enters into an agreement with outside consultants for the purpose of providing professional development or supplemental instruction.

CHS is led by a Head of Schools, Carey Dahncke, who also acts as the Executive Director and Board's Vice President. This position reports to the Board of Directors, and is the most senior executive in charge of managing the organization's operations.

The Head of Schools is supported at the network level by two key senior leadership positions: 1) the Chief School Business Officer, and 2) the Head of Curriculum & Instruction.

The Chief School Business Officer (CSBO), Andrea Johnson, also acts as the Board's Assistant Treasurer and is the corporation's Fiscal Officer. Organizationally, she is responsible for the administrative, financial, and non-academic operations of the organization. The CSBO oversees strategic planning related to budgeting, financial management, contracts, human resources management, procurement, compliance, facilities, information technology and risk management.

The Head of Curriculum & Instruction (HC&I), Sarah Weimer, oversees, coordinates and supervises assessment and standardized testing; curriculum planning, instructional support programming, and evaluation. The HC&I also manages program development and evaluation. In addition, this role assists the Head of Schools by substantially and effectively providing leadership in developing, achieving, and maintaining the educational programs and services across the network.

Each Academy charter school within the network is led by a Principal. The principal at each charter is the most senior manager and academic leader within the school. They are supported by assistant principals, instructional coaches, and lead teachers. Additionally, each school employs administrative support personnel who assist the principals in their non-academic duties.

Education Program

Christel House Academy provides students in grades K-12 with a single track, college preparatory, academic experience. The focus of the program is to afford students - - who come from social-economic backgrounds where, statistically, college acceptance is unlikely - - the ability to complete a rigorous program of academic study that leads to university acceptance and access to a wide range of post-secondary opportunities.

The majority of students are enrolled at the kindergarten level. Enrollment is open to any student; however, the school specifically seeks out low income, disadvantaged students. Understanding the significant deficiencies related to school-readiness that tend to exist in this population group, each school also implements a kindergarten JumpStart program – this is a pre-kindergarten summer program for incoming students accepted into kindergarten who do not yet demonstrate kindergarten readiness skills.

The Christel House Academy (CHA) regular K-12 program is rooted in the belief that students learn best when they are exposed to a comprehensive, experiential, relevant, and creative curriculum, with a clear process of learning and specific learning goals for every subject. Our teachers aim to motivate students in an intrinsic manner and through relationships to create a passionate love of learning. The program is also designed to develop international mindedness, while encouraging personal learning.

Key elements of the CHA academic program:

- Classroom instruction is flexible and can be adapted to children's interests and level of understanding.
- Student learning objectives are integrated with other curriculum to ensure teachers are meeting statutory requirements, in a creative and engaging way.
- Long term curricular plans are structured with curriculum focused around subject, personal and international learning goals.
- Both teachers and students engage parents around learning, to help parents understand the relevance of learning in the classroom and at home.
- CHA encourages collaboration and reflection. not just between teachers and students, but between students and amongst teachers within and across the schools.

The Math academic program at CHA:

Kindergarten

Students work in small instructional groups and centers while being introduced to formal Math education. They learn the value of numbers and to count to 100, and can compare, draw and write numbers symbolically and pictorially up to 20. They learn to add, subtract, and decompose numbers less than 20 and to solve real world problem while explaining their work. They develop initial understandings of place value and the base 10 number system. Students create, extend and give the rule for simple patterns with numbers and shapes. They identify, describe, sort, compare and classify objects by shape, size, number of vertices and other attributes. They make direct comparisons of the length and weight of objects and recognize which object is shorter, longer, taller, lighter or heavier. Students are exposed to the mathematical process standards and begin to integrate them into their mathematical habits.

First

First Grade continues math skills learned in Kindergarten by counting, reading, writing and comparing whole numbers up to 120. They learn to count on by ones, fives, and tens beginning at any number and mentally add and subtract 10 from any given number. They match ordinal number with sets up to 10 items. They build upon their place value understanding, compare numbers using symbols, and form beginning algebraic sentences. Students solve addition and subtraction problems up to 100 pictorially and symbolically and in story problems. They become fluent in their addition and subtraction facts, fact families and can solve equations. Students create, extend and give a rule for number patterns using addition. They show understanding of the equal sign and determine the legitimacy of addition and subtraction equations. They learn to identify, describe, compare, sort and draw geometric shapes paying special attention to their attributes. They use estimation and measure objects using non-standard means of measuring and can measure to the nearest inch and centimeter. Students learn to organize and interpret data with up to three choices. They tell time based on the half hour and relate time to events. Students can find the value of a collection of pennies, nickels, and dimes. Students become fluent with the mathematical process standards and fully integrate them into their mathematical habits.

Second

Second Grade builds upon skills learned in first grade by understanding the value of numbers up to 1000. They read and write, compare, identify, add and subtract, plot numbers up to 1000. They understand and use the

commutative, inverse, and associative property of addition and subtraction. They can solve and create single and multi-step addition and subtraction word problems. They recognize, create, extend and give a rule for number patterns using addition and subtraction. They recognize, identify and describe, and draw attributes of common shapes and solids. Students partition shapes like rectangles into equal rows and columns and partition circles and rectangle into equal parts using language like, halves, thirds, fourths, three-fourths, etc. Second grade extends first grade measures to include feet, yards, centimeters and meters and learns to select the correct measures. Students learn to represent data with up to four choices and create picture and bar graphs and solve simple problems using information presented in the graphs. They learn to tell and write time to the nearest five minutes from analog clocks and solve real world problems that require the addition and subtraction of time. Students also describe the relationships of time including seconds in a minute, minutes in a hour, hours in a day, days in week, and so on. Students learn to find the value of a collection of pennies, nickels, dimes, quarters, half dollars, and dollars. Students are fully fluent with the mathematical process standards which are embedded mathematical habits.

Third

Students continue second grade learning and extend it to include numbers up to 10,000. They show understanding of fractions and their parts, represent fractions on a number line, compare two fractions with the same numerator or denominator, understand two fractions as equivalent and generate simple equivalent fractions. Their place value understanding grows to being able to round numbers using this system. They understand the meaning of multiplication and division of whole numbers and show the relationship between them. They can also write and solve equations involving multiplication and division. They solve problems using the identity principle of multiplication. Students demonstrate fluency with multiplication and division facts 0 to 10 and can create and extend patterns using multiplication within 1000. They can solve two-step real world problems that involve the four operations. Students also use this knowledge to begin solving for perimeter and area. Their geometric knowledge builds to being able to identify 2D and 3D shapes, not only by their physical attributes, but also to classify them into larger categories like quadrilaterals. Fraction knowledge builds to partitioning shapes into parts with equal areas and expressing the area of each part as a unit fraction of the whole. Students also learn to identify, describe and draw points, lines and line segments. Students estimate and measure the mass of objects in grams and kilograms and find the volume of objects in quarts, gallons, and liters. They use the four operations to solve one-step real world problems involving masses or volumes. In addition, they use appropriate tools to estimate and measure length, weight, and temperature. Third graders can tell and write time to the nearest minute from analog clocks distinguishing between a.m. and p.m. and solve real-world problems involving time intervals in minutes. They can find the value of a collection

of coins and bills and solve real world problems to determine if there is enough money to make a purchase. The mathematical process standards are habit for students.

Fourth

In addition to building on their third grade skills, students in fourth grade learn to interpret and model decimals as parts of a whole, parts of a group, and points and distances on a number line. They compare fractions and decimals and write tenth and hundredths in fraction and decimal notation. They are fluent with basic multiplication and division facts within 100. They can multiply numbers up to 3-digit numbers by two-digit numbers and divide with four digit dividends and single digit divisors. They demonstrate and use the commutative, identity, associative, and distributive property for multiplication. Students demonstrate, identify, and solve real world problems with addition and subtraction of simple fractions. Students practice identifying, describing and drawing parallel and perpendicular lines and right, acute, obtuse and straight angles and finding and using the perimeter and area of rectangles, including squares. They learn to draw line of symmetry in two dimensional figures and to identify figures that have lines of symmetry. Students build upon their measurement skills and sharpen them to include measuring to the nearest quarter-inch, eighth-inch, and millimeter and they begin to measure angles in whole number degrees. Fourth graders build upon their data analysis to include making line plot to display a data set of measurements in fractions of a unit and to interpret data displayed in a circle graph. The mathematical process standards are habit for students while engaging with increasingly complex content.

Fifth

Fifth grade students continue to build on fourth grade skills by demonstrating an understanding of and using standard algorithms for multiplication and division of whole numbers. They can explain patterns in the number of zeros of the product when multiplying a number by powers of 10. Students divide four-digit dividends by two digit divisors and when a problem results in a remainder, students explain how the remainder affects the solution. They learn to compare fractions and decimals and to convert between the two. They round decimals up to the thousandths to any place value and can relate addition and subtraction of decimals to money. Students add, subtract, multiply, and divide decimals to hundredths. They can interpret, model, and explain percents as part of a hundred. With fractions they add and subtract like and unlike denominators, and mixed numbers. Two – dimensional coordinate grids are introduced and students draw a line using given coordinates. Students measure angles; describe angles in degrees; and identify, classify and draw polygons and triangles. Additionally, they find and use the perimeter and area of triangles, parallelograms and trapezoids, and the surface area and volume of rectangular prisms. Students habitually utilize the mathematical process

standards while engaging with increasingly complex content.

Sixth

Sixth grade students develop an understanding of and apply the concept of positive and negative numbers. They become proficient at adding, subtracting, multiplying and dividing positive and negative integers, decimals, and fractions. They plot positive and negative numbers, fractions and decimals on a number line. Students create and solve word problems involving percents, decimals, and fractions and convert between the 3 forms. They also represent numbers as fractions, decimals and percents. Students gain understanding of absolute zero and can identify and explain prime and composite numbers. They write and solve one-step equations and inequalities in one variable. Students gain understanding of interior angles in triangles and quadrilaterals and use this information to solve real world and mathematical problems. They are able to find and use the circumference and area of circles and the surface area of right prisms and cylinders. They practice constructing, analyzing, and justifying the use of different ways to plot data. Students find and compare the mean, median and mode for a set of data and explain which measure is most appropriate in a given context. They participate in activities that explore probability. Students habitually utilize the mathematical process standards while engaging with increasingly complex content.

Seventh

Seventh grade students use proportions and percents to solve application problems involving the increase of a quantity and the decrease of a quantity. They solve problems involving percents, ratios, rates and similar triangles. They evaluate numerical expressions and simplify algebraic expressions involving rational and irrational numbers, write and solve two-step equations and inequalities in one variable, and find the slope of a line from its graph and relate the slope of a line to similar triangles. Students identify and use transformations. They begin to understand that when all outcomes are equally likely, the theoretical probability of an event is the fraction of outcomes in which the event may occur, and use theoretical probability and proportions to make predictions. Students habitually utilize the mathematical process standards while engaging with increasingly complex content.

Eighth

Eighth graders use the laws of integer exponents and evaluate expressions with negative integer exponents. Students are comfortable calculating square roots, and using the inverse relationship between squares and square roots. They write and solve multi-step equations and inequalities in one variable. Students translate among tables, equations, verbal expressions and graphs. Students identify properties of geometric objects and

demonstrate competency with a basic compass and straightedge constructions. They are also able to justify the constructions. Eighth graders use the Pythagorean Theorem and its converse to calculate lengths of line segments. They solve simple problems involving rates and derived measurements like speed and density. Students analyze the strengths and weaknesses of each method and the possible bias in samples or displays. They use mean, median, mode, upper and lower quartiles, and range of data to compare data sets. They organize and display data to analyze central tendencies of data, investigate effects of change in data values on the measures of the central tendency of the set of data, display data in scatter plots and informally find lines of best fit. Students habitually utilize the mathematical process standards while engaging with increasingly complex content.

High School

Algebra I

Algebra I students formalize and extend the mathematics they learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and students extend their understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students habitually utilize these mathematical process standards while engaging with increasingly complex content.

Algebra II

Algebra II students work on linear, quadratic, and exponential functions. The class allows for students to extend their repertoire of functions to include, polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equation using the properties of logarithms. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students habitually utilize these mathematical process standards while engaging with

increasingly complex content.

Geometry

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the Geometry course: Congruence and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedral. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students habitually utilize these mathematical process standards while engaging with increasingly complex content.

Pre-Calculus/Trigonometry

Pre-Calculus/Trigonometry is a course that combines the material from Trigonometry and Pre-Calculus into one course. The foundations of algebra and functions developed in previous courses are extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. Students habitually utilize the mathematical process standards while engaging with increasingly complex content. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses.

Quantitative Reasoning

Quantitative reasoning is knowledge of, and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, economic productivity and real world applications. Quantitative reasoning prepares students for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is central to the role requirements of an informed citizen. Students acquire the skills necessary to make rational decisions based on real data. Students are able to report their conclusions in a precise and accurate manner using the language, tools, and symbolism of mathematics. Students habitually utilize these mathematical process standards while engaging with increasingly complex content.

Quantitative reasoning includes:

- mathematics, statistics, algorithms, and formal symbolic logic
- the process of making reasonable estimation, forming conclusion(s), judgment or inferences from quantitative information
- the recognition and construction of valid mathematical models that represent quantitative information
- the analysis and manipulation of models that represent quantitative information
- the drawing of conclusions, prediction or inferences on the basis of this analysis
- the assessment of the reasonableness of conclusions drawn from the data

Language Arts Instruction at CHA

All Christel House teachers use a multitude of teaching resources to implement our highly rigorous curriculum and instruction. We value integrating content and, therefore, a great deal of science and social studies content and instruction is woven into our reading and language arts instruction. We balance the genres students are exposed to, thus, it is common that within any given class period, students read across genres and content areas.

Teachers facilitate learning by utilizing a variety of classroom formats to differentiate instruction. These include but are not limited to whole group, small group and one to one instruction; pairs and partners; learning teams and learning stations. To maximize learning, teachers and interventionists collaborate, using student data from formal and informal assessments and observations, to organize student groupings, while scaffolded support is provided throughout lessons.

Interventions are employed to provide additional instruction outside of the core classroom for students who are identified as struggling learners through formative and summative testing data. Each student who has been identified as needing support receive additional small group and/or individualized instruction. Students are also offered weekly academically focused clubs and tutoring opportunities, and a Saturday School program to extend time-on-task.

Elementary

During whole group instruction the teacher explains the lesson objective, introduces and models the skill or strategy and provides teacher supported student practice. This portion of the lesson has a high degree of

teacher support. Small groups and learning stations occur simultaneously following whole group instruction in the elementary grades. In small group instruction the teacher and interventionist work with a homogeneous group of four to six students. The instruction is focused specifically to the needs of the group and the level of teacher support is high. While the elementary teacher is working with small groups the rest of the class is engaged in learning stations. Learning stations provide opportunities for practice of skills and strategies that have already been taught but not yet mastered. Students in learning stations are grouped heterogeneously. This grouping provides a natural support by including students of all abilities. To meet individual needs, teachers differentiate the activity in the learning stations based on need. The elementary teacher chooses the skill or strategy for each station based on assessment data, state standards and best practices. Students are expected to work independently or as a member of a learning team to complete activities or tasks. Sharing is an important culminating activity. The sharing time is an opportunity for the teacher to receive feedback from the students regarding the implementation and engagement of the activity. Although the level of teacher support is low, student accountability is demonstrated through discussions during sharing time, presentations and finished products.

Middle School

Middle School Language Arts classes are based on the Indiana Standards and are designed to integrated instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews, as well as critiques of both informational and literary writing. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students develop advanced skills and strategies in language. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an arguments or proposal. Students also listen to literature read aloud to them and write independently for enjoyment.

High School

English Language Arts (ELA) classes for grades 9-12 are designed as integrated English courses based on Indiana's Standards. These courses are a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements at an increasing level of rigor each year. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for their grade level in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and argumentative/persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

ELA extends beyond the English classrooms as well. Content-area teachers have coaching on their respective literacy targets, and work hard to ensure that students are working to improve their literacy skills in all classes.

Social Studies

Christel House academy believes in teaching with an international mindset. This means that students learn not only state level standards, but they also take on international issues and study current events. The objective is to equip students with the ability to view local and state issues from both a national and international perspective. Our staff aspires to develop students who understand the global challenges and opportunities that exist for them after graduation.

Students learn to read historical documents like, transcripts, treaties, newspapers, as well as articles and historical fiction and non-fiction. Using technology, teacher provide math historically authentic documents to enhance learning for students. Student learning is assessed through formative and summative assessments as well as culminating projects, reports, and community service.

In the elementary grades, teachers utilize the International Primary Curriculum as a loose framework for structuring thematic studies around social studies from one grade to the next. Each of these Unit of Learning also incorporates specific studies into enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability.

In the high school, students study Geography & History of the World in their freshman year, Ethnic Studies and Indiana Studies in their sophomore year, US History in their Junior year, and Government and Economics in their senior year.

Science

Science is taught through an applied approach at CHA. Students learn to read scientific documents like, laboratory reports, scientific journals, articles, technical reports, patents, published research, and non-fiction books.

Student learning is assessed through formative and summative assessments as well as culminating projects, reports, and community service.

The complete science academic program incorporates the Science and Engineering Process Standards (SEPS), the Science/Technical Studies Content Area Literacy Standards (LST) and the Indiana Literacy Standards (relevant to science objectives).

In the high school, students study Biology in their freshman year, Anatomy and Physiology in their sophomore year, Integrated Physics and Chemistry in their Junior year, and Physics in their senior year.

Special Education

All students require support in order to thrive and to gain full benefit from their school experience at CHA. Some students have special needs that require support beyond those ordinarily received in the school setting. Generally, at CHA, students who have behavioral, cognitive, physical, or multiple exceptionalities may have educational needs that cannot be met through regular school practices, and these students may qualify for special education services if they are between 5 and 22 years of age. These student needs may be met through accommodations, and/or an educational programming that is modified by using a formal Individual Education Program Plan. Students are formally identified as special education pupils through a Case Conference procedure, as specified in Indiana Article 7 & and the Individuals with Disabilities Education Act. Identification of special education students is done through a process mandated by State Law. To fulfill these obligations, both CHA and externally contracted staff collaborate to identify a student's specific learning need,

that may qualify them for Special Education Services under the law.

Christel House Academy employs special education teachers and contracts with local providers to meet the needs of students with an Individual Education Program Plan (IEP), enrolled at Christel House Academy. Contracted services typically include, physical therapy, occupational therapy, vision and hearing supports, speech therapy, and psychological services.

It is, however, important to note that the bulk of the efforts applied within the special education program are designed to accommodate our students' individual learning needs through supports to ensure that they have equitable access to the general education curriculum. While it is common practice in many schools to use IEPs to alter curricular objectives, this is avoided at CHA. Special education staff do not alter curricular requirements that ultimately could prevent students from mastering the full general education curriculum, without extensive discussions and agreements with the student & parents.

In some cases, to meet the specific needs of students with truly exceptional needs, CHA collaborates with other LEAs to determine how best to ensure those needs are met. Though a case conference decision, it may be necessary to place a student outside of the LEA. Outside of these truly exceptional circumstances, CHA applies an inclusive approach to delivering special education services.

English as a Second Language (ESL)

CHA works to accommodate English Language Learners (ELL) through specialized English Language (EL) programming. All students who speak a first language other than English at home are assessed using WIDA. From this test, an instructional level is applied to each student.

All students participate in the core Language Arts program and instructional modifications are made as necessary. Students with a high level of EL needs receive more individualized attention. Students with minimal EL needs receive push-in services. Much like the special needs philosophy, staff aims for a least restrictive environment to deliver instruction.

Health & Wellness

Being healthy physically and mentally is a basic prerequisite to learning and quality of life. CHA provides a solid

foundation for nutrition by offering a healthy breakfast, fruit or vegetable snack, lunch and an afternoon snack. CHA has been identified as an award winning HealthierUS School.

The Academy participates in the USDA National School Lunch Program (NSLP), a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day.

The school meals are provided by a selected food management company that must employ registered dietitians who are able to meet the Dietary Guidelines for Americans.

Students have access to an onsite nurse from a local hospital, who works on getting students back to class or helps parents when children need medical care. Vision and hearing screenings are provided by the Marion County Health Department and the school nurse. Immunizations, as governed by state law, are monitored and facilitated by the school nurse.

CHA loosely follows a coordinated school health program (CSHP) model. Collaboration and coordination with third parties to meet the various health needs of our students is a critically important element of this program.

Health & Wellness Education:

A planned, sequential, K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health is employed at CHA. The program is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. The program includes a variety of topics such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse.

Physical Education:

A planned, sequential K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas such as basic movement skills; physical fitness; rhythms and dance; games; team, dual, and individual sports; tumbling and gymnastics; and aquatics.

Financial Management

The entity's total fiscal management falls under the responsibility of the Chief School Business Officer (CSBO). Final decision making on financial matters and CSBO oversight is the Head of School's responsibility. The Board's Finance, Audit and Compensation Committee provide Board level oversight and consultation to both the Head of Schools and the CSBO.

The CSBO has a staff of accounting, facility and human resource professionals that assist in the routine and daily operations of the entity. This team is comprised of a collection of employees, contractors and contracted services. Collectively, they form the network's Business Office. The vast majority of each charter school's financial management occurs within the Business Office.

Each school's administrative staff handle routine and typical daily activities that relate to financial management. These activities are performed in concert with the Business Office's activities. School level purchases are ultimately decided and approved by that school's principal, but processed within the Business Office. This system allows for check and balances between the network and each school.

Each school has historically met the Office of Educational Innovation's performance metrics consistently. The last compressive review of the schools 'Organization's Fiscal Health', as defined by OEI's Financial Performance Framework, can be found at http://oei.indy.gov/wp-content/uploads/2017/04/CHASouth.Core_ .Question.2.2015.2016.FINAL_ .DRAFT_ .pdf This report shows the school 'exceeding standard'. This framework evaluates the 1) Enrollment Ratio, 2) Enrollment Variance, 3) Current Ratio, 4) Days Cash on Hand, and 5) Debt Default. Also included in the framework is an assessment of the school's long-term health, using the school's 1) Aggregate Three-Year Net Income, 2) Debt to Asset Ratio, and 3) Debt Service Coverage (DSC) Ratio. OEI's staff also reviewed each school's financial management practices, looking specifically at the Financial Audit and Financial Reporting Requirements.

Organization and Compliance

The network staff engage in routine reviews and evaluations of operational challenges at each school that include facilities, transportation, technology, lunch programming, and human resource needs. As part of the Annual Business Planning process, school and network staff collaborate with Christel House International staff to determine the operational, educational and fiscal objectives in the upcoming school year. Each school's Annual Business Plan then becomes a key tool in driving the strategy and practices to ensure annual goals are met.

Though this process, each school has established a history of forecasting and engaging creative solutions to problems that may have otherwise plagued the school down the road. At present, each Christel House school enjoys a safe and sound facility for school operations. Additionally, key operational issues function smoothly and the Authorizer, Department of Education and Independent Auditors have found no deficiencies within the organization.

Christel House Academy South and Christel House Academy West have current and active charters with the Mayor of Indianapolis, Office of Educational Innovation. Christel House Academy South has a long history of meeting compliance agreements with OEI.

A copy of the OEI Accountability reports from 2011 to present, can be found at: <http://oei.indy.gov/christel-house-academy>

Christel House Academy West, a more recently chartered school, also has been operating within the agreement established by OEI.

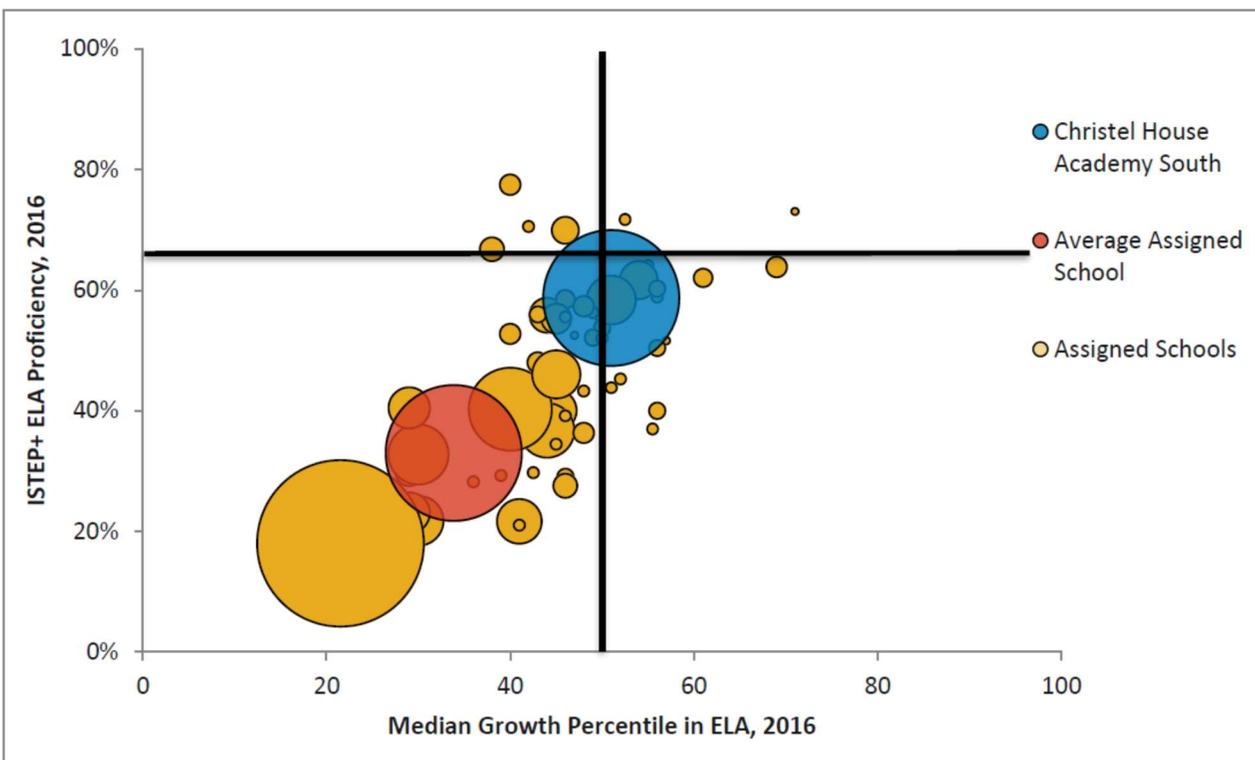
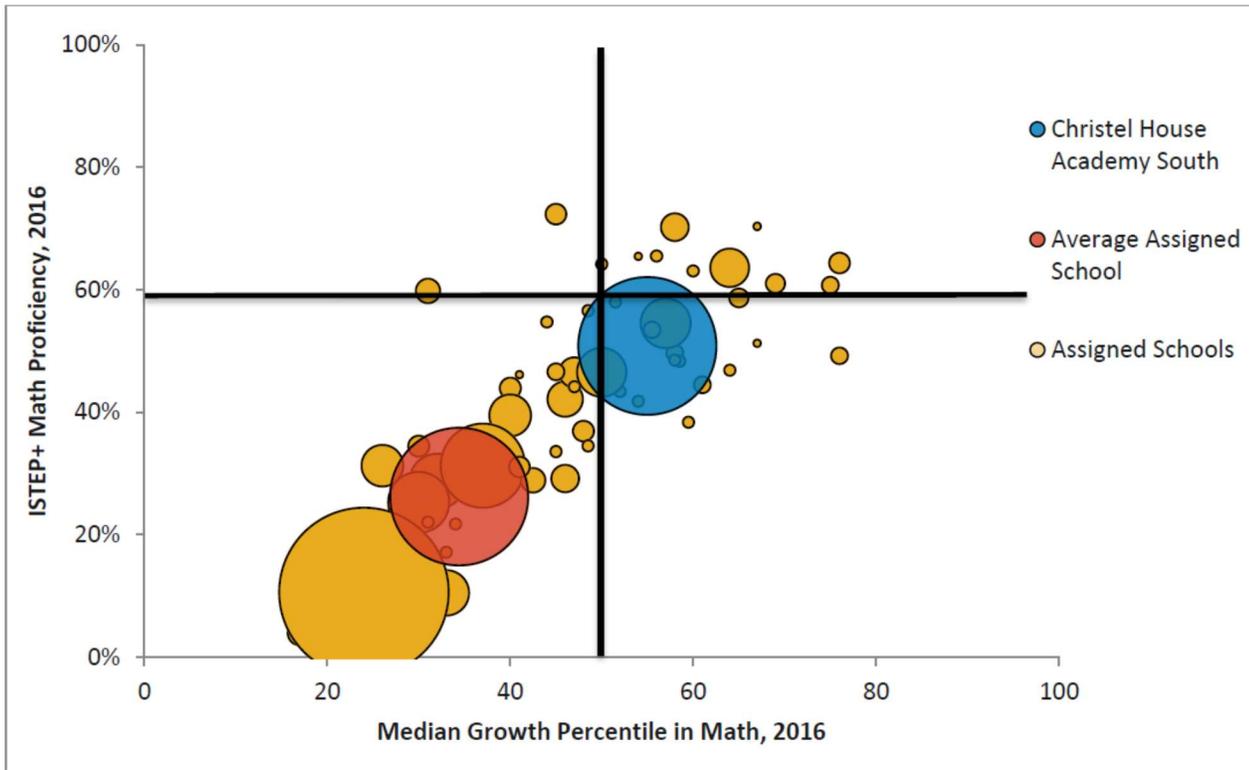
A copy of the OEI Accountability reports from 2014 can be found at: <http://oei.indy.gov/christel-house-academy-west>

During the 2014-15 school year, Christel House Academy West did receive a formal Civil Rights complaint. That complaint was investigated by the Office of Civil Rights and was determined to be an unfounded complaint.

Section II: Performance Record

Christel House Academy South students have consistently outperformed the students from the schools where the students would have otherwise attended, had they not enrolled in Christel House.

Using data compiled by the OEI the charts below shows CHA-S student performance outpaced that of their peers and had higher median growth than their peers in both Math and English Language Arts.



Performance at Christel House Academy West has been strong for a 'new' charter school. However, the limited data has prevented similar comparisons. Still, the raw performance of CHA-W has been significantly stronger than their neighboring schools – 1) Garden City Elementary School, with a combined ISTEP+ pass rate of 30.3%; 2) Wendell Phillips School #63, with a combined ISTEP+ pass rate of 19.1%; and 3) William Penn School #49, with a combined ISTEP+ pass rate of 29.6% - - whereas Christel House Academy West had a combined ISTEP+ pass rate of 40.4%.

Both Christel House Academy South and West have been positively evaluated under OEI's evaluation framework for Core Question "Is the educational program a success?" Copies of those report can be found at:

<http://oei.indy.gov/christel-house-academy/>

-and-

<http://oei.indy.gov/christel-house-academy-west/>

Section III: Additional Information Required for School with Nonrenewal Notices

Not applicable to any of the Christel House Schools charters.

Anne N. DePrez

Partner

anne.deprez@btlaw.com
317-231-7264
11 South Meridian Street
Indianapolis, IN 46204-3535

Anne N. DePrez is a member of Barnes & Thornburg LLP's Litigation and Corporate Departments. Co-chair of the firm's Financial and Regulatory Litigation Practice Group, she is also a member of the White Collar and Investigations and Compliance Practice Groups. She concentrates her practice in the areas of securities and business litigation. Her securities litigation practice includes representing issuers, directors, underwriters, broker-dealers and others in securities fraud class actions, securities enforcement actions, and customer disputes. Her business litigation practice focuses on corporate governance issues such as shareholder disputes, director litigation, and derivative actions, but often encompasses areas as diverse as cooperative membership, contract, partnership, insurance, and banking disputes.

In addition to representing clients in both federal and state courts, Ms. DePrez has extensive experience with alternative forums, having appeared in arbitrations under the auspices of The Financial Industry Regulatory Authority (FINRA), the National Futures Association, the American Arbitration Association, and the Center for Public Resources. She has also represented clients in Commodity Futures Trading Commission reparations proceedings and in administrative and disciplinary actions before self-regulatory organizations and securities regulators, and has served on arbitration panels for the American Arbitration Association, the National Futures Association and the National Association of Securities Dealers.

Although Ms. DePrez concentrates her practice in litigation, she also works with clients to avoid litigation in the first place. She advises corporations, their boards and special committees on corporate governance and compliance issues, in addition to representing them in connection with both internal and government investigations.

Ms. DePrez graduated in 1977 from Smith College, Northampton, Massachusetts, with an A.B. in economics. In 1981, she received her J.D., *magna cum laude*, from Indiana University Maurer School of Law where she served as managing editor of the Indiana Law Journal.

Ms. DePrez serves as President of the Christ Church Cathedral Foundation, and as First Vice Chair of the board of directors for CICOA Aging & In-Home Solutions, Inc. She is a past member of the board of visitors for the Indiana University Maurer School of Law and a former chair of the board of trustees for Emma Willard School in Troy, New York. She has been listed in *The Best Lawyers in America* since 1999 in numerous areas, including Commercial Litigation, Bet-The-Company Litigation and Securities Regulation & Litigation, and in *Indiana Super Lawyers* magazine in the area of Business Litigation. She was named by *Best Lawyers* as the 2012 Indianapolis "Lawyer of the Year" for Bet-The-Company Litigation and as the 2017 Indianapolis "Lawyer of the Year" for Litigation - Securities. Ms. DePrez has also been listed in the 2014-2017 editions of *Chambers USA: America's Leading Lawyers for Business*.



Bar Admissions

Indiana, 1981

Other Court Admissions

U.S. District Court for the Northern District of Indiana

U.S. District Court for the Southern District of Indiana

U.S. District Court for the Western District of Michigan

U.S. District Court for the Eastern District of Wisconsin

6th Circuit Court of Appeals

7th Circuit Court of Appeals

Education

Indiana University -
Bloomington (J.D., 1981),
magna cum laude

Smith College (A.B., 1977)



Anaclim

management biographies



Alfonso J. Alanis, M.D.

Dr. Alanis, is a majority founding partner, Chief Executive Officer and Chairman of the Board of Anaclim LLC, where he is responsible for the overall strategy and the performance of the company with a sharp focus on meeting customer needs.

Dr. Alanis retired from Eli Lilly and Company after 21 years of service in different R&D, managerial and executive positions. From 1994 to 2000 Dr. Alanis was Chief Medical Officer and Vice President of Global Clinical Research of Eli Lilly and Company and had responsibility for all of Lilly's clinical research activities around the world. In addition, during his career at Lilly, Dr. Alanis was directly involved with the development and the support of several key products including Byetta®, Humatrope®, Reopro® and Xigris.

Dr. Alanis is recognized as an expert and a leader in global clinical drug development. According to the independent think-tank CenterWatch®, during Dr. Alanis' tenure as Lilly's Chief Medical Officer, Lilly's Medical Department was consistently ranked number one in the Pharmaceutical Industry in the United States and in Europe.

A U.S. citizen, Dr. Alanis was born in Mexico City where he attended Medical School and graduated *Magna Cum Laude* from the National Autonomous University of Mexico (UNAM) in 1977. He obtained his Internal Medicine, Infectious Disease and Clinical Microbiology training at the Cleveland Clinic in Cleveland, Ohio from 1978 to 1983.

Dr. Alanis has been the recipient of several academic and research awards and honors, and a number of licenses and certifications including certification by the American Board of Internal Medicine and the Mexican Board of Internal Medicine. He has authored many scientific publications and chapters in peer-reviewed medical journals and textbooks of medicine.

Dr Alanis is an active member of the American College of Physicians, the Infectious Disease Society of America and the American Society for Microbiology. Dr. Alanis is currently Board Member of the Greater Indianapolis Chamber of Commerce's Hispanic Business Council (HBC) and a member of the Board of Directors of The Greater Indianapolis Chamber of Commerce, The Fairbanks Institute Science and Policy Committee, Christel House Indianapolis and The Mexican Scholarship Fund. He Chairman of the Advisory Board of The Timmy Foundation, an Indianapolis-based non-for-profit organization serving the needs of poor children in underdeveloped countries.

CHRISTEL DEHAAN

Christel DeHaan
Founder
Christel House International

10 West Market Street
Suite 1990
Indianapolis, IN 46204
317-464-2030
smckenzie@christelhouse.org

Christel DeHaan is recognized as an accomplished business woman, community leader and philanthropist. In 1974 she co-founded Resort Condominiums International (RCI), the company which pioneered vacation exchange and helped the timeshare industry become the fastest growing segment of the travel and tourism industry. Under her leadership, RCI became the largest timeshare service provider in the world. She sold the company in 1996 and today RCI is a subsidiary of Wyndham Worldwide, a New York Stock Exchange listed company.

In 1998, Ms. DeHaan founded Christel House, a public charity, to help some of the world's poorest children break the cycle of poverty, realize their hopes and dreams, and become self-sufficient, contributing members of their societies. Christel House provides K-12 education, nutritious meals and medical care. It instills universal values, encourages personal accountability and empowers families and communities. And, it teaches the importance of helping others. Through this holistic approach, Christel House permanently transforms lives and uplifts communities. Almost 3500 children benefit from Christel House learning centers in Mexico, India (2), South Africa and the United States, and through affiliated programs in Venezuela and Serbia. More information about the organization can be found at www.christelhouse.org.

Ms. DeHaan is the recipient of numerous awards and distinctions. President Clinton appointed her to the White House Conference Task Force on Travel and Tourism, and she was inducted in the British Tourism Hall of Fame. She has been a guest lecturer at Cornell University and at Nottingham University's Ningbo Campus. She serves on the boards of OneAmerica Financial Partners, the American Pianists Association, The Woodrow Wilson National Fellowship Foundation and Spoleto, USA. Christel has been a supporter in the founding of the DeHaan Travel and Tourism Research Institute at Nottingham University in England. She supports arts and culture in central Indiana through the DeHaan Family Foundation.

Emmanuel D. Harris, EA, MBA, CEP

Mr. Emmanuel D. (Mann) Harris is Chief Executive Officer of Harris & Associates, LLC, a financial and tax consulting firm in Indianapolis, IN. He has over 35 years of experience in tax consulting and is an Enrolled Agent (EA) and is licensed by the U.S. Treasury Department to represent taxpayers before the IRS. He is a Registered Principal and an OSJ Branch Manager with securities offered through LPL Financial. With over 24 years in the investment business, he has been with LPL since October, 1991 and currently manages \$60 million in investments for over 600 clients. He is a Certified Estate Planner (CEP) and holds life insurance licenses in Indiana and numerous states which he utilizes in advising clients.

Prior to retiring from General Motors at the age of 41, Mann worked over 19 years in various financial positions at GM in Indiana and Michigan, including Delco Remy Division, General Motors Central Office and Allison Gas Turbine Division.

Mann is a member of the Financial Industry Regulatory Authority (FINRA), National Association of Enrolled Agents (NAEA), and National Association of Tax Professionals (NATP). He serves on the Board of Trustees of the University of Indianapolis and the Elizabeth City State University Foundation Board of Trustees. Mann earned his MBA degree from the University of Indianapolis and his BS degree in Economics from Tuskegee Institute, Tuskegee, AL. He also studied taxation at Long Island University, Brooklyn, NY. Originally from Camden, NC, Mann is married, has three sons and seven grandchildren.

WAYNE KIMBALL, JR.

Wayne Kimball, Jr. is a dynamic, results-oriented professional with experience strategizing, executing, and leading complex, multifunctional initiatives across global boundaries within fast-paced corporate environments. Known for his exceptional communication and influence skills with diverse senior-level executives and client stakeholders on critical revenue generating initiatives, Wayne is a true champion for innovation and globalization.

He currently serves as the Director of Performance Improvement for the ACT-1 Group, where he works with corporate executives to establish a roadmap for success by developing and implementing organizational change and business development strategies. Wayne is responsible for identifying and assessing areas for global growth and expansion, while deploying deliberate management and employee development methodologies, and revenue generating initiatives to ultimately increase overall profitability.

Wayne formerly served as the Global Operations Manager for Agile-1, the technology flagship of the ACT-1 Group, working cross-functionally with global teams to design operational infrastructure, prepare global teams for implementation and expansion readiness, and develop global services talent. Prior to joining the ACT-1 Group, he served in the Human Resources Technology and Global Business organizations at Google, Inc. Wayne also led the Accelerate: Google Apps for Education team, where he helped educational institutions and minority-serving organizations in the digital space.

Wayne is a member of the 100 Black Men of Indianapolis, National Speakers Association, National Urban League and a life member of Alpha Phi Alpha Fraternity, Inc. Kimball currently serves on the Board of Directors for Christel House Academy and the NC A&T National Alumni Association, and formerly served on the NC A&T State University Board of Trustees.

He earned his Master of Business Administration degree in International Business at the Loyola University Quinlan School of Business in Chicago, IL, and completed his bachelor's degree in Civil Engineering at North Carolina A&T State University in Greensboro, NC.

BIOGRAPHY



Alan A. Levin

Partner

11 South Meridian Street | Indianapolis, Indiana 46204-3535

ph: 317-231-7259 fax: 317-231-7433

e-mail: alan.levin@btlaw.com

Alan A. Levin is a partner in Barnes & Thornburg LLP, resident in the Indianapolis, Indiana office, where he is a member of the Business Department. He currently is the Managing Partner of Barnes & Thornburg and has served in that capacity since 1997. He concentrates his practice on the many legal issues surrounding employee benefits. His practice encompasses a broad spectrum of activities, including drafting and design of both qualified and non-qualified retirement plans, consulting, and an extensive administrative practice with governmental agencies. In addition, he has been involved in all phases of the establishment and operation of ESOPs and, on occasion, has been involved in implementing retirement plans in foreign countries. His practice also includes counseling clients with respect to executive compensation issues, including stock option plans, phantom stock plans and split dollar insurance. As part of his administrative practice, he is closely involved with governmental agencies, including the U.S. Department of Labor and the Internal Revenue Service.

Mr. Levin has been a frequent participant in employee benefit seminars on topics including qualified retirement plans, executive compensation, and ESOPs. He serves on several boards, including as a trustee of The Indianapolis Foundation and the Central Indiana Community Foundation.

Mr. Levin received a B.A. degree *summa cum laude* from Mercyhurst College in Erie, Pennsylvania, in 1976. He received his J.D. *magna cum laude* from Indiana University School of Law-Bloomington in 1982, where he was a member of the Order of the Coif. He joined Barnes & Thornburg in 1982 and became a partner in 1990. Mr. Levin is admitted to practice in the state of Indiana.



CE Solutions, Inc.
Structural Engineers

EDUCATION

Purdue University
West Lafayette, Indiana
Bachelor of Science
in Civil Engineering 1978

REGISTRATION

Registered/Licensed Professional
Engineer: Indiana, Kentucky, Ohio,
W Virginia, Michigan, Mississippi,
North Carolina, Washington,
Pennsylvania
Licensed Structural Engineer:
Illinois, Utah (pending)

ACCOLADES

U.S. Jaycees Outstanding Young
Men of America

Theta Chi Fraternity
Citation of Honor

Stanley K. Lacy Executive
Leadership Program

National Multiple Sclerosis Society
Indiana State Chapter Leadership
Circle Award

Graduate Dr. Stephen R. Covey's
"Seven Habits of Highly Effective
People" Workshop

Kiwanis International Foundation
2001 George F. Hixson
Fellowship Award Recipient;
Kiwanian of the Month

PUBLICATIONS

*Engineering Ethics &
Professionalism, Indianapolis
Business Journal* 1990

*Relationships 101,
Carmel Business Leader*, 2009

Steven P. Osborn, P.E., S.E., CPSM, FSMPS **President, CE Solutions**

In his first two decades as a structural engineer with large, multi-disciplined firms, Steve gained a wealth of experience managing large-scale, noteworthy projects like downtown Indianapolis' \$300 million Circle Centre Mall. In the years since he founded CE Solutions in 1998, Steve has capably applied the skills he derived working on complex, large-scale projects toward developing creative solutions to unique, one-of-a-kind projects, both large and small. Several award winning engineering projects illustrate his talent. Steve actively contributes his talents toward enhancing the profession. Through leadership positions in professional organizations, he has assisted the State of Indiana with building code provisions and professional service selection procedures. He has delivered the speech, "Seismic Restraint Design of Mechanical, Electrical and Fire Sprinkler Systems" to the Indiana Fire Sprinkler Association, Indiana Subcontractors Association, Mechanical Contractors Association of Indiana, Indiana Construction Specification Institute and Illinois State University School of Construction Management. Steve routinely consults on the same subject. Since the 1986 inception of the Civil Engineering Professional Development Seminar cosponsored by Purdue University's School of Civil Engineering and the Indiana Section of ASCE, Steve has actively participated in the planning and has frequently served as session moderator at this popular continuing education program.

COMMUNITY ORGANIZATIONS

- Stanley K. Lacy Leadership Association, Current Board Member
- Lacy Society, Charter member
- Multiple Sclerosis Society, Indiana Chapter, Current Board of Trustees Member
- Boy Scouts of America Crossroads of America Council, Past Properties Committee
- Indianapolis Kiwanis Northwest Club, Past Fountain Square Revitalization Committee, Past Chairman; Community Needs Analysis 2000 Committee, Past Chairman
- Theta Chi Fraternity

PROFESSIONAL INDUSTRY ORGANIZATIONS

- Indiana Civil Engineering Professional Development Seminar, Advisory Committee Member since 1986, Past Co-Chair
- American Council of Engineering Companies of Indiana, Committee leadership positions
- Indiana Qualifications Based Selection Coalition, Past Chairman
- American Society of Civil Engineers, Local, state and national leadership positions
- Metropolitan Indianapolis Branch, Structural Engineering Institute, Founder/Past Chairman
- American Concrete Institute
- Society for Marketing Professional Services, Fellow, Certified Professional Services Marketer, Indiana Chapter Past President, National Practice Analysis Committee

CURRICULUM VITAE
Todd R. Ryden

EDUCATION

- Purdue University*, West Lafayette, Indiana, Bachelor of Arts, 1993
- Phi Alpha Theta Honorary Society; Departmental Certificate of Achievement
- Tulane University*, Paris, France, Certificate International Contract Law & European Legal Studies, 1995
- Indiana University*, Indianapolis, Indiana, Juris Doctorate, 1997
- American Bar Association Chapter President, Chapter Founder, Commencement Speaker, Order of the Baristers

EXPERIENCE

- The Applied Group, LLC* – Principal, Founder 2009-Present
- Founded private equity group, focusing on control acquisition of divestitures of non-core business units
 - Targeting acquisitions of software, technology and technology services companies, business units or products
- ViaStar Energy, Inc.* – Co-Chief Executive Officer, Co-Founder 2001-2010
- Founded utility management company in 2000; vertical business plan execution
 - Designed a fixed-network automated meter reading infrastructure for utility meters
 - Cooperative development with Motorola® of the design, production, sales of DMR® System
 - Developed a global go-to-market plan for sales and distribution of the DMR® System
 - DMR® System featured in New Product Technology Showcase, 2005 American Water Works Association
 - Developed detailed business case analysis for large municipal and investor owned utilities
 - Provided utility management services to municipalities and commercial properties within the U.S.
 - Designed and developed customized utility billing system and portal
 - Completed transaction with Motorola concerning the DMR® System under confidential terms in 2007
 - Completed sale of ViaStar's billing services division to Irvine CA, based NWP Services Corp. in 2008
 - Developed two Private Placement Memorandum for capitalization of the Company
 - Negotiated, drafted and completed transactions on behalf of the Company
- Calders Development, Inc.* – Principal, Co-Founder 2002-Present
- Focus on commercial retail development in central Indiana
 - Indiana affiliate partner with National Retail Properties (NYSE: NNN) for development of big-box triple net lease retail sites in Indiana
 - Completed development of over 40,000sf; currently developing 480,000sf of retail
- AquaStar, LLC* – Principal, Co-Founder 2002-2004
- Financial transaction resulting corporate control of a large natural spring in Indiana
 - Negotiated with founders of Mike's Hard Lemonade, Nestle Waters, and other groups for the sale of the spring; finalized sale of the spring and brand to a venture capital group
- StarCom Broadband, Inc.* – Chief Operating Officer, General Counsel, Co-Founder 1999-2001
- Composed business and financial model in May 1998, launched in May 1999
 - Negotiated acquisition of Company to Comcast in April 2001
 - Designed and implemented a regional high-speed data network in coordination with UUNET, MCIWorldCom, Cisco Systems, and Boulder Tongue Laboratories
 - Designed and implemented Master Headend Video Plants and partnered with SBC/Ameritech to construct a regional fiber-optic network distribution system
 - Responsible for business development, marketing, legal and operations; exceeded sales and revenue projections one year ahead of model
 - Expanded model into a regional focus; operated in Indiana, Illinois, Missouri, Michigan and Oklahoma
 - Drafted and negotiated all corporate contracts and legal documents
 - Company received "Pioneer Award" from World Satellite Networks, 2001
 - Individually received Apartment Association of Indiana's Associate Member of the Year Award
 - Member of Independent Cable and Telecommunications Association; responsible for meeting with FCC Committees and Chairs
 - Negotiated venture capital transactions
- Mitchell Hurst Jacobs & Dick* – Associate Attorney 1997-1999
- Specialized in complex litigation, products liability, and trial practice
 - Practiced in Indiana District, Appellate and Supreme Court
 - Authored many articles involving Unauthorized Practice of Law and Attorney-Client Relation
 - Litigated in Indiana Supreme Court (*Cincinnati Insurance v. Willig*) unauthorized practice of law question; both co-counsel on case recognized as Indiana Trial Lawyer's of The Year by IILA

- Represented Indiana in State advanced tobacco litigation
- All cases tried resulted in favorable verdict
- Penn Corp. Financial – Sales Associate 1994*
- Insurance and financial products business development and marketing
- Recognized as national sales leader

PROFESSIONAL REFERENCES

- Keith Gambrel, Partner, Katz Sapper & Miller (317) 580-2005
- William W. Hurst, Senior Partner, Mitchell Hurst Jacobs & Dick (317) 636-0808
- Brad Qneisser, Partner, mCapitol Management (202) 296-5354
- Jeffery White, Principal John Marshall Community High School (317) 693-5464

PROFESSIONAL ASSOCIATIONS PAST & PRESENT

- Big Brothers & Big Sisters of Central Indiana, Vice President of Board of Directors
- American Bar Association
- Indiana & Indianapolis Bar Associations
- Indiana Trial Lawyers Association (Past)
- Independent Cable and Telecommunications Association (Past)
- NSUAA: Regulatory and Legislative Committee Member (Past)

C.V. DETAIL & COMMUNITY INVOLVMENT ATTACHED

TODD R. RYDEN
11595 N. MERIDIAN STREET, SUITE 800
CARMEL, INDIANA 46032
(317) 445-7676
TRYDEN@THEAPPLIED.COM

Yvonne H. Shaheen - 2593 Turning Leaf Lane, Carmel, Indiana, USA 46032 yshaheen@cs.net

Producer and Chief Executive Officer (Retired) and Community Leader

Employment History

February 1987 - January 2006	President and Chief Executive Officer, Long Electric Co., Inc.
February 1987 - January 1988	Chief Executive Officer, Bright Street Metal Co., Inc.
November 1977 - August 1986	Corporate Administrative Officer, Long Electric Co., Inc.
August 1962 - June 1983	Elementary School Teacher, Bexley, Ohio
August 1961 - August 1962	Elementary School Teacher, West Covina, California

Current Board Positions

Arts Council of Indianapolis - Board of Directors, past Chairman; Finance Committee; Nominating Committee; Governmental Committee, Chairman; Grants Committee

Central Indiana Corporate Partnership (CICP) - Board of Directors

Children's Museum of Indianapolis - Board of Directors, Honorary Trustee, Executive Committee, Finance Committee, Investment Committee, Chairman of Master Planning Committee, Co-Chairman of Capital Campaign, past Board Chairman

City of Indianapolis - Blue Ribbon Committee on Crime Prevention

Community Hospital Network Foundation - Board of Directors Chairman

Crossroads of America Foundation - Board Member

Cultural Tourism Commission - Finance Committee, 2002-07

Economic Club of Indianapolis - Board of Directors, past Chairman

Executive Service Corps (ESC) - Advisory Board

Greater Indianapolis Chamber of Commerce - Board of Directors, past Chairman

Greater Indianapolis Progress Committee (GIPC) - Chairman of Board, Executive Committee

Greater Indy Neighborhoods - Board, Co-Chairman of Board

Immigrant Center of Indianapolis - Board of Directors, Vice President

Indiana Academy - Board of Governors, Executive Committee; Chairman of Board

Indianapolis Chamber of Commerce Foundation - President

Indianapolis Private Industry Council - Board of Directors, past Chairman; Co-Chairman of Youth Council; Executive Committee

Indianapolis Symphony - Board of Directors, Executive Committee, Finance Committee

Indy Partnership - Board of Directors, past Chairman

IUPUI Foundation - Advisory Board

Marquette Manor - Board of Directors, Finance Committee, Governance Committee

National Electrical Contractors Association for Central Indiana - Board of Directors, President, Executive Board, Indianapolis Local Representative

NDM Merit's Final Four - 2010 Subcommittee Co-Chair

One America - Board of Directors, Audit Committee

Purdue University, School of Education - President & Council

Skyline Club - Board of Governors Chairman

United Way of Central Indiana - Board of Directors, Capital Project Committee

University of Indianapolis - Board of Trustees, Executive Committee

Volunteers of America - Board of Trustees, Development Committee

WYI - Board of Directors, Finance Committee

Women's Fund - Board of Directors, past Chairman; Licensure Committee

CURRICULUM VITAE

NAME: Watanabe, Margaret Reese

EDUCATION:

UNDERGRADUATE: Wheaton College, Wheaton, Illinois
B.S. with High Honors, Zoology, 1963

GRADUATE: Indiana University School of Medicine
Indianapolis, Indiana
M.S., Immunology-Microbiology, 1963

Indiana University School of Medicine
Indianapolis, Indiana
Ph.D., Immunology-Microbiology, 1980

Indiana University School of Medicine
Indianapolis, Indiana
M.D., 1986

POSTDOCTORAL: Indiana University School of Medicine
Department of Internal Medicine
Division of Rheumatology
Research Fellow, 1980-1982

Indiana University School of Medicine
Department of Obstetrics and Gynecology
Resident, 1986-1990

Diplomate, American Board Obstetrics and Gynecology,
1992

FELLOWSHIPS: National Science Foundation Fellowship, 1963-1965

Graduate Fellowship, Danforth Foundation, 1974-1980

Postdoctoral Fellowship, National Arthritis Foundation,
1980-1982

ACADEMIC APPOINTMENTS:

Indiana University School of Medicine
Department of Obstetrics and Gynecology
Clinical Instructor, 1990-1992
Clinical Assistant Professor, 1992-2003

Clinical Assistant Professor Emeritus, 2003-present

INTERESTS:

Music, Painting, Gardening, Reading
Started studying piano at age six
Currently studying piano with Laura Enker

PUBLICATIONS:

Refereed publications

1. Ingraham, J.S., Biegel, A.A., Watanabe, M.R., Todd, C.W.
"Effects of Anti-Allotype Sera on Hemolytic Plaque Formation by Single Rabbit Spleen Cells."
Journal of Immunology (1967) 99:1023.
2. Watanabe, M. and Aldo-Benson, A. "Specific Suppression of Hybridoma Immunoglobulin Secretion by Hapten-conjugated Mouse IgG: A Model of B Cell Regulation."
Cellular Immunology (1983) 79:345/

Nonrefereed publications

1. Ingraham, J.S., Petersen, B.H., Watanabe, M.R. "A Simplified Technique to Study the Formation of Antibodies by Single Cells in a Liquid Assay System."
Information Exchange Group No. 5, Memo 317 (1967).

Abstracts

1. Ingraham, J.S., Biegel, A.A., Watanabe, M.R., Todd, C.W.
"Enhancement of Hemolytic Plaque Formation by Rabbit Anti-allotype Antibodies."
Federation Proceedings (1966) 25:306
2. Watanabe, M.R., Petersen, B.H., Ingraham, J.S.,
"Hemolytic Efficiency of Rabbit Anti-hapten Antibodies."
Midwest Immunology Conference, 1979
3. Watanabe, M., and Aldo-Benson, M.,
"Anti-hapten Immunoglobulin Secretion and Its Suppression by Hapten IgG Conjugates"
Clinical Research (1981) 29:726A

4. Watanabe, M. and Aldo-Benson, M., "Hapten-IgG Induced Suppression of Antibody Secretion in a Hybridoma Cell Line." Midwest Immunology Conference, 1981
5. Aldo-Benson, M.A., Scheiderer, L., Watanabe, M. „Continuous Growth of Antigen Specific Clones of Murine B Cells” Clinical Research (1981) 29:765A
6. Watanabe, M.R. and Aldo-Benson, M.A. "Suppression of Hybridoma Cell Immunoglobulin Secretion by Hapten-IgG Conjugates” Clinical Research (1982) 30:360A.
7. Tsao, B.P., Watanabe, M.R., Aldo-Benson, M.A. "Macrophage Mediated Suppression of Hybridoma Anti-DNP Secretion by DNP-MGG” Clinical Research (1983) V31.
8. Tsao, B.P., Watanabe, M.R., Aldo-Benson, M.A. "Macrophages Mediate Suppression of Hybridoma Anti-DNP Secretion Via a Soluble Factor Induced by DNP-MGG” Federation Proceedings (1984) 43:1737.

Cheryl J. Wendling
Senior Vice President
Christel House International

Cheryl J. Wendling is Senior Vice President of the Indianapolis, Indiana based Christel House International, a public charity started by Indianapolis philanthropist Christel DeHaan after she sold Resort Condominiums International, the world's largest vacation exchange company. She oversees the day-to-day operations of Christel House, whose mission is to help impoverished children around the world break the cycle of poverty and become self-sufficient, contributing members of their societies. By providing education, health care, cultural activities, scholarships, vocational guidance and job placement, Christel House creates opportunities for children trapped in poverty to succeed.

Cheryl joined Christel DeHaan in 1997 as Vice President of the Christel DeHaan Family Foundation, which supports the arts, education, and human needs throughout Indiana. But the focus of her efforts quickly changed after a trip to Mexico City in January 1998, when the concept of Christel House was conceived. She was instrumental in launching the first Christel House Learning Center in Mexico City in 1998. Subsequently she was responsible for the start-up of additional Christel Houses, which opened in Bangalore, India (July 2001), Caracas, Venezuela (September 2001), Cape Town, South Africa (January 2002) and Indianapolis, Indiana (September 2002). She currently oversees all aspects of operations, fundraising and administrative management for Christel House International.

Prior to joining the DeHaan Foundation in 1997, Cheryl was senior corporate counsel for Resort Condominiums International (RCI) from 1991-1997. From 1985-1991, she served as senior attorney for Indianapolis based Mayflower Corporation. She holds a law degree from Indiana University, and a B.A. and M.A. in English from Butler University (Indianapolis).

Cheryl and her husband, Bill, have 4 children and one grandson. She enjoys spending her leisure time horseback riding, bicycling and traveling.

02/2009

Heather H. Willey

Partner

Indianapolis

11 South Meridian Street
Indianapolis, Indiana 46204-3535
United States of America

P:317-231-6448

F:317-231-7433

Heather H. Willey is a partner in Barnes & Thornburg LLP's Indianapolis, Indiana office. She is a member of the Governmental Services & Finance and Healthcare Departments. Ms. Willey concentrates her practice on a variety of legislative issues, including policy development, analysis and negotiations on local, state and federal levels.

Prior to her law firm career, Ms. Willey served in Indiana Gov. Frank O'Bannon's Administration, working in the Office of the Governor from 1997 until 2003. She served as Special Assistant to the Governor and later as Executive Assistant for Education.

She is a member of the Indianapolis, Indiana, District of Columbia and American Bar associations, as well as the American Health Lawyers Association and the Indiana Municipal Lawyers Association.

Ms. Willey is also involved in the community, serving as President of the Governmental Affairs Society of Indiana and on the boards of the Youth Enhancement Training Initiative, Inc. and Christel House Academy. She is the Co-Chair of the Steering Committee for the William S. and Christina S. Hall, Center for Law and Health at Indiana University School of Law at Indianapolis. She is a member of Executive Women in Healthcare and the Indianapolis Symphony Orchestra's FORTE. She is a graduate of the Stanley K. Lacy Executive Leadership Series, Class XXX (2006). She is a member of the Lacy Leadership Association. She is also a graduate of the Indianapolis Bar Association Bar Leader Series and a current member of the Steering Committee for the Bar Leader Series. In addition, she is the Chair-Elect of the Indianapolis Bar Association's Government Practice Section. Most recently, Ms. Willey became a member of the Healthcare Businesswomen's Association (HBA). She also was named a Distinguished Fellow of the Indianapolis Bar Foundation.

She received her B.A. from Indiana University in 1996 and her J.D. from the Indiana University Robert H. McKinney School of Law in 2004. She also earned the Health Law Certificate at the William S. Hall and Christine S. Hall Center for Law and Health.

Ms. Willey is admitted to practice before all Indiana courts and the U.S. District Courts for the Southern and Northern Districts of Indiana, and the U.S. Court of Appeals for the 7th Circuit. She also is admitted to practice in the District of Columbia.

BRUCE BRYANT

Bruce Bryant has been doing marketing, promotions and advertising for 32 years. He is a national award-winning writer, producer and director for film projects, radio and television commercials.

Bruce launched Promotus Advertising in 1983 and has built it into one of the most respected agencies in the state. Bruce Bryant is an astute businessman who is steeped in moral principles. His work is fundamentally sound and philosophically honest. In short, there's a lot of depth and substance behind Promotus Advertising. The agency is recognized as the premier urban and ethnic marketing firm in Indiana. Promotus Advertising is the oldest and most successful African American owned ad agency in the state. The company was selected as a Blue Chip Community Business Award winner in 2002.

The agency specializes in cause marketing and behavior-change campaigns that can be unexpected and edgy. Promotus serves clients locally, regionally, and nationally. Clients have included Indiana's anti-tobacco campaign, the Hoosier Lottery, Indiana Pacers and NCAA Hall of Champions.

Indiana Federation of Advertising Agencies (IFAA) named Bruce "Ad Person of the Year" in 1998-1999 and again in 2002-2003. He is the first African American to be named "Ad Person of the Year" in Indiana. In addition to joining Christel House Academy's board of directors, Bruce also currently serves on the board of Conner Prairie History Museum and has serves on the Better Business Bureau's Local Advertising Review Board (LARB), Indianapolis Neighborhood Housing Partnership, American Advertising Federation (Indianapolis) and The Wellness Community.

Exhibit 2c

**MINUTES OF THE
BOARD OF DIRECTORS MEETING OF
CHRISTEL HOUSE ACADEMY, INC. (“CHA”)
HELD FEBRUARY 15, 2017**

Board Meeting, February 15, 2017, 5:30 p.m. at Christel House Academy South

Present: Mr. Bruce Bryant, Ms. Anne DePrez, Mr. Murvin Enders, Mr. Thomas Kegley, Mr. Wayne Kimball, Jr., Mr. Steven Osborn, Mr. Todd Ryden, Ms. Yvonne Shaheen, Dr. Margaret Watanabe, Ms. Cheryl Wendling

Phone: Dr. Alfonso Alanis, Mr. Emmanuel Harris, Mr. Alan Levin

Absent: Ms. Christel DeHaan, Ms. Cheri Dick, Mr. Fernando Falcon, Ms. Heather Willey

Others: Ms. Bobbi Bosch, Mr. Colin Butler, Mr. Carey Dahncke, Ms. Alicia Hervey, Mr. Rick Hunt, Ms. Andrea Johnson, Ms. Emily Masengale, Mr. Kevin Pattison, Mrs. Jenny Reynolds, Mr. Joe Schneider, Mrs. Andrea Skinner, Ms. Sarah Weimer

Mr. Murvin Enders called the meeting to order at 5:33 p.m.

Approval of Agenda:

Mr. Thomas Kegley moved to approve the February 15, 2017 board meeting agenda with no changes. Mr. Todd Ryden seconded. Telephonic Roll voting aye: Dr. Alfonso Alanis, Mr. Emmanuel Harris, Mr. Alan Levin. Voting nay: None. Passed unanimously.

Student Presentation:

The CHA South cheerleading squad presented to the board.

2016/17 Status Dashboard & Strategic Plan Update with Finance Report:

Mr. Carey Dahncke reviewed the dashboard and strategic plan progress. The dashboard contains enrollment information, ISTEP passing rates, graduation tracking, college & career tracking, board meeting attendance and board participation in committees. Ms. Andrea Johnson presented the finance section of the dashboard which contains compliance with Mayor’s Office targets, days cash on hand, and budget tracking. **Mr. Bruce Bryant moved to approve the finance dashboard. Dr. Margaret Watanabe seconded. Telephonic Roll voting aye: Dr. Alfonso Alanis, Mr. Emmanuel Harris, Mr. Alan Levin. Voting nay: None. Passed unanimously.**

Consent Agenda:

Items contained in the consent agenda included: approval of minutes for CHA, Inc. board meeting & retreat held November 18, 2016; approval of minutes for marketing committee meetings held November 1, 2016, November 15, 2016, December 14, 2016, and January 11, 2017; approval of minutes for fundraising committee meetings held November 4, 2016 and January 6, 2017; approval of minutes for finance, audit, and compensation committee held November 7, 2016; approval of minutes for CHA, Inc. governance committee meeting held November 16, 2016; ratification of staffing changes as of February 1, 2017; approval of combined statements of revenues, expenditures & financial position ending December 31, 2016; approval of statements of revenues, expenditures & financial position by for CHA South, CHA West, CH DORS South, and CH DORS West as of December 31, 2016; and approval of all CHA School vouchers. **Ms. Yvonne Shaheen moved to approve the items contained within the February 15, 2017 consent agenda. Ms. Anne DePrez seconded. Telephonic Roll voting aye: Dr. Alfonso Alanis, Mr. Emmanuel Harris, Mr. Alan Levin. Voting nay: None. Passed unanimously.**

Committee Reports:

Mr. Thomas Kegley and Ms. Cheryl Wendling presented the governance committee report. Wendling proposed a name change for Christel House Academy, Inc. Christel House Academy was the name given to the first school that opened in Indianapolis over 10 years ago. Christel House Academy, Inc. is now the name of the network of four schools which includes Christel House DORS. This has proven to be confusing, and the governance committee recommends changing the network name through the use of a "DBA" so that there is no need for a legal entity name change. Wendling tasked the marketing committee with reviewing options and making recommendations for approval by Christel House International. **Ryden moved to approve filing of a DBA based on the recommendations of the marketing committee and final approval of Christel House International. Anne DePrez seconded. Telephonic Roll voting aye: Dr. Alfonso Alanis, Mr. Emmanuel Harris, Mr. Alan Levin. Voting nay: None. Passed unanimously.** Kegley reported that Ms. Susana Duarte has submitted resignation from the board due to her new appointment in the Governor's Office. There is no need to replace her at this time.

Mr. Alan Levin presented the finance committee report. He stated that the Form 990 will be sent to the board. Questions regarding the 990 should be directed to Andrea Johnson.

Mr. Bruce Bryant reported that the marketing committee is currently working to redesign the website. They are also updating recruiting materials, discussing public messaging points, and working on marketing collaterals.

Ms. Yvonne Shaheen presented the fundraising committee report. She stated that the board social event on February 7 was a success, and she hopes to do more events in the future.

Shaheen let the board know that Community Hospitals has lost their funding through Fairbanks. This grant pays for nursing services at both Academy schools. She asked the board for permission to direct their giving to nursing service rather than summer programming. Mr. Joe Schneider recommended that their donations go to general administrative in case we get a grant that is specifically designated to nursing services. Ms. Bobbi Bosch will be meeting with representatives from Community Hospitals in the near future. Shaheen also stated that the annual golf outing will be held on June 5, 2017, and the concert will be held on July 14 in the Egyptian Room.

Network Update:

Mr. Carey Dahncke presented network updates including: legislative updates, an overview of teacher staffing and retention, and UIndy scholarships. He reported that this is a legislative budget year, and funding will be determined for the next two years in this legislative cycle. He reported on several bills that he is tracking that could affect the schools.

Dahncke reported that we struggle with attracting diverse teaching staff, and DORS would benefit from staff with more adult learning background. He also discussed how the nationwide teacher shortage has affected our schools, particularly the interventionists. IndyTeach is a teacher licensing program that we are developing to help address these issues. The program has been approved, and we are currently exploring funding options.

Dahncke distributed handouts regarding the UIndy scholarships that are now available to our students. In addition to full scholarships, 10 students will have the opportunity to receive room scholarships. This would cover 100% of room charges for students.

School updates:

School updates were provided by principals for CHA South, CHA West, DORS South, and DORS West.

Board Discussion:

Mr. Murvin Enders thanked the staff and asked them to continue the good work. Ryden discussed moving financials out of the consent agenda to allow Johnson more time to review financials with the board. Enders agreed to remove financials from the consent agenda and put them in the finance report section.

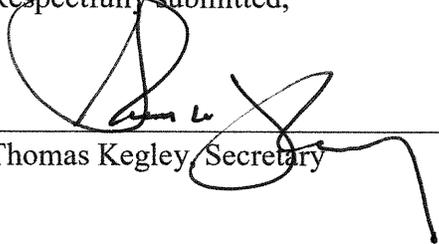
Public Comments:

There were no public comments.

Adjournment:

With no further business appearing, adjournment was approved by consensus at 7:15 pm.

Respectfully submitted,



Thomas Kegley, Secretary

Exhibit 4a

**MINUTES OF THE
BOARD OF DIRECTORS MEETING OF
CHRISTEL HOUSE SCHOOLS (“CHS”)
HELD MAY 17, 2017**

Board Meeting, May 17, 2017, 5:30 p.m. at Christel House Academy South

Present: Mr. Bruce Bryant, Ms. Anne DePrez, Mr. Murvin Enders, Mr. Fernando Falcon, Mr. Thomas Kegley, Mr. Wayne Kimball, Jr., Mr. Todd Ryden, Ms. Yvonne Shaheen, Dr. Margaret Watanabe, Ms. Cheryl Wendling Ms. Heather Willey

Phone: Dr. Alfonso Alanis, Ms. Christel DeHaan, Mr. Alan Levin

Absent: Ms. Cheri Dick, Mr. Emmanuel Harris, Mr. Steven Osborn,

Others: Ms. Bobbi Bosch, Mr. Colin Butler, Mr. Carey Dahncke, Ms. Alicia Hervey, Ms. Monica Hingst, Mr. Rick Hunt, Ms. Andrea Johnson, Ms. Emily Masengale, Ms. Kara Moreland, Mr. Kevin Pattison, Ms. Lindsey Roache, Mr. Joe Schneider, Mrs. Andrea Skinner,

Mr. Murvin Enders called the meeting to order at 5:32 p.m.

Approval of Agenda:

Ms. Yvonne Shaheen moved to approve the May 17, 2017 board meeting agenda with no changes. Dr. Margaret Watanabe seconded. Telephonic Roll voting aye: Dr. Alfonso Alanis, Ms. Christel DeHaan Mr. Alan Levin. Voting nay: None. Passed unanimously.

College & Careers Presentation:

Ms. Kara Moreland discussed the College & Careers program. Mr. Sean Scott and Ms. Cheri Walker-Owens, Christel House Academy South graduates, talked to the board about their post high school endeavors and how the College & Careers program has assisted them.

Consent Agenda:

Items contained in the consent agenda included; approval of minutes for CHS board meeting held February 15, 2017, approval of minutes for finance, audit and compensation committee meeting held February 13, 2017, approval of minutes for governance committee meeting held February 15, 2017, approval of minutes for marketing committee meetings held February 24, 2017 and March 15, 2017, approval of 2017-18 business plans for all schools, approval of charter amendments for CHA South enrollment and DORS South Enrollment, and ratification of staffing changes as of May 1, 2017. **Ms. Anne DePrez moved to approve the items contained within the May 17, 2017 consent agenda. Ms. Yvonne Shaheen seconded.**

Telephonic Roll voting aye: Dr. Alfonso Alanis, Ms. Christel DeHaan Mr. Alan Levin. Voting nay: None. Passed unanimously.

2016/17 Status Dashboard with Finance Report:

Mr. Carey Dahncke reviewed the dashboard. The dashboard contains enrollment information, ISTEP passing rates, strategic plan progress, graduation tracking, college & career tracking, board meeting attendance and board participation in committees. Mr. Murvin Enders indicated that the strategic plan should be re-examined at the retreat to ensure that it is still relevant and that we are on track. Ms. Andrea Johnson presented the finance section of the dashboard which contains compliance with Mayor's Office targets, days cash on hand, and budget tracking.

Finance Report:

Johnson presented the financial statements to the board. She discussed how the network of schools are over enrolled and slightly understaffed. The network has also been able to enhance programming while still staying within budget. Johnson is projecting that we will ask for less CHI funding than originally planned. She noted that legislative rules will change for adult high schools and we will no longer have a cap on DORS enrollment. Johnson also reviewed 2017-18 budgets and vouchers with the board. She noted that the budgets will include the IndyTeach and Saturday Studies programs. **Mr. Thomas Kegley moved to approve the finance report and budgets. Ms. Yvonne Shaheen seconded. Telephonic Roll voting aye: Dr. Alfonso Alanis, Ms. Christel DeHaan Mr. Alan Levin. Voting nay: None. Passed unanimously. Ms. Anne DePrez moved to approve the vouchers. Ms. Yvonne Shaheen seconded. Telephonic Roll voting aye: Dr. Alfonso Alanis, Ms. Christel DeHaan Mr. Alan Levin. Voting nay: None. Passed unanimously.**

2015-16 Mayor's Office Framework Compliance:

Mr. Murvin Enders indicated that the Mayor's Office Framework Compliance had been distributed to the board prior to the meeting. He discussed several questions that board members had regarding the reports and then asked board members to sign the reasonable assurance form which will be submitted to the Mayor's Office for compliance purposes.

Committee Reports:

Mr. Thomas Kegley presented the governance committee report. He indicated that Murvin Enders term as board chair is expiring, and he is in the process of succession planning. Ms. Anne DePrez will take the position as new board chair beginning in September of 2017. Anne will begin connecting with board members to learn more about our board and organization. Kegley also indicated that his term as secretary will soon expire as will Alan Levin's term as treasurer. Todd Ryden has agreed to take the treasurer position, and Kegley will be reaching out to someone regarding the secretary position. Levin and Kegley will continue to assist in these

positions for the next year to help with the transition. Kegley reported that board recruitment will be important in the next couple of years as we will have a few board members who will need to take a mandatory break in service.

Mr. Alan Levin reported that the finance, audit and compensation committee met prior to the board meeting and discussed financial statements, budgets and vouchers. The audit committee recommended all items for board approval.

Mr. Bruce Bryant sent board members a branding exercise to complete and return to him. He also reviewed items that the marketing committee feel would help with marketing. Ms. Christel DeHaan suggested that Bryant work with staff at CHI to help with a marketing plan.

Ms. Yvonne Shaheen presented the fundraising committee report. She showed the board the appeal video that is geared toward fundraising for nurses. She encouraged board members to give more or make recommendations of contacts who may be interested in helping the cause.

Network Update:

Dahncke presented the agreement for collaboration between Christel House Schools and MSD of Decatur Township. The agreement would provide Decatur with 25 enrollment seats in Christel House DORS for students who are over the age of 18 and struggling with meeting the requirements of traditional schools. After discussion, it was determined that the agreement will need to be amended. **Ms. Anne DePrez moved to authorize Mr. Carey Dahncke to enter into the agreement with MSD of Decatur Township after review and amendments are made to the agreement. Ms. Yvonne Shaheen seconded. Telephonic Roll voting aye: Dr. Alfonso Alanis, Ms. Christel DeHaan Mr. Alan Levin. Voting nay: None. Passed unanimously.**

Dahncke also discussed IndyTeach with the board. We currently have approval to do IndyTeach teacher licensing at the secondary level, and we are working for approval for the elementary program. Dahncke also discussed several legislative updates from the recent legislative session.

School updates:

School updates were provided by principals for CHA South, CHA West, DORS South, and DORS West.

Board Discussion:

There were no board comments.

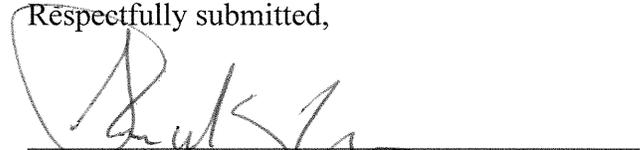
Public Comments:

Mr. Kevin Pattison from the Mayor's Office reported that he will be transitioning to a new position with the Mayor's Office of Education Innovation. Ms. Monica Hingst will now work with our board.

Adjournment:

With no further business appearing, adjournment was approved by consensus at 8:01 pm.

Respectfully submitted,



Thomas Kegley, Secretary

Exhibit 3a

**MINUTES OF THE
BOARD OF DIRECTORS MEETING OF
CHRISTEL HOUSE SCHOOLS (“CHS”)
HELD AUGUST 23, 2017**

Board Meeting, August 23, 2017, 5:30 p.m. at Christel House Academy South

Present: Mr. Bruce Bryant, Ms. Christel DeHaan, Ms. Anne DePrez, Mr. Murvin Enders, Mr. Thomas Kegley, Mr. Wayne Kimball, Jr., Mr. Alan Levin, Mr. Steven Osborn, Mr. Todd Ryden, Ms. Yvonne Shaheen, Dr. Margaret Watanabe, Ms. Cheryl Wendling, Ms. Heather Willey

Phone: Dr. Alfonso Alanis, Mr. Emmanuel Harris

Absent: Ms. Cheri Dick, Mr. Fernando Falcon

Others: Ms. Bobbi Bosch, Mr. Colin Butler, Mr. Ryan Chaney, Mr. Carey Dahncke, Ms. Monica Hingst, Mayor Joe Hogsett, Mr. Rick Hunt, Ms. Andrea Johnson, Ms. Emily Masengale, Mr. Joe Schneider, Mrs. Andrea Skinner, Ms. Lisa Westenberger

Mr. Murvin Enders called the meeting to order at 5:31 p.m.

Approval of Agenda:

Ms. Yvonne Shaheen moved to approve the August 23, 2017 board meeting agenda with no changes. Mr. Tom Kegley seconded. Telephonic Roll voting aye: Dr. Alfonso Alanis, Mr. Emmanuel Harris. Voting nay: None. Passed unanimously.

Consent Agenda:

Items contained in the consent agenda included; ratification of staffing changes as of August 1, 2017, and approval of non-standard course waivers **Ms. Yvonne Shaheen moved to approve the items contained within the August 23, 2017 consent agenda. Ms. Yvonne Shaheen seconded. Telephonic Roll voting aye: Dr. Alfonso Alanis, Mr. Emmanuel Harris. Voting nay: None. Passed unanimously.**

2016/17 Status Dashboard with Finance Report:

Mr. Carey Dahncke reviewed the dashboard. The dashboard contains enrollment information, ISTEP passing rates, graduation tracking, college & career tracking, board meeting attendance and board participation in committees. He noted that much of the dashboard is unchanged at this time. Enrollment will be fluid until mid-September. He also noted that ISTEP data is currently embargoed.

Ms. Andrea Johnson presented the finance section of the dashboard which contains compliance with Mayor’s Office targets, days cash on hand, and budget tracking. She indicated

that revenue overages resulted in a two percent reduction in funds needed from CHI. She also noted that expense for the 2016-17 year remained in good standing even after unbudgeted student programs were added.

Committee Reports:

The governance committee met prior to the board meeting to discuss board composition, re-elections and board officers. The committee presented the board with recommendations for board officers. **Ms. Yvonne Shaheen moved to approve the board officer recommendations. Mr. Steven Osborn seconded. Telephonic Roll voting aye: Dr. Alfonso Alanis, Mr. Emmanuel Harris. Voting nay: None. Passed unanimously.** The governance committee informed the board that Ms. Cheri Dick will be resigning from the board due to personal reasons. She will consider rejoining the board at a later date, and plans to remain on the fundraising committee. A list of board members who are up for re-election was presented. **Dr. Margaret Watanabe moved to approve board member re-elections. Mr. Steven Osborn seconded. Telephonic Roll voting aye: Dr. Alfonso Alanis, Mr. Emmanuel Harris. Voting nay: None. Passed unanimously.** The governance committee presented a list of suggested committees. It was noted that Mr. Joe Schneider should be added to the finance, audit and compensation committee. **Ms. Yvonne Shaheen moved to approve board committee membership with the addition of Mr. Joe Schneider to the finance, audit and compensation committee. Mr. Steven Osborn seconded. Telephonic Roll voting aye: Dr. Alfonso Alanis, Mr. Emmanuel Harris. Voting nay: None. Passed unanimously.** The governance committee also suggested moving the annual meeting to May. This would mean that all board member and officer terms would run from July 1 through June 30. **Ms. Anne DePrez moved to change the annual meeting date to May. Mr. Steve Osborn seconded. Telephonic Roll voting aye: Dr. Alfonso Alanis, Mr. Emmanuel Harris. Voting nay: None. Passed unanimously.**

The finance committee reported that they met prior to the board meeting to review all financials and vouchers, and everything appeared to be in good order. Ms. Andrea Johnson noted that the NESP grant was budgeted to be a larger dollar amount than we will actually receive. This was due to a cap that was placed on the statewide dollar amount for the NESP grant during the legislative session. The budget will be adjusted to make up for the shortfall, and it will be likely that the school will request additional funding for the 2017-18 year from CHI.

Ms. Yvonne Shaheen has sent notes to board members on behalf of the fundraising committee regarding fundraising for the school nurse program at both academy schools.

Community Presentation:

Mayor Hogsett joined the board meeting to present Mr. Murvin Enders with a proclamation for his dedication and service on the board since the opening of the school.

Network Update:

Mr. Carey Dahncke updated the board about the IndyTeach program. The school is still working on approval for the elementary program. The secondary program was approved, and there are currently four apprentice teachers who are being trained to become licensed teachers. A Talent Specialist has been hired to help with IndyTeach recruiting.

School updates:

School updates were provided by principals for CHA South, CHA West, DORS South, and DORS West.

Approval of Minutes:

Mr. Wayne Kimball, Jr. moved to approve the minutes from the Christel House Schools board meeting held May 17, 2017. Ms. Yvonne Shaheen seconded. Telephonic Roll voting aye: Dr. Alfonso Alanis, Mr. Emmanuel Harris. Voting nay: None. Passed unanimously.

Board Discussion:

Mr. Carey Dahncke responded to several questions from board members regarding student enrollment projections, staff retention, and athletics.

Public Comments:

There were no public comments.

Adjournment:

With no further business appearing, adjournment was approved by consensus at 7:10 pm.

Respectfully submitted,



Mr. Steven Osborn, Secretary



TAX EXEMPT AND
GOVERNMENT ENTITIES
DIVISION

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
WASHINGTON, D.C. 20224

Date: SEP 19 2002

Christel House Academy, Inc.
10 West Market Street
Indianapolis, IN 46204

Employer Identification Number:
02-0550824
Issuing Specialist:
Bruce Lewis, 50-18875
Toll Free Customer Service:
877-829-5500
Accounting Period Ending:
June 30
Foundation Status Classification:
509(a)(1) & 170(b)(1)(A)(ii)
Form 990 Required:
Yes

Dear Applicant:

Based on the information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in the section(s) indicated above.

Revenue Procedure 75-50, 1975-2 C.B. 587, sets forth guidelines and recordkeeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You are exempted from complying with this revenue procedure as long as you operate as a Charter school. Should you no longer operate under the Charter you will have to comply with the revenue procedure to maintain your tax-exempt status.

Please notify the Ohio Tax Exempt and Government Entities (TE/GE) Customer Service office if there is any change in your name, address, sources of support, purposes, or method of operation. If you amend your organizational document or bylaws, please send a copy of the amendment to the Ohio TE/GE Customer Service office. The mailing address for that office is: Internal Revenue Service, TE/GE Customer Service, P.O. Box 2508, Cincinnati, OH 45201.

You are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act.

If you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958 of the Code. In this letter we are not determining whether any of your present or proposed arrangements would be considered an excess benefit transaction resulting in tax under section 4958. Additionally, you are not automatically exempt from other federal excise taxes.

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Christel House Academy, Inc.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Donors (including private foundations) may rely on this ruling unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your 509(a) status as indicated above, donors (other than private foundations) may not rely on the classification indicated above if they were in part responsible for, or were aware of, the act that resulted in your loss of such status, or they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification. Private foundations may rely on the classification as long as you were not directly or indirectly controlled by them or by disqualified persons with respect to them. However, private foundations may not rely on the classification indicated above if they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fund-raising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fund-raising events such as benefit dinners, shows, membership drives, etc., where something of value is received in return for payments, you are required to provide a written disclosure statement informing the donor of the fair market value of the specific items or services being provided. To do this you should, in advance of the event, determine the fair market value of the benefit received and state it in your fund-raising materials such as solicitations, tickets, and receipts in such a way that the donor can determine how much is deductible and how much is not. Your disclosure statement should be made, at the latest, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to any fund-raising circumstance where each complete payment, including the contribution portion, exceeds \$75. In addition, donors must have written substantiation from the charity for any charitable contribution of \$250 or more.

In the heading of this letter we have indicated whether you must file Form 990, *Return of Organization Exempt from Income Tax*. If "Yes" is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. If your gross receipts each year are not normally more than \$25,000, we ask that you establish that you are not required to file Form 990 by completing Part I of that Form for your first year. Thereafter, you will not be required to file a return until your gross receipts exceed the \$25,000 minimum. For guidance in determining if your gross receipts are "normally" not more than the \$25,000 limit, see the instructions for the Form 990. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. The maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so please be

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Christel House Academy, Inc.

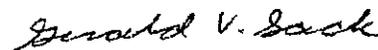
sure your return is complete before you file it. Form 990 should be filed with the Ogden Service Center, Ogden, UT 84201-0027.

You are required to make your Form 990 available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and this exemption letter. Copies of these documents must be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, *Tax-Exempt Status for Your Organization*, or you may call our toll free number shown above.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, *Exempt Organization Business Income Tax Return*. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

Please use the employer identification number indicated in the heading of this letter on all returns you file and in all correspondence with the Internal Revenue Service. Because this letter could help resolve any questions about your exempt status, you should keep it in your permanent records. If you have any questions about this letter, or about filing requirements, excise, employment, or other federal taxes, please contact the Ohio TE/GE Customer Service office at 877-829-5500 (a toll free number) or correspond with that office using the address indicated above.

Sincerely,



Gerald V. Sack
Manager, Exempt Organizations
Technical Group 4

**ARTICLE OF INCORPORATION
OF
CHRISTEL HOUSE ACADEMY, INC.**

RECEIVED
INDIANA SECRETARY
OF STATE
2001 OCT -5 PM 3:47

The undersigned incorporator, desiring to form a corporation (the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (the "Act"), executes the following Articles of Incorporation:

ARTICLE I

Name

The name of the Corporation is Christel House Academy, Inc.

ARTICLE II

Classification of Corporation

The Corporation is a public benefit corporation.

ARTICLE III

Purposes and Powers

Section 3.1. Purposes. The purposes for which the Corporation is formed are:

(a) To support, promote, advocate and/or advance the education of children residing in the United States of America.

(b) To carry out the aforesaid purposes through a variety of charitable activities including, but not limited to, the follow:

(i) Receiving and maintaining a fund or funds of real or personal property, or both, and using or applying the whole or any portion of the income therefrom and/or the principal thereof exclusively for the aforesaid purposes;

(ii) Raising and expending funds for the aforesaid purposes;

(iii) Implementing and carrying out programs and activities related to the aforesaid purposes, whether independently or through or with domestic and/or foreign organizations which are organized and operated for the aforesaid purposes;

(iv) Providing goods, services and/or other support, whether financial or otherwise, to domestic and foreign organizations which are organized and operated for the aforesaid purposes;

(v) Creating and owning (in whole or in part) domestic and foreign subsidiaries which are organized and operated for the aforesaid purposes, and appointing the directors of such subsidiaries; and,

(vi) Organizing charter schools or other similar institutions for the aforesaid purposes.

(c) In furtherance of the aforesaid purposes, to transact any and all lawful business for which corporations may be incorporated under the Act, provided such business is not inconsistent with the Corporation being organized and operated exclusively for aforesaid charitable purposes.

Notwithstanding any other provision of these Articles of Incorporation, the Corporation is not and shall be empowered to engage in activities which are not in furtherance of the aforesaid purposes.

Section 3.2. Nonprofit Purposes.

(a) The Corporation is organized and operated exclusively for charitable purposes and its activities shall be conducted in such a manner that no part of its net earnings shall inure to the benefit of any member, director, or officer or other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section 3.1.

(b) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.

(c) Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on:

(i) By a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, or

(ii) By a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

Section 3.3. Powers. Subject to any limitation or restriction imposed by the Act, any other law, or any other provisions of these Articles of Incorporation, the Corporation shall have the power:

(a) To do everything necessary, advisable, or convenient for the accomplishment of any of the purposes hereinbefore set forth, or which shall at any time appear conducive to or expedient for the protection or benefit of the Corporation and to do all of the things incidental thereto or connected therewith which are not forbidden by law, including but not limited to granting special powers of attorney to individuals to act as the Corporation's attorneys-in-fact to carry out any of its charitable purposes or exercise any of its corporate powers.

(b) To engage in transactions, financial or otherwise, with a class of nonprofit corporations exempt from federal taxation pursuant to Section 501(a) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws. Such transactions shall include, but not be limited to, the transfer of assets, bargain sales, the borrowing or leasing of employees, the sharing of goods or services, the guarantee of the

payment of principal, interest, or other payment in whatever form on obligations evidenced by any form of indebtedness, and the guarantee of performance of any obligation of any member of said class of nonprofit corporation. Each member of said class shall be affiliated with the Corporation by

(i) supporting the Corporation, being supported by the Corporation, or supporting or being supported by the same corporation or corporations as the Corporation pursuant to Section 509(a) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, or

(ii) being described in Sections 501(c)(2) or 501(c)(25) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, by paying over its income, less expenses, to the Corporation or to an organization described in Section 3.3(b)(i).

In any event, the foregoing power or powers shall not be exercised or exercisable in a manner inconsistent with the Corporation's status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws:

(c) To engage in transactions, financial or otherwise, with a class of foreign organizations which are described in Section 509(a)(1), (2) or (3) of the Internal Revenue code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws (whether or not such organizations have received determination letters from the Internal Revenue Service as to such status), provided that the foregoing power or powers shall not be exercised or exercisable in a manner inconsistent with the Corporation's status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, and

(d) To have, exercise and enjoy in furtherance of the purposes herin before set forth all the general rights, privileges, and powers granted to corporations by the Act, as now existing or hereafter amended, and by the common law.

Section 3.4. Limitations on Powers. If the Corporation is or becomes a private foundation (as defined in Section 509(a) of the Internal Revenue Code of 1986, as amended or corresponding provisions of any subsequent Federal tax laws), the Corporation shall be subject to the following requirements:

(a) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(b) The Corporation shall not engage in any ace of self-dealing that would subject any person to the taxes imposed on acts of self-dealing by Section 4941 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(c) The Corporation shall not retain any excess business holdings which would subject it to the tax on excess business holdings imposed by Section 4943 of the Internal Revenue code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(d) The Corporation shall not make any investments in such a manner as to subject it to the tax under Section 4944 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(e) The Corporation shall not make any expenditures which would subject it to the taxes on taxable expenditures imposed by Section 4945 of the Internal Revenue code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

ARTICLE IV

Distribution of Assets on Dissolution

In the event of the complete liquidation, dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or, as the Board of Directors shall determine, to one or more organizations which are organized and operated for nonprofit educational purposes and which (i), in the case of domestic organizations, at the time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, or (ii) in the case of foreign organizations, at the time are described in Section 509(a)(1), (2) or (3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws (whether or not such organizations have received determination letters from the Internal Revenue Service as to such status) provided, however, any assets received from a governmental agency shall be returned to that agency if required by state law. Any such assets not so disposed of shall be disposed of by the Judge of the Circuit Court of Marion County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE V

Term of Existence

The Corporation shall have perpetual existence.

ARTICLE VI

Registered Office and Registered Agent

Section 6.1. Registered Office and Registered Agent. The street address of the Corporation's registered office is 1990 Market Tower, 10 West Market Street, Indianapolis, Indiana, 46204, and the name of the Corporation's registered agent at that office is Cheryl J. Wendling.

Section 6.2. Principal Office. The post office address of the principal office of the Corporation is 1990 Market Tower, 10 West Market Street, Indianapolis, Indiana, 46204.

ARTICLE VII

Members

The Corporation may have members.

ARTICLE VIII

Board of Directors

Section 8.1 Number and Term of Office. Upon incorporation, the initial Board of Directors shall consist of seven (7) directors. Thereafter, the number of directors shall be as specified in or fixed in accordance with the Bylaws of the Corporation; provided, however, that the minimum number of directors shall be three (3). The term of office of a director shall be as specified in the Bylaws; provided, however, that the term of an elected director shall not exceed five (5) years. Directors may be elected for successive terms. Terms of office of directors may be staggered as specified in the Bylaws.

Section 8.2. Qualifications. Each director shall have such qualifications as may be specified from time to time in the Bylaws of the Corporation or required by law.

Section 8.3. Election of Board of Directors. Other than the initial Board of Directors, the directors shall be elected at the annual meeting of the Corporation as specified in the Bylaws.

Section 8.4. Initial Board of Directors. The names and addresses of the initial Board of Directors of the Corporation are:

<u>Names</u>	<u>Addresses</u>
Sandi Bittner	10 West Market Street, Suite 1990 Indianapolis, IN 46204
Christel DeHaan	10 West Market Street, Suite 1990 Indianapolis, IN 46204
Murv Enders	1220 Waterway Blvd. Indianapolis, IN 46202
Dr. Everette Freeman	1400 East Hanna Avenue Indianapolis, IN 46227
Bob Hasty	5627 Senour Road Indianapolis, IN 46239
Dr. Carol Israel	1400 East Hanna Avenue Indianapolis, IN 46227
Alan Levin	11 South Meridian Street Indianapolis, IN 46204

Name and Address of Incorporator

The name and address of the incorporator of the Corporation is Cheryl J. Wendling, 10 West Market Street, Suite 1990, Indianapolis, Indiana 46204.

ARTICLE IX

Indemnification

Section 9.1. Rights to Indemnification and Advancement of Expenses. The Corporation shall indemnify as a matter of right every person made a party to a proceeding because such person is or was

- (a) a member of the Board of Directors of the Corporation,
- (b) an officer of the Corporation, or
- (c) while a director or officer of the Corporation, serving at the Corporation's request as a director, officer, partner, trustee, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise, whether for profit or not, (each an "Indemnitee") against all liability incurred by such person in connection with the proceeding; provided that it is determined in the specific case that indemnification of such person is permissible in the circumstances because such person has met the standard of conduct for indemnification specified in the Act. The Corporation shall pay for or reimburse the reasonable expenses incurred by an Indemnitee in connection with any such proceeding in advance of final disposition thereof in accordance with the procedures and subject to the conditions specified in the Act. The Corporation shall indemnify as a matter of right an Indemnitee who is wholly successful, on the merits or otherwise, in the defense of any such proceeding against reasonable expenses incurred by the person in connection with the proceeding without the requirement of a determination as set forth in the first sentence of this paragraph.

Upon demand by a person for indemnification or advancement of expenses, as the case may be, the Corporation shall expeditiously determine whether the person is entitled thereto in accordance with this Article and the procedures specified in the Act.

The indemnification provided under this Article shall be applicable to any proceeding arising from acts or omissions occurring before or after the adoption of this Article.

Section 9.2. Other Rights Not Affected. It is the intent of this Article to provide indemnification to directors and officers to the fullest extent now or hereafter permitted by law consistent with the terms and conditions of this Article. Nothing contained in this Article shall limit or preclude the exercise of, or be deemed exclusive of, any right under the law, by contract or otherwise, relating to indemnification of or advancement of expenses to any person who is or was a director, officer, employee, or agent of the Corporation, or the ability of the Corporation to otherwise indemnify or advance expenses to any such individual.

Notwithstanding any other provision of this Article, there shall be no indemnification with respect to matters as to which indemnification would result in inurement of net earnings of the Corporation "to the benefit of any private shareholder or individual," within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or similar provisions of any subsequent Federal tax laws. The provisions of, and the rights and obligations created by, this Article shall not give rise or be deemed to give rise to "compensation for personal services" as described in IC 34-4-11.5-1 et seq., as amended.

Section 9.3. Definitions. For purposes of this Article:

(a) A person is considered to be serving an employee benefit plan at the Corporation's request if the person's duties to the Corporation also impose duties on, or

otherwise involve services by, the person to the plan or to participants in or beneficiaries of the plan.

(b) The estate or personal representative of a person entitled to indemnification or advancement of expenses shall be entitled hereunder to indemnification and advancement of expenses to the same extent as the person.

(c) The term “expenses” includes all direct and indirect costs (including, without limitation, counsel fees, retainers, court costs, transcripts, fees of experts, witness fees, travel expenses, duplicating costs, printing and binding costs, telephone charges, postage, delivery service fees, and all other disbursements or out-of-pocket expenses) actually incurred in connection with the investigation, defense, settlement, or appeal of a proceeding or establishing or enforcing a right to indemnification under this Article, applicable law or otherwise.

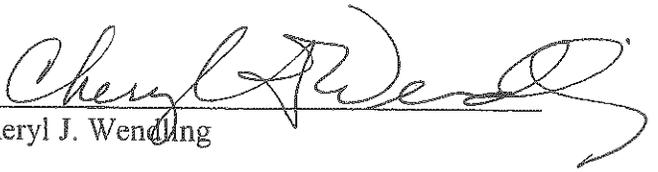
(d) The term “liability” means the obligation to pay a judgment, settlement, penalty, fine, excise tax (including an excise tax assessed with respect to an employee benefit plan), or reasonable expenses incurred with respect to a proceeding.

(e) The term “party” includes an individual who was, is or is threatened to be made a named defendant or respondent in a proceeding.

(f) The term “proceeding” means any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative and whether formal or informal.

INWITNESS WHEREOF, the undersigned incorporator executes these Articles of Incorporation and verifies subject to penalties of perjury that the facts contained herein are true.

Dates this 5th day of October, 2001.


Cheryl J. Wendling

**BYLAWS
OF
CHRISTEL HOUSE ACADEMY, INC.**
(Amended and Restated as of May 18, 2016)

ARTICLE I

Board of Directors

Section 1.1. Duties and Qualifications. The business and affairs of Christel House Academy, Inc. (the “Corporation”) shall be managed by the Board of Directors.

Section 1.2. Number, Term, Appointment and Election. The Board of Directors shall consist of a minimum of three (3) directors and a maximum of twenty (20) directors, with the exact number of directors to be determined from time to time by the Board of Directors. The initial Board of Directors shall consist of seven (7) directors.

The term of office of the directors shall be staggered by dividing the total number of directors into three (3) groups which shall be equal in size to the greatest possible extent. The term of office of the first group of directors shall expire at the first annual meeting of the Board of Directors, the term of office of the second group of directors shall expire at the second annual meeting of the Board of Directors, and the term of office of the third group of directors shall expire at the third annual meeting of the Board of Directors. Thereafter, the term of office of each elected director shall be up to three (3) years. Directors shall be limited to uninterrupted Board membership of THREE (3) three-year terms, with the following exceptions: a) there shall be no limitation on the number of terms the Founder of Christel House, Christel DeHaan, may serve; b) directors currently in or beyond a third term of service at the time these bylaws are amended shall be entitled to serve an additional three

(3) consecutive years before a break in service is required; and c) an initial appointment as a director to serve the remainder of an unexpired term shall not count toward the three consecutive terms limit. A director's term shall end upon expiration of the stated term, regardless of whether a successor is appointed or elected, or whether there is a decrease in the number of directors. One group of directors shall be elected at each annual meeting of the Board of Directors by a plurality of the votes cast by those directors whose terms of office have not expired.

Section 1.3. Chairman of the Board. The Chairman shall be chosen by the Board of Directors at each Annual Meeting. The Chairman, if present, shall preside at all meetings of the Board of Directors.

Section 1.4. Vacancies. Any vacancy among the directors caused by death, resignation, removal, increase in the number of directors or otherwise shall be filled by a majority vote of the remaining members of the Board of Directors, if the vacancy shall cause the number of directors to fall below the minimum as set forth in Section 1.2. The term of office of a director chosen to fill a vacancy shall expire at the later of the next annual meeting of the Board of Directors, or at such time as a successor shall be duly elected and qualified.

Section 1.5. Removal. Any director may be removed, with or without cause, by a plurality of the votes cast the directors other than the director being considered for removal.

Section 1.6. Annual Meetings. Unless the Board of Directors determines otherwise, the Board of Directors shall meet annually for the purpose of election of officers of the Corporation, election of directors (if applicable), election of the board chairman and consideration of any other business which may be brought before the meeting.

Section 1.7. Other Meetings. Regular meetings of the Board of Directors shall be held pursuant to a resolution of the Board to such effect, and shall be held whenever convenient for the Board of Directors. Unless otherwise provided by the Board of Directors, regular meetings shall be held at the Corporation's operating office; 2717 South East Street, Indianapolis, Indiana. Notice of such meetings shall be in compliance with applicable law. Special meetings of the Board of Directors may be held upon the call of the Chairman of the Board of Directors, the President, or twenty percent (20%) of the directors then in office and upon at least forty-eight (48) hours' notice specifying the date, time, place and purpose or purposes of the meeting, given to each director either personally or by regular mail, electronic mail, telegram, facsimile transmission, or telephone, and further provided that any public notice requirements are met. Oral notice is authorized. A director may waive any required notice of an annual, regular or special meeting. The waiver must be in writing, signed by the director entitled to the notice, and filed with the minutes or corporate records. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not vote for or assent to action taken at the meeting. The foregoing notwithstanding, nothing herein shall be construed to relieve the corporation of any legal obligation to provide public notice of meetings. A director may participate in any meeting via telephone, computer, videoconferencing, or other electronic means of communication, provided such participation is in compliance with the provisions of Indiana Code Section 5-14-1.5-3.6, and in accordance with such policy as may be adopted by the board of directors from time to time.

Section 1.8. Quorum; Voting. One-third (1/3) of the directors in office when action is taken, but in no event fewer than two (2) directors, shall be necessary to constitute a quorum for the transaction of any business at a meeting of the Board of Directors. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the act is taken shall be the act of the Board of Directors, unless the act of a greater number is required by law, the Articles of Incorporation, or these Bylaws.

Section 1.9. Action by Consent. The Corporation and its Board of Directors shall be prohibited from taking action by written consent other than at a meeting held in compliance with the Indiana Open Door Law.

Section 1.10. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law. Except as otherwise provided for in these Bylaws and/or allowed by law, including in emergency situations, notice of any regular or special meeting of the Board or committees shall be given not less than 48 hours (excluding Saturdays, Sundays and legal holidays) before such meeting. Notice shall be posted at the Corporation office, which is the School site.

Section 1.11. Committees. The Board of Directors may from time to time create and appoint standing, special or other committees to undertake studies, make recommendations, and carry on functions for the purpose of efficiently accomplishing the purposes of the Corporation. Committees to the extent specified by the Board of Directors, may exercise the powers, functions, or authority of the Board of Directors, except where prohibited by law; provided, however, that if a committee is to exercise board powers,

functions, or authority, (a) there must be at least two (2) persons on the committee, and (b) the creation of the committee and the appointment of its members shall be by a majority of all directors in office when the action is taken.

ARTICLE II

Officers

Section 2.1. Officers and Qualifications Therefor. The officers of the Corporation shall consist of a President, one or more Vice Presidents, a Secretary, a Treasurer and such other officers with titles and duties as the Board may from time to time determine. The officers shall be chosen by the Board of Directors. Any two (2) or more offices may be held by the same person.

Section 2.2. Terms of Office. Each officer of the Corporation shall be elected by the Board of Directors at its annual meeting and shall hold office for a term of one (1) year and until a successor shall be duly elected and qualified, or until resignation, removal, or death. Officers, including Board Chairman, shall be limited to THREE (3) uninterrupted terms of office, with the following exceptions: a) there shall be no limitation on the number of terms the Founder of Christel House, Christel DeHaan, may serve as an officer; b) there shall be no limitation of the number of terms any Vice President or Assistant Officer may serve; c) officers currently in or beyond three (3) uninterrupted terms of office at the time these bylaws are amended shall be entitled to serve an additional consecutive year before a break in service is required; and d) an initial appointment as an officer to serve the remainder of an unexpired term shall not count toward the three consecutive terms limit.

Section 2.3. Vacancies. Whenever any vacancies shall occur in any of the offices of the Corporation for any reason, the same may be filled by the Board of Directors, and any officer so elected shall hold office until the expiration of the term of the officer causing the vacancy and until the officer's successor shall be duly elected and qualified.

Section 2.4. Removal. Any officer of the Corporation may be removed, with or without cause, at any time by the Board of Directors.

Section 2.5. Compensation. Each officer of the Corporation may receive such compensation for his or her services in such office as fixed by action of the Board of Directors.

ARTICLE III

Powers and Duties of Officers

Section 3.1 President. If the Chairman is not present, the President shall preside at meetings of the Board of Directors. At each annual meeting of the Board of Directors, the President or the President's designee shall report on the activities of the Corporation. Subject to the general control of the Board of Directors, the President shall manage and supervise all of the affairs of the Corporation and shall perform all of the usual duties of the chief executive officer of a corporation. The President shall grant special powers of attorney to such individuals as the President deems necessary or appropriate to act as the Corporation's attorneys-in-fact to carry out the Corporation's charitable purposes and/or to exercise the Corporation's powers.

Section 3.2. Vice Presidents. Subject to the general control of the Board of Directors, if the President is not present, a Vice President shall discharge all the usual

functions of the President and shall have such other powers and duties as these Bylaws, the Board of Directors, or an officer authorized by the Board may prescribe.

Section 3.3. Secretary. The Secretary shall attend all meetings of the Board of Directors, and prepare, keep, or cause to be kept, a true and complete record and minutes of the proceedings of such meetings, and shall perform a like duty, when required, for all committees appointed by the Board of Directors. If required, the Secretary shall attest the execution by the Corporation of deeds, leases, agreements and other official documents. The Secretary shall attend to the giving and serving of all notices of the Corporation required by these Bylaws, shall have custody of the books (except books of account) and records of the Corporation, shall be responsible for authenticating records of the Corporation, and in general shall perform all duties pertaining to the office of Secretary and such other duties as these Bylaws, the Board of Directors, or an officer authorized by the Board may prescribe.

Section 3.4. Treasurer. The Treasurer shall keep correct and complete records of account, showing accurately at all times the financial condition of the Corporation. The Treasurer shall have charge and custody of, and be responsible for, all funds, notes, securities and other valuables which may from time to time come into the possession of the Corporation and shall deposit, or cause to be deposited, all funds of the Corporation with such depositories as the Board of Directors shall designate. At each annual meeting of the members, the Treasurer, or the Treasurer's designee, shall report on the financial condition of the Corporation. The Treasurer, or the Treasurer's designee, shall furnish, at meetings of the Board of Directors or whenever requested, a statement of the financial condition of the Corporation, and in general shall perform all duties pertaining to the office of Treasurer.

Section 3.5. Assistant Officers. The Board of Directors may from time to time designate and elect assistant officers who shall have such powers and duties as the officers whom they are elected to assist shall specify and delegate to them, and such other powers and duties as these Bylaws or the Board of Directors may prescribe. An Assistant Secretary may, in the absence or disability of the Secretary, attest the execution of all documents by the Corporation.

ARTICLE IV

Miscellaneous

Section 4.1. Corporate Seal. The Corporation may, but need not, have a corporate seal. The form of any such corporate seal may be specified in a resolution of the Board of Directors. A corporate seal, however, shall not be required for any purpose, and its absence shall not invalidate any document or action.

Section 4.2. Execution of Contracts and Other Documents. Unless otherwise ordered by the Board of Directors, all written contracts and other documents entered into by the Corporation shall be executed on behalf of the Corporation by the Chairman, President or a Vice President, and, if required, attested by the Secretary or an assistant secretary.

Section 4.3. Fiscal Year. The fiscal year of the Corporation shall begin on July 1 of each year and end on the immediately following June 30.

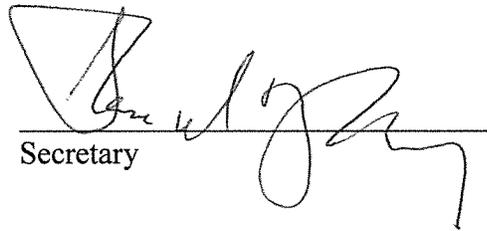
Section 4.4 Non-Discrimination. The Corporation shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a disabled Veteran or other protected class in accordance with applicable federal or state laws in hiring or other employment practices. Further, its schools shall not discriminate in admissions policies or practices on the basis of race, religion, national origin, gender, age,

disability, sexual orientation, status as a disabled Veteran or other protected class and shall conduct all activities in accordance with applicable local, state and federal anti-discrimination laws, as well as all other laws and regulations applicable to the operation of the charter public schools in the state of Indiana.

ARTICLE V

Amendments

Subject to law and the Articles of Incorporation, the power to make, alter, amend or repeal all or any part of these Bylaws is vested in the Board of Directors. The Corporation must provide notice to the directors of any meeting at which an amendment to the Bylaws is to be considered and voted upon.


Secretary

Christel House Academy Inc Conflict of Interest Policy

Article I Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose

all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, s/he shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV
Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V **Compensation**

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI **Annual Statements**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII **Periodic Reviews**

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining,
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

CAREY J DAHNCKE

INDIANAPOLIS, INDIANA

Professional Teaching & Administrative Experiences

2013- <i>present</i>	Executive Director Head of Schools	Christel House Academy Network of Schools Indianapolis
2010 - 16	Field Experience Faculty	Columbia University Teachers College
2006 - 13	Principal & School Director	Christel House Academy Indianapolis
2000 – 06	Principal	Christian Park School 82 Indianapolis Public Schools
1999-00	Assistant Principal	William Penn Elementary School 49 Indianapolis Public Schools
1997-99 98 & 99	Assistant Principal <i>Summer School Principal</i>	Longfellow Middle School 28 Indianapolis Public Schools
1996-97	United States Fulbright Exchange Teacher	Shelthorpe Community Primary School Loughborough, England
1996	Summer School Principal	Sunny Heights Elementary School MSD Warren Township, Indianapolis
1995 - 96	Instructor, <i>Educational Technology</i> School of Education	Indiana University IUPUI Campus
1994-96	Intermediate Multiage Teacher <i>Computer & Technology Coordinator</i>	Brookview Elementary School MSD Warren Township, Indianapolis
1993-94	Grade 5 Teacher	
1992-93	General Education Teacher	Alternative Truancy High School Danville Public Schools 118, Illinois

Education & Professional Training

Stanford University, School of Education
School Leadership Institute, *Summer Residency Program*

Eastern Illinois University, Charleston, Illinois
Master of Science in Education, *Educational Administration*
Professional Teacher Education Sequence (*BA Liberal Arts & Sciences*)

American College in London, England
Bachelor of Business Administration, *Cum Laude*

Professional & Academic Honors

2013 & 2017 NASSP Breakthrough School Principal
2008 Title I Distinguished Principal, Indiana Department of Education
2006 District 7 Principal of the Year- IASP
1996 MSD Warren Township, Brookview School, Teacher of the Year
US Fulbright Teacher Exchange Award
Graduate School Student Marshal, Eastern Illinois University
Graduate Research & Tuition Scholarship Recipient
Lester Schick Scholarship Recipient
American Institute for Foreign Study, London / Leningrad USSR
Dean's List, American College
Student Government Association Representative, American College

Special Accomplishments

2017 Indiana State School of Character Award, *Christel House Academy South*
2017 NASSP Breakthrough Schools Award, *Christel House Academy South*
2015 Schools to Watch reauthorization, *Christel House Academy South Middle School*
2013 Breakthrough Schools Award, MetLife & NAASP, *Christel House Academy South*
2012 The National Forum - Schools to Watch Award, *Christel House Academy*
2012 US Healthier Schools- Silver Award, *Christel House Academy*
2011 Distinguished Title I School (IDOE), *Christel House Academy*
2010 NAESP and MetLife Foundation's Sharing the Dream Award
2010 Distinguished Title I School (IDOE), *Christel House Academy*
2009 Healthy Hoosier Award- Silver, *Christel House Academy*
2008 Panasonic National School Change Award, *Christel House Academy*
2008 Distinguished Title I School (IDOE), *Christel House Academy*
2006 Healthy Hoosier Award, *Christian Park School 82*

Licensing & Certification

Indiana

Administration & Supervision – *All grades*
Business Education 7-12
General Elementary Teaching 1-6
Kindergarten
Language Arts 7-9
Social Studies 7-9

Illinois

General Administration K - 12
Self-Contained Teaching K-9
Language Arts, Jr. High
Social Science, Jr. High

Jenny N. Reynolds

Administration Resume

Academic Training

Masters of Science, Educational Administration 2012-2013 Butler University, Indianapolis

Bachelors of Science in Education 2002-2007 Indiana University School of Education, Indianapolis

Certification

- Building Level Administrators License Valid Thru 2021
- Indiana Instructional Professional Practitioner Elementary, Primary and Intermediate Teaching license Valid Thru 2026
- Certified RISE Evaluator Obtained 2012 ○
Certified TAP Evaluator Obtained 2014

Work Experience

Christel House Academy- South, Indianapolis Indiana 2009-Current

Elementary Principal 2015-Current

Instructional Coach/ TAP Master Teacher 2014-2015 2nd
Grade Teacher, Lead Teacher 2013-2014

3rd Grade Teacher, Lead Teacher 2012-2013

4th Grade Teacher, TAP Mentor Teacher 2009-2012

4th and 5th grade Interventionist 2009

Academic Honors

4.0 awarded Spring 2012, Summer 2012, Fall 2012, Spring 2013, Summer 2013, Fall 2013 Butler University
Dean's List awarded Spring 2006, Fall 2006, Spring 2007, Fall 2007, IU School of Education

Colin James Butler

Work Experience

▪ **Head of Secondary, Christel House Academy South, Current**

- Management of staffing and related procedural and leadership obligations, ensuring high-quality educational goals and are met through efficient and effective instruction.
- Intensive collaboration with leadership team in aligning school practices and initiatives with overall school vision and mission.
- Curricular and instructional mentoring, evaluation, and coaching of classroom teachers.
- Oversight of student behavioral programming and procedural effectiveness, ensuring positive school culture and appropriate learning environment.

▪ **Woodrow Wilson MBA in Educational Leadership Fellowship, 2015-2016**

- Participated in rigorous and intensive Educational Leadership classes and curriculum, designed to prepare passionate leaders to effectively administrate within educational settings in a determined, problem solving, and vision aligned manner.
- Facilitated the implementation of targeted, data minded school improvement initiatives within my school community as aligned with class curricula and administrative standards, creating change to improve student success and school culture.
- Collaborated with education professionals and professors within the WW cohort to generate creative strategies designed to address obstacles within today's education environment.
- Balanced effectively demanding requirements with full-time teaching obligations.
- Obtained selective, competitive acceptance into a prestigious program based on prior school and work success with impoverished, demanding student population.

▪ **Lead/Language Arts Teacher: Christel House Academy, 2013-2016**

- Developed and implemented advanced and original curriculum material, including the publication of written student work and coordination of community oriented learning expeditions.
- Created and oversaw the application of behavioral and disciplinary policies, including restorative practices, alternative and natural consequences, and progressive discipline.
- Directed logistics of the middle school, such as the creation of class rosters, the coordination of school-wide class scheduling, and orientation of new staff.
- Conducted weekly grade level meetings to discuss recent academic data, Response to Intervention strategies, and collaborative instructional planning.
- Actively participated in school-wide leadership meetings and decisions.

- Facilitated recognition efforts, resulting in Metlife Foundation School to Watch re- designation.

▪ **Academic Interventionist: Christel House Academy, Fall 2012**

- Routinely analyzed longitudinal and diagnostic testing data to determine targeted intervention strategies.
- Implemented routine and regimented academic interventions utilizing the RTI methodology.

▪ **Residential Treatment Specialist: The Baby Fold, Residential Treatment Center**

- Monitored and counseled children with severe emotional/behavioral disorders.
- Trained in Therapeutic Crisis Intervention and Love and Logic.

Counselor: Heart of Illinois Special Recreation Association

- Actively monitored children with behavioral and cognitive disabilities.
- Interacted extensively with families and community.

▪ **Writing Tutor: Illinois State University Visor Academic Center**

- Applied advanced and diverse academic writing disciplines.

▪ **Research Assistant: Illinois State University Curriculum and Instruction Department**

- Researched methods for best practice incorporation of multimodal instruction.
- Extended work with professors and professionals in the field

Education University of Indianapolis: Masters of Business Administration, Educational Leadership

- Date of graduation: August 1, 2016

Illinois State University: Bachelor of Arts, English. GPA: 3.93 / 3.7

- Secondary English Education Certification
- German Minor
- Graduated Cum Laude

Honors

- Woodrow Wilson MBEA in Educational Leadership Fellow
- Daughters of the American Revolution Good Citizens Award
- Dean's List (6 of 8 semesters)
- Ruth Henline Teaching Scholarship
- CUSAC Scholarship

School Name: Christal House Academy South

Current Academic Year: 2017-18

F/R = KG-6 91.9%, 7-8 89.9%, 9-12 89.9%

Comparative School Analysis: Demographics 2017-18

		CHA-S	IN Math & Science Academy North	Meredith Nicholson School 96	Stonybrook Middle School	Indianapolis Metropolitan High School	Statewide
Enrollment	# of Students	659	659	357	617	288	
Grades Served	Grade Levels	KG-12	KG-12	PK-06	07-08	09-12	
Free/Reduced Lunch	% of Students	91.1%	89.4%	89.4%	86.5%	85.8%	48.0%
Minority	% of Students	69.0%	94.1%	95.8%	90.9%	91.0%	31.7%
Special Education	% of Students	11.7%	16.2%	9.0%	17.3%	20.1%	14.7%
English Language Learner	% of Students	25.6%	10.2%	54.1%	7.5%	4.2%	5.2%
Title I in current year?	Yes/No	Yes	Yes	Yes	Yes	Yes	

NOTE: "Comparison school" is defined as schools serving a student population within five percentage points of the school's "Free and Reduced Lunch" percentages in the current year.

NOTE: Comparable schools and statewide demographics should represent only those grades that are served by the school.

Comparative School Analysis: Academic Outcomes

NOTE: Applicant may add additional rows for relevant grades. Applicant may also list other state assessments that are relevant to the student population. Please include 2014-15 Passage rates where available.

2014-15 Passage rates on ISTEP+ for English/Language Arts

		CHA-S	IN Math & Science Academy North	Meredith Nicholson School 96	Stonybrook Middle School	Indianapolis Metropolitan High School	Statewide
Grade 3		70.0%	57.7%	31.6%	NA	NA	73.2%
Grade 4		75.5%	49.3%	40.7%	NA	NA	70.4%
Grade 5		61.2%	54.5%	40.0%	NA	NA	65.2%

Grade 6		44.4%	32.5%	41.3%	NA	NA	65.8%
Grade 7		69.6%	50.0%	NA	52.0%	NA	65.7%
Grade 8		70.2%	43.5%	NA	51.5%	NA	63.7%

2014-15 Passage rates on ISTEP+ for Math

		CHA-S	IN Math & Science Academy North	Meredith Nicholson School 96	Stonybrook Middle School	Indianapolis Metropolitan High School	Statewide
Grade 3		74.5%	42.9%	37.8%	NA	NA	62.6%
Grade 4		61.2%	28.2%	45.0%	NA	NA	65.2%
Grade 5		38.0%	29.3%	50.9%	NA	NA	68.4%
Grade 6		58.7%	30.0%	32.3%	NA	NA	61.9%
Grade 7		54.3%	35.0%	NA	36.8%	NA	54.1%
Grade 8		43.8%	22.2%	NA	50.7%	NA	54.2%

2014-15 Growth Model Data for English/Language Arts

		CHA-S	IN Math & Science Academy North	Meredith Nicholson School 96	Stonybrook Middle School	Indianapolis Metropolitan High School	Statewide
Spring2015 - Median Growth		58.5%	41.5%	43.0%	52.0%	NA	48.5%

2014-15 Growth Model Data for Math

		CHA-S	IN Math & Science Academy North	Meredith Nicholson School 96	Stonybrook Middle School	Indianapolis Metropolitan High School	Statewide
Spring2015 - Median Growth		54.5%	27.0%	38.0%	52.0%	NA	48.2%

2014-15 Passage rates on ECA in English 10

		CHA-S	IN Math & Science Academy North	Meredith Nicholson School 96	Stonybrook Middle School	Indianapolis Metropolitan High School	Statewide
Grade 10		76.1%	46.3%	NA	NA	30.2%	79.6%

2014-15 Passage rates on ECA in Algebra 1

		CHA-S	IN Math & Science Academy North	Meredith Nicholson School 96	Stonybrook Middle School	Indianapolis Metropolitan High School	Statewide
Grade 10		75.0%	data supressed	NA	NA	40.0%	37.5%

2014-15 Graduation Rate (as defined by the IDOE)

		CHA-S	IN Math & Science Academy North	Meredith Nicholson School 96	Stonybrook Middle School	Indianapolis Metropolitan High School	Statewide
Graduating Students		77.4%	88.9%	NA	NA	47.7%	88.9%

2014-15 Passage rates on IREAD -3

		CHA-S	IN Math & Science Academy North	Meredith Nicholson School 96	Stonybrook Middle School	Indianapolis Metropolitan High School	Statewide
Grade 3		91.5%	83.8%	70.5%	NA	NA	91.3%

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?							
Indicator Targets	Does not meet standard		School has received an 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.				
	Approaching standard		School has received a 'C' for the most recent school year.				
	Meets standard		School has received a 'B' for the most recent school year.				
	Exceeds standard		School has received an 'A' for the most recent school year.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	ES	ES	ES	DNMS	MS	MS	MS

The Indiana State Board of Education awarded Christel House Academy South (CHA South) a **B** for its 2015-16 school year performance. A school receives a letter grade by calculating results in the following categories: overall performance score on English/Language Arts and Mathematics, overall growth score on English/Language Arts and Mathematics, and overall multiple measures score on four-year and five-year graduation rates and college and career readiness achievement. The final grade is determined based upon any of the applicable aforementioned categories which are weighted based on enrollment and grades served. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

State Accountability Results – Overall Summary			
Category	Points	Weight	Weighted Points
Grades 3-8 Performance	54.8	0.34	18.5
Grade 10 Performance	43.8	0.08	3.6
Growth	104.2	0.34	35.1
Multiple Measures	93.9	0.24	22.9
Overall Points:			80.1
Overall Grade:			B

Performance

In Spring 2016, 58.8% of Christel House Academy South grades 3-8 students passed the English/Language Arts portion of ISTEP+, while 50.7% of grades 3-8 students passed the Mathematics portion.

In Spring 2016, 68.8% of Christel House Academy South grade 10 students passed the English/Language Arts portion of ISTEP+, while 18.8% of grade 10 students passed the Mathematics portion.

Growth

To calculate growth for a school, points are first awarded individually to each student using the Observed Growth Values table found [here](#). The points are then averaged by subgroup to determine the overall growth score for the school. In English/Language Arts, Christel House Academy South earned 105.0 growth points. In Mathematics, the



school earned 103.3 growth points. Since this was the first year implementing ISTEP+ for grade 10, there is no growth data available for high school students.

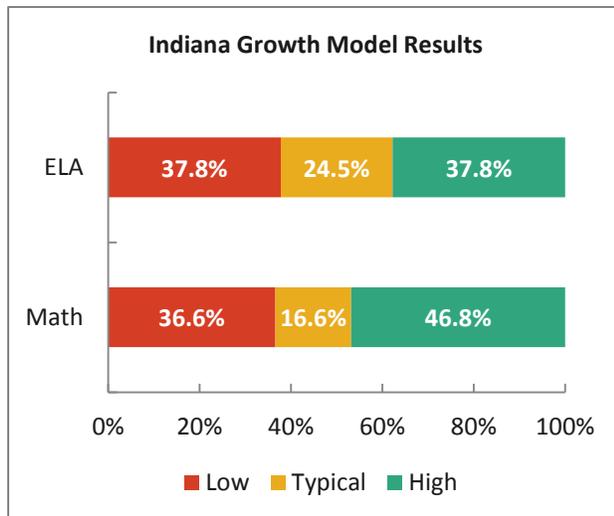
Multiple Measures

Since the IDOE provides an extended timeline for students to complete graduation requirements, data for graduation and college & career readiness is calculated a year in arrears. In the 2014-15 school year, CHA South had a four-year graduation rate of 77.4%, with 62.5% of the 2014-15 cohort qualifying as “college and/or career ready”.

Based off of Christel House Academy South’s results on performance, growth, and multiple measures on Indiana’s accountability system for the 2015-16 school year, the school receives a **Meets Standard** on the Office of Education Innovation (OEI) performance framework.

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model							
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>						
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated	AS	AS	DNMS	AS	MS	AS

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).



Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. For more information on this calculation, see page 19 of the expanded criteria of the OEI performance framework.

In 2015-16, 62.2% of Christel House Academy South students made typical or high growth in English/Language Arts, while 63.4% made those gains in Mathematics.

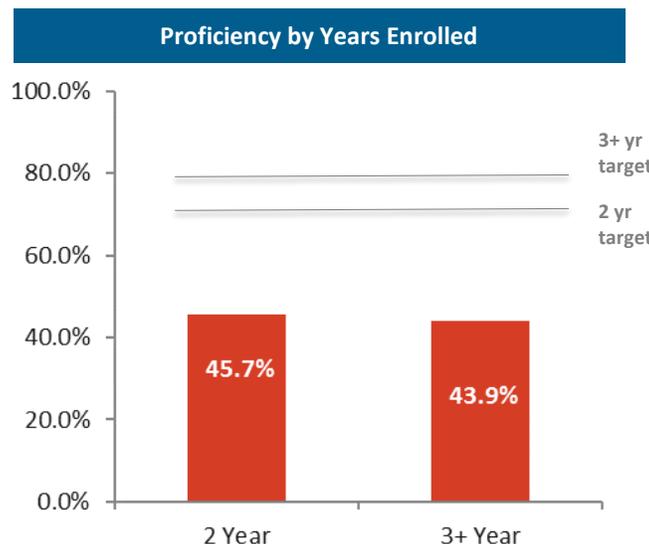
As shown in the table below, a weighted average across both subjects shows that 62.8% of students at Christel House Academy South made sufficient gains in 2015-16. Thus, the school receives an **Approaching Standard** on the OEI performance framework.

Subject	Low Growth	Typical Growth	High Growth	Total Sufficient
English/Language	37.8%	24.5%	37.8%	62.2%
Math	36.6%	16.6%	46.8%	63.4%
Weighted Average				62.8%

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?							
Indicator Targets	Does not meet standard		Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.				
	Approaching standard		At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.				
	Meets standard		At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.				
	Exceeds standard		At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated				AS	DNMS	DNMS

Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years' students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

Of those students enrolled at Christel House Academy for two years, 45.7% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 43.9% were proficient on both subjects. Thus, the school earns a **Does Not Meet Standard** on the OEI performance framework.



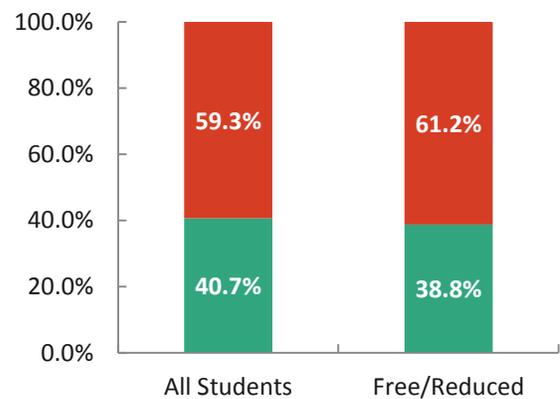
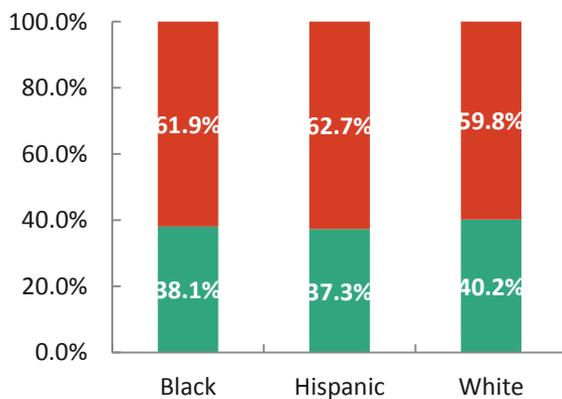
1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard		School has more than 15% difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Approaching standard		School has no more than 15% difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Meets standard		School has no more than 10% difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Exceeds standard		School has no more than 5% difference in the percentage of students passing standardized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated				MS	AS	ES

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance for Christel House Academy South is captured below.

Proficiency Gap by Race/Ethnicity

Proficiency Gap by Socioeconomic Status

Wh



■ Proficient ■ Not Proficient

■ Proficient ■ Not Proficient

While 40.7% of all 3rd – 8th grade Christel House Academy South students were proficient on both the English/Language Arts and Mathematics ISTEP+, there are gaps between the overall performance of a variety of student groups.

As shown in the left graph above, the largest of these gaps occurs between White student proficiency and Hispanic student proficiency, resulting in a difference of 2.9%.



**Core Question 1: Academic Performance Framework
Christel House Academy South**

OEI was unable to examine socioeconomic subgroup performance due to a largely homogenous student population. In order to report on subgroup performance, a subgroup must have at least 30 students. However, the performance of students who qualify for free/reduced lunch compared to that of all students can be seen in the right graph above.

The 2.9% difference in racial groups leads to Christel House Academy South receiving an **Exceeds Standard** on the OEI performance framework for the 2015-2016 school year.

1.5. Is the school's attendance rate strong?							
Indicator Targets	Does not meet standard		School's attendance rate is less than 95.0%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Applicable				MS	MS	MS
	Sub-ratings					Result	Rating
	Elementary/Middle School Grades					95.9%	MS
	High School Grades					96.8%	MS

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Christel House Academy South's elementary/middle school grades had an average attendance rate of 95.9%, while the high school grades had an average attendance rate of 96.8%.

Christel House Academy South has an aggregate attendance rate of 96.5%, with 12 of 13 grade levels meeting the 95% standard. Due to its aggregate rate, CHA-South Meets Standard on the OEI performance framework.

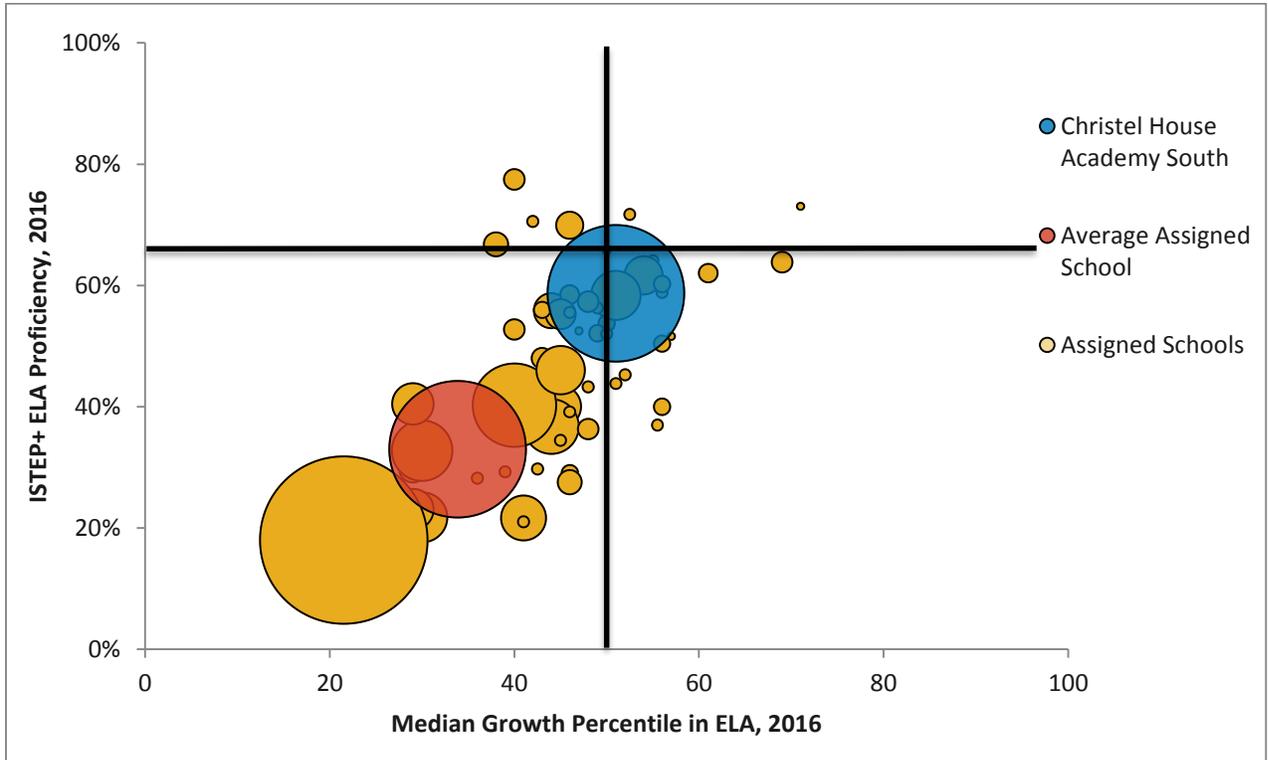
Attendance by Grade Level			
Kindergarten	93.6%	7 th Grade	96.2%
1 st Grade	95.5%	8 th Grade	95.8%
2 nd Grade	96.6%	9 th Grade	95.4%
3 rd Grade	96.6%	10 th Grade	96.1%
4 th Grade	95.9%	11 th Grade	96.1%
5 th Grade	97.1%	12 th Grade	92.3%
6 th Grade	95.8%		
Overall Average		96.5%	

1.6. Is the school outperforming schools that the students would have been assigned to attend?							
Indicator Targets	Does not meet standard		School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.				
	Approaching standard		School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Meets standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Exceeds standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	ES	ES	ES	AS	MS	ES	ES

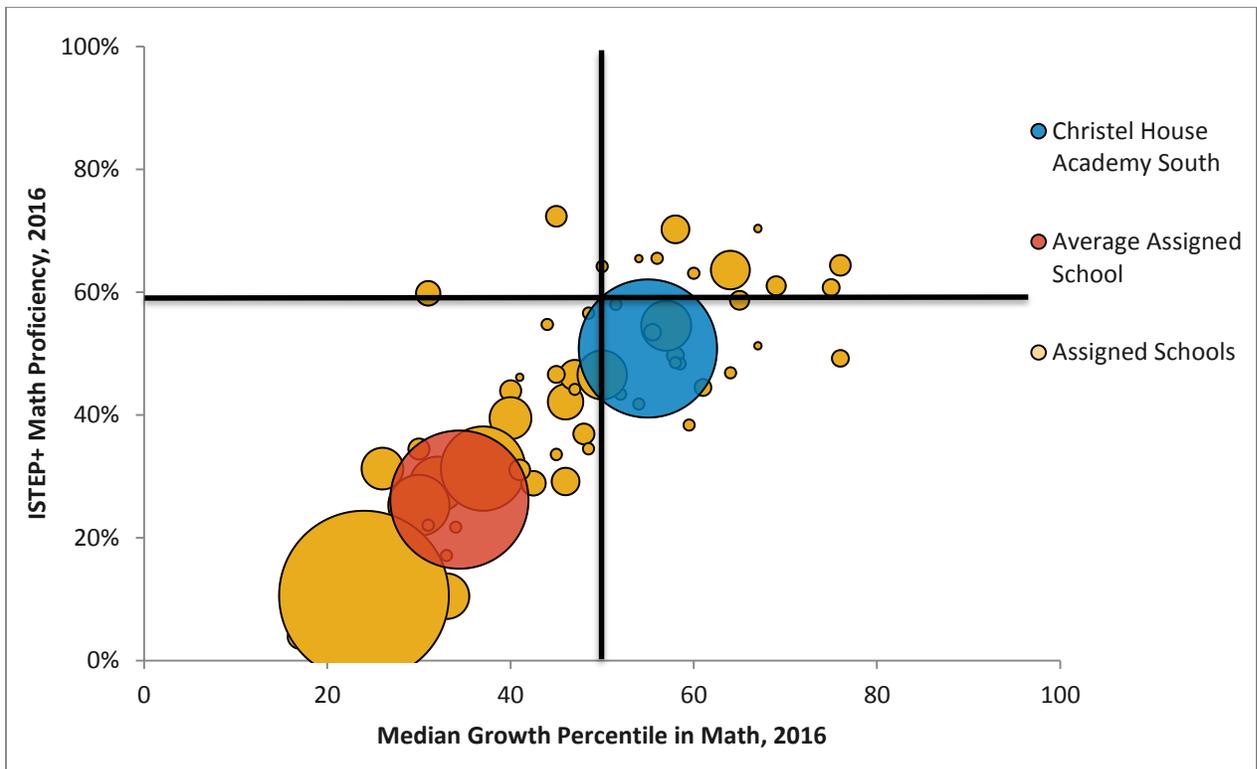
The Office of Education Innovation compared the performance of Christel House Academy South to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

The figures on the following page display the results of this comparison. In these figures, **yellow** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend Christel House Academy South. The size of each **yellow** bubble is proportional to the number of students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents the 50% growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average growth. The **red** bubble represents the average performance and improvement of all assigned schools. The **blue** bubble represents the performance of Christel House Academy South students.

As shown below, Christel House Academy South students' overall proficiency outpaced that of their peers in English/Language Arts. Christel House Academy South students also had a higher Median Growth Percentile (MGP) in ELA.



As shown below, Christel House Academy South students' overall proficiency outpaced that of their peers in Math, and Christel House Academy South students had a higher Median Growth Percentile (MGP) in Math.



In combination, Christel House Academy South students outperformed their peers in four of four categories, earning the rating **Exceeds Standard** for the 2015-16 school year.

1.7. Is the school meeting its school-specific educational goals?							
Indicator Targets	Does not meet standard	School does not meet standard on either school-specific educational goal.					
	Approaching standard	School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific educational goals.					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated				MS	ES	ES
School-Specific Information	Goal					Result	Rating
	The IREAD pass rate for CHAS exceeds that of the state's average					98.0%	ES
	The percent of students' graduating with Honors diplomas is greater than 30%					82.6%	ES

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2015-16 Christel House Academy South set its first goal around pass rates on the IREAD-3 assessment. The school received a 98.0% pass rate, which exceeded the state's average of 88.9%, and therefore **exceeds standard** on its first goal.

Christel House Academy South set its second goal around students graduating with honors diplomas. The school reports that 82.6% of students graduated with an honors diploma, and therefore the school **exceeds standard** on its second goal.

Given the information provided above, Christel House Academy South's overall rating is **Exceeds Standards**.

School Mission Statement

The mission of Christel House Academy is to be recognized as a provider of outstanding education to an underserved population and will maintain high standards of academic rigor, efficiency and accountability. It will provide students with the academic proficiency necessary for higher education, equip them with the desire for lifelong learning, strengthen their civic, ethical and moral values, and prepare them to be self-sufficient, contributing members of society."

High School Performance Indicators

1.8. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation

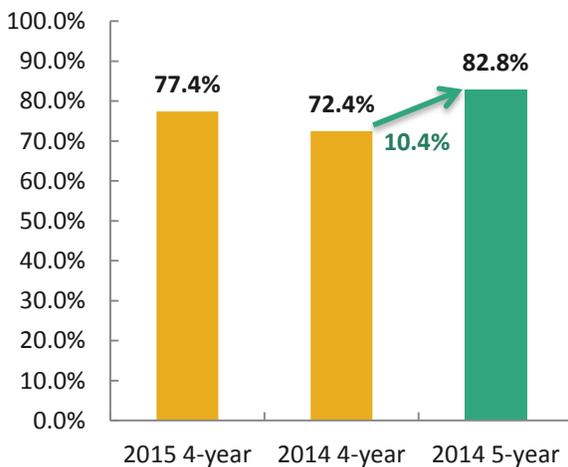
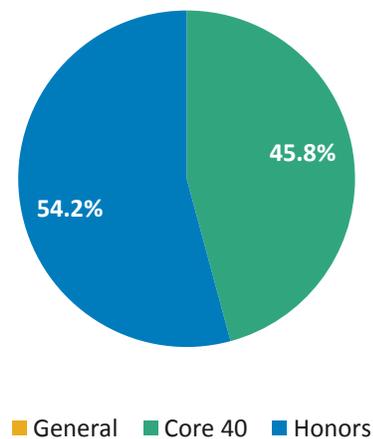
Indicator Targets	Does not meet standard	School's 4-year graduation rate is below 70.0% and the school demonstrated less than a 5.0 percentage point increase from its 4-year to 5-year graduation rate.					
	Approaching standard	School's 4-year graduation rate is 70.0-79.9%, or the school demonstrated greater than or equal to a 5.0 percentage point increase from its 4-year to 5-year graduation rate.					
	Meets standard	School's 4-year graduation rate is 80.0-89.9%, or the school demonstrated greater than or equal to a 10.0 percentage point increase from its 4-year to 5-year graduation rate.					
	Exceeds standard	School's 4-year graduation rate is at least 90.0%, or the school demonstrated greater than or equal to a 15.0 percentage point increase from its 4-year to 5-year graduation rate.					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Not Evaluated						AS	MS

The Indiana Department of Education (IDOE) places all Indiana students into a cohort by the student's first date of enrollment in high school. By placing each student in a cohort, IDOE can measure school's four-, five- and six-year graduation rates. For more information on how graduation rates are calculated in Indiana, click [here](#).

IDOE considers all students who have completed graduation requirements by October 1st of their cohort's graduation year as four-year graduates. Because of this extension, graduation rates are measured a year in arrears for accountability purposes in order to capture those students who graduate after the end of the school year in May.

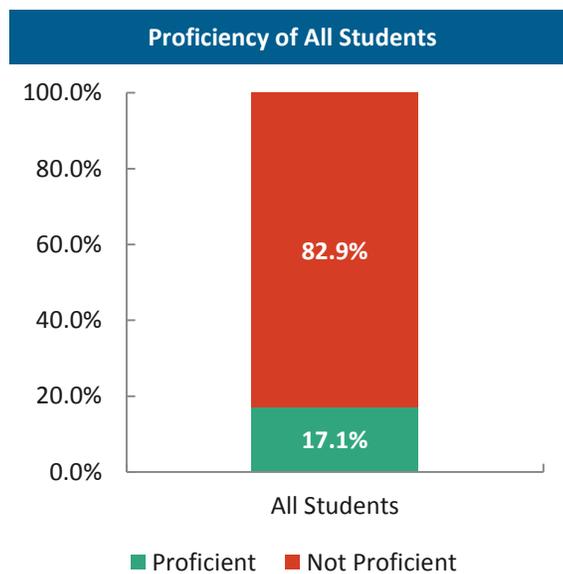
For the 2015-16 school year, OEI assesses CHA-South by reviewing the results of 2015 graduation. The school's 2015 four-year graduation rate was 77.4%. The school's 2014 cohort had a 72.4% 4-year graduation rate and increased to 82.8% for its 5-year graduation rate for a 10.4% increase.

From this data, the school earns a **Meets Standard** for this indicator on the OEI performance framework.

Graduation Rates

2015 Diploma Types


1.9. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard	School has more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.					
	Approaching standard	School has no more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.					
	Meets standard	School has no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.					
	Exceeds standard	School has more than 5% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated				Not Evaluated	Not Evaluated	Not Evaluated

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status.



In 2015-16, 17.1% of all CHA South 10th grade students were proficient on both the English 10 ECA and Algebra I ECA. However, OEI was unable to report on subgroup comparisons. In order to examine subgroup proficiency, a school must have at least 30 students enrolled in more than one subgroup in its 10th grade cohort. However, the performance of all students can be seen in the graph above. Because Christel House Academy South did not enroll 30 students in more than one subgroup, the school was **not evaluated** on this indicator.

1.10. Is the school preparing students for college and careers?							
Indicator Targets	Does not meet standard		Less than 30.0% of the graduate cohort meets at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list.				
	Approaching standard		30.0 - 39.9% of the graduate cohort meets at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list.				
	Meets standard		40.0 - 49.9% of the graduate cohort meets at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list.				
	Exceeds standard		At least 50.0% of the graduate cohort meets at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcripted post-secondary credit from an approved course; or 4) received an industry certification from an approved list.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated					ES	ES

The Indiana State Board of Education has established criteria for determining whether or not a high school graduate has not only met graduation requirements, but is also college- or career-ready. In order to be deemed college- or career-ready, a student must pass an AP or IB exam, earn dual credit from an approved list of courses, or receive an industry certification from an approved list.

Of Christel House Academy South's 2015 graduate cohort, 62.5% were deemed college- or career-ready by the Indiana Department of Education. Due to this rate, CHA-South earns a rating of **Exceeds Standard** on this indicator in the OEI performance framework.

Core Question 2: Is the organization in sound fiscal health?

The Financial Performance Framework, outlined in Core Question 2, gauges both near term financial health and longer term financial sustainability while accounting for key financial reporting requirements. Crowe Horwath, the school's auditor, included the activity of Christel House Academy West, Christel House South, Christel House DORS South and Christel House DORS West in its financial statements. This accountability report reflects disaggregated calculations of Christel House Academy South's financial position *only*.

2.1. Short-term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?							
Indicator Targets	Does not meet standard	The school does not meet standard on 2 or more of the five sub-indicators shown below.					
	Approaching standard	The school approaches standard for all 5 sub-indicators shown below, OR meet standard on 3 sub-indicators, while approaching on the remaining 2 OR meets standard on 4 sub-indicators, while not meeting standard for the final sub-indicator.					
	Meets standard	The school meets standard for 4 sub-indicators shown below, while approaching standard on the final sub-indicator.					
	Exceeds standard	The school meets standard for all 5 sub-indicators.					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	DNMS	AS	ES	ES			
Sub-indicator Ratings	Sub-	Sub-indicator targets				Result	Rating
	Enrollment Ratio	DNMS	Enrollment ratio is less than or equal to 89%			100%	MS
		AS	Enrollment ratio is between 90 – 98%				
		MS	Enrollment ratio equals or exceeds 99%				
	February Enrollment Variance	DNMS	Enrollment ratio is less than or equal to 89%			100%	MS
		AS	Enrollment ratio is between 90 – 95%				
		MS	Enrollment ratio equals or exceeds 95%				
	Current Ratio	DNMS	Current ratio is less than or equal to 1.0			1.39	MS
		AS	Current ratio is between 1.0 – 1.1				
		MS	Current ratio equals or exceeds 1.1				
Days Cash on Hand	DNMS	Days cash on hand is less than or equal to			52	MS	
	AS	Days cash on hand is between 30-45					
	MS	Days cash on hand equals or exceeds 45					
Debt Default	DNMS	Default or delinquent payments identified			N/A	MS	
	MS	Not in default or delinquent					

Christel House Academy South received a rating of **Exceeds Standard** for Core Question 2.1 for the 2015-16 school year.

Based on data from the September 2015 count day, the school met the enrollment targets stated in its charter agreement, enrolling 642 students, three students under the charter projected enrollment. At the February 2016 count day, the school had 639 students enrolled, and, as a result, the school **met standard** for the February Enrollment Variance sub-indicator.

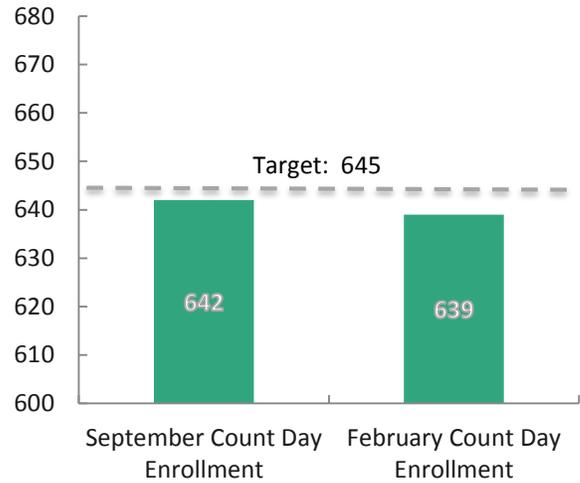
The current ratio is used to determine the school's ability to pay its short-term debt. Christel House Academy South had 39 percent more current assets than current liabilities (those due in the next 12 months) and, therefore, is able to pay its current obligations. As a result, the school **met standard** for this sub-indicator.

Christel House Academy South ended the year with 52 days of cash on hand. This means that if payments to the school had stopped or been delayed post June 30, 2016, the school would have been able to operate for 52 more days at the current spending levels. Based on this data, the school **met standard** for this indicator.

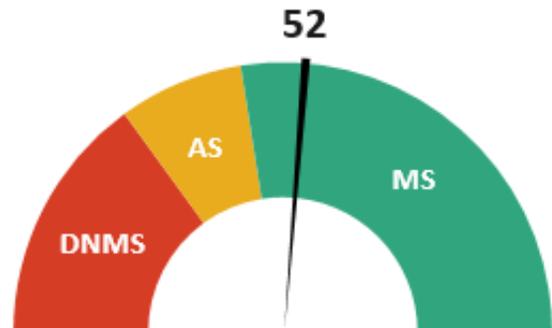
Finally, the school does not have long term debt, and therefore **met standard** for debt default sub-indicator.

By meeting standard on every sub-indicator, Christel House Academy South received a rating of **Exceeds Standard** for Core Question 2.1 in fiscal year 2016.

Enrollment Variance Ratio



Days Cash on Hand



2.2. Long-term Health: Does the organization demonstrate long-term financial health?							
Indicator Targets	Does not meet standard	The school does not meet standard on any of the 3 sub-indicators OR meets standard on 1 sub-indicator but does not meet standard on the remaining 2.					
	Approaching standard	The school meets standard on 2 of the sub-indicators while not meeting on the third, OR approaches standard on all 3 sub-indicators.					
	Meets standard	The school meets standard on 2 of the sub-indicators and approaches standard on the third.					
	Exceeds standard	The school meets standard for all 3 sub-indicators.					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	AS	MS	MS	ES			
Sub-indicator Ratings	Sub-	Sub-indicator targets				Result	Rating
	Aggregate Three-Year Net Income	DNMS	Aggregate 3-year net income is negative.			\$408,263 (aggregate)	MS
		AS	Aggregate 3-year net income is positive, but most recent year is positive.				
		MS	Aggregate three year net income is positive, and most recent year is positive.			\$63,325 (current year)	
	Debt to Asset Ratio	DNMS	Debt to Asset ratio equals or exceeds .95			0.54	MS
		AS	Debt to Asset ratio is between .9 - .95				
		MS	Debt to Asset ratio is less than or equal to .9				
	Debt Service Coverage (DSC) Ratio	DNMS	DSC ratio is less than or equal to 1.05			N/A	MS
		AS	DSC ratio is between 1.05-1.2				
		MS	DSC ratio equals or exceeds 1.2				

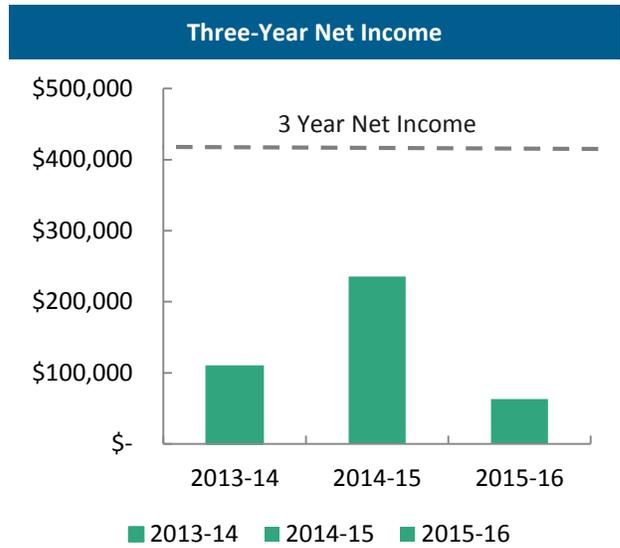
Christel House Academy South received a rating of **Exceeds Standard** for Core Question 2.2 for the 2015-16 school year.

The school **met standard** for the net income sub-indicator. It had an aggregate three-year net income of \$408,263 and a current year net income of \$63,325.

The school **met standard** on the debt to asset ratio sub-indicator. The school had a ratio of 0.54 meaning that its total assets exceeded its total liabilities.

Additionally, Christel House Academy South **met standard** for the sub-indicator regarding debt service coverage ratio because the school has no long term debt.

Because Christel House Academy South **met standard** on all three sub-indicators, the school received a rating of **Exceeds Standard** on Core Question 2.2 for the 2015-16 school year.



2.3. Does the organization demonstrate it has adequate financial management and systems?								
Indicator Targets	Does not meet standard		The school does not meet standard on 1 of the sub-indicators.					
	Approaching standard		The school meets standards on 1 sub-indicator, but approaches standard for the remaining sub-indicator.					
	Meets standard		The school meets standard on both sub-indicators.					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
	MS	DNMS	DNMS	MS				
Sub-indicator Ratings	Sub-indicator	Sub-indicator targets					Rating	
	Financial Audit	DNMS	The school receives an audit with multiple significant deficiencies, materials weakness, or has an ongoing concern.				MS	
		AS	The school receives a clean audit opinion with few significant deficiencies noted, but no material weaknesses.					
		MS	The school receives a clean audit opinion.					
	Financial Reporting Requirements	DNMS	The school fails to satisfy financial reporting requirements.				MS	
		MS	The school satisfies all financial reporting requirements.					

Christel House Academy South received a rating of **Meets Standard** for Core Question 2.3 for the 2015-16 school year.

The school **met standard** for its annual accrual based audit because its auditor, Crowe Horwath, did not identify material weaknesses or significant deficiencies within the financial controls of the school. Moreover, the audit was submitted to the State Board of Accounts before the November 30th deadline.

In addition, Christel House South submitted 100% of its other financial documents in a timely manner. Therefore, the school **met standard** for this sub-indicator.

By meeting standard on both sub-indicators, Christel House Academy South received a rating of **Meets Standard** for Core Question 2.3 for the 2015-16 school year.

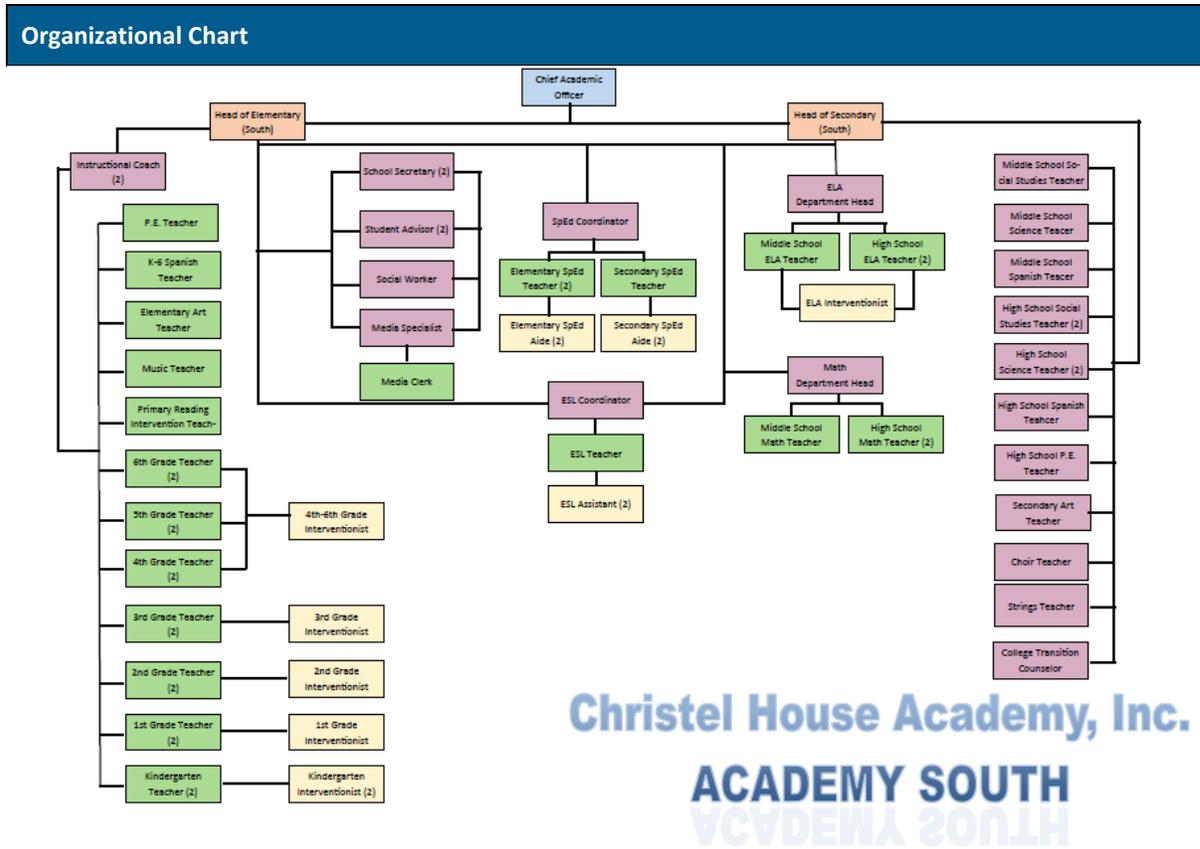
Core Question 3: Is the organization effective and well run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard		The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school leader complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.1 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	ES	ES	ES	ES	MS	MS	ES
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						ES
	Leadership stability in key administrative positions						ES
	Communication with internal and external stakeholders						ES
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						ES
	Consistency in providing information to and consulting with the schools' board of directors						ES

The school leadership team for Christel House Academy South (CHA South) is comprised of a Chief Academic Officer (CAO) and Chief School Business Officer (CBO) for the Christel House network, and a Head of Elementary and Head of Secondary, which oversee the daily school operations.

The CAO and school leadership team consistently reflect on several areas of school data to inform day-to-day decisions. For example, during the 2015-2016 school year, the Heads of School focused intensively on math instruction to ensure classroom instruction and assessment were aligned to the rigor of Indiana Academic Standards. For the elementary, this meant incorporating higher level questions and practice, while the high school level worked to make the changing state exam more relevant to student courses. On the organizational side, the CBO successfully transitioned accounting services in-house, and ensured school leaders were involved in budget development and implementation so that strategic business plans drove resource allocation decision-making.



The CAO consistently communicated with internal and external stakeholders, including the school staff, board of directors, Board Chair, Mayor’s Office (OEI), community partners, and families. Additionally, he is an active board member for the Indiana Consortium of Charter School Leaders, working to collaborate with other charter school leaders across the city and state. He has developed meaningful community partnerships (e.g., the University of Indianapolis’ College of Education) to directly support the school and its students. He meets regularly with the board chair and OEI for feedback and support on school updates and initiatives. Additionally, the CAO provided a thorough report to the board at every meeting that included sections on multiple measures of school performance, staff updates and other initiatives. In addition to several CAO-led school tours for board members throughout the year, the CAO also invited the Heads of School and several student speakers to present at quarterly board meetings about their educational experiences at Christel House Academy. Information was consistently accurate, relevant, and timely, and allowed the board to react appropriately to school performance.

Overall, the school leadership was consistently effective in its organizational and academic oversight and receives a rating of **Exceeds Standard** for school leadership.

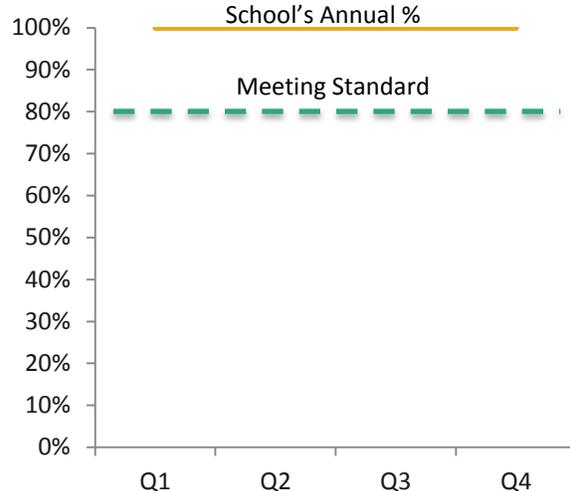
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	MS	MS	MS	MS	MS	MS	ES
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor’s Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						ES
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						ES
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2015-2016 school year, CHA South complied with its organizational and governance obligations. Each month, all documents were submitted on-time.

In addition to compliance documentation, CHA South maintained compliance with all material sections of its charter and submitted amendments when necessary. The CAO and other members of the leadership team were consistently actively engaged in meetings with OEI and the CAO maintained frequent communication with OEI between scheduled meetings.

For these reasons, CHA South received a rating of **Exceeds Standard** for its overall compliance obligations.

On-Time Compliance Reporting Percentage (3.2a)



3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.3 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	ES	ES	ES	ES	MS	AS	ES
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						MS
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						ES
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						ES
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						ES
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

The Christel House Academy, Inc. board holds the charter for Christel House Academy South, Christel House Academy West, Christel House DORS South, and Christel House DORS West. The board is experienced and provides competent oversight of the schools. The board is comprised of a broad roster of individuals with extensive experience in philanthropy, community engagement, business, healthcare, education, law, marketing and public relations. In an effort to ensure alignment, two representatives from CHA's parent organization, Christel House International, reside on the board. The board has worked to actively recruit new

directors to ensure that it maintains strong ties to the community as well as a high quality pipeline of directors.

A review of meeting minutes and notes demonstrates the board's clear understanding of and commitment to the CHA South's mission of providing a high quality school option to students from low-income neighborhoods. Notably, even though the board governs the CHA campuses as well as Christel House DORS (an adult high school model), it has worked to clearly articulate the unique mission and model of each campus. This has ensured board members are informed of the unique challenges of each school and can focus on priorities accordingly.

The board met quarterly and regularly met quorum, with the majority of directors consistently in attendance. Directors reviewed board packets in advance and received extensive updates from the school leadership team. Regularly, Directors participated in committees, including Academic Excellence, Fund Development, Marketing, Governance and Finance and Audit, presenting their progress at full board meetings. Directors were consistently actively engaged in full board meetings, asking clarifying questions to each other, school staff, and other presenters and offering expertise where needed.

Skill Sets Represented on Board

Education



Business



Law



Healthcare



Public Relations



Community Engagement



Marketing



Philanthropy



Board Overview

Christel House Academy, Inc. holds the charter for Christel House DORS South, Christel House DORS West, Christel House Academy South and Christel House Academy West.

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Members

1/3

Required for Quorum

The CHA board meets quarterly.

CHA South is an expansion of the Christel House International global network of learning centers operated for the purpose of creating the opportunities for impoverished children to live productive and dignified lives.

The board and CAO maintain consistent communication with one another. Both the board and the school are proactive in communicating updates and concerns with the Mayor's Office.

In governance operations, the board maintained compliance with its bylaws throughout the course of the year. Meetings were held as scheduled, the board met quorum, and it abided by Indiana Open Door Law.

Due to the consistent leadership and stewardship of the board of directors, CHA South receives a rating of **Exceeds Standard** for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.4 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	n/a	n/a	n/a	n/a	AS	MS	ES
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						ES
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						ES
	Collaboration with the school leader to establish clear objectives, priorities, and goals						ES
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						MS

The Christel House board holds quarterly meetings in which all stakeholders, including the CAO, school leadership team, and relevant school staff, provide thorough reports on school performance. Between meetings, the CAO communicates with the board chair when necessary to provide leadership and support in school initiatives and events, and along with other relevant school staff, provides input to board committees.

Annually, the CAO provides thorough evaluations of the Heads of School. For the 2015-2016 school year, the board completed a rigorous evaluation of the CAO, with performance metrics tied to a bonus incentive structure. Additionally, the board used a self-evaluation survey to identify strengths and areas for growth. Following survey administration, the board chair met individually with each board member to review feedback and discuss results. Further, the board took time during its annual retreat to reflect on its performance and specific areas of improvement, including, but not limited to, improved attendance and reviewing board meeting format. A review of board meeting notes indicated that school leader and board committee reports reflected on progress towards goals. Furthermore, the Christel House board developed a dashboard to assess

at each board meeting which reflected goals tied to the network’s strategic plan, board engagement as well as several included in the OEI performance framework.

In all observed meetings and interactions, the board and Heads of School appeared to have a positive and collaborative working relationship. The Heads of School were proactive, self-reflective, and self-motivated, which allowed for relevant and transparent meetings that demonstrated a constant commitment to school improvement. Overall, the board receives a rating of **Exceeds Standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.5 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	MS	MS	MS	MS	MS	MS	MS
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2015-2016, Christel House Academy’s facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility’s design, size, maintenance, security, equipment and furniture were all adequate to meet the school’s needs. The school was accessible to all, including people with physical disabilities. The Mayor’s Office monitoring of Christel House Academy’s compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a rating of **Meets Standard** for this indicator for the 2015-2016 school year.

3.6. Is the school meeting its school-specific non-academic goals?							
Indicator Targets	Does not meet standard		The school does not meet standard on either school-specific non-academic goal.				
	Approaching standard		School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.				
	Meets standard		School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.				
	Exceeds standard		School is exceeding standard on both school-specific non-academic goals				
3.6 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	N/A					ES	ES
Sub-indicator Ratings	Sub-indicators						Rating
	Between 50 and 70% of students meet CCR qualifications at graduation.						ES
	Between 75 and 95% of students complete a post-secondary plan by graduation.						ES

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In the 2015-16 school year, CHA-S set its first non-academic goal around post-secondary plans. The school reported that 100% of students had created a post-secondary plan by graduation. Therefore, the school **Exceeds Standard** on this goal.

CHA-S set its second goal around the percent of students meeting CCR qualifications by graduation. The school reported that 82.6% of students met CCR qualifications, and therefore was **Exceeds Standard** on this goal.

Overall, Christel House Academy South receives an **Exceeds Standard** on this indicator for the 2015-2016 school year.

Christel House Schools

Combined Proposed FY18 Budget

(in thousands)

Description	Proposed Budget		Final Budget		Variance		Projected Actual		Variance	
	FY18	FY17	\$	%	FY17	\$	%			
Student Count	1566	1400	166	12%	1411	155	11%			
Revenue										
State and Local Tuition Funding	10,699	9,523	1,176	12%	9,823	876	9%			
State Facilities Funding	491	450	41	9%	493	(2)	0%			
Grants - Federal and State	2,398	1,667	731	44%	1,782	616	35%			
School Food Program	748	682	66	10%	700	47	7%			
Other	56	74	(18)	-24%	62	(6)	-10%			
Contributions - In-Kind	665	605	60	10%	700	(35)	-5%			
Grants - CHI Funding	2,000	2,107	(107)	-5%	1,679	321	19%			
Total Revenues	17,056	15,107	1,948	13%	15,238	1,818	12%			
Operating Expenses										
Staff Cost:										
Salaries	8,034	6,960	1,073	15%	6,936	1,097	16%			
Benefits and Taxes	2,565	2,257	308	14%	2,158	407	19%			
Subtotal	10,599	9,217	1,381	15%	9,094	1,505	17%			
Program Expenses:										
Program Expenses	1,225	1,043	182	17%	1,087	139	13%			
Cost of Food Program	664	600	64	11%	668	(5)	-1%			
Cost of Transportation	547	435	112	26%	420	126	30%			
Subtotal	2,435	2,078	357	17%	2,175	260	12%			
General Administration	318	346	(28)	-8%	393	(75)	-19%			
Facility	2,595	2,449	146	6%	2,486	108	4%			
In-Kind	665	605	60	10%	716	(51)	-7%			
Depreciation & Amortization	262	219	43	19%	202	59	29%			
Total Expenses	16,874	14,914	1,959	13%	15,067	1,807	12%			
Inc/(Dec) in Net Assets	183	193	(11)	-5%	171	11	7%			
Total Capital Outlay	154	296	(142)	-48%	342	(188)	-55%			
Non-CHI Revenues Per Student	\$ 9,615	\$ 9,286	328	3.5%	\$ 9,610	5	0.1%			
TOTAL Expenses Per Student	\$ 10,775	\$ 10,653	122	1.1%	\$ 10,678	97	0.9%			
Staff Costs	\$ 6,768	\$ 6,584	184	2.8%	\$ 6,445	323	5.0%			
Program	\$ 1,555	\$ 1,484	71	4.8%	\$ 1,541	14	0.9%			
Facilities	\$ 1,657	\$ 1,749	(92)	-5.3%	\$ 1,762	(105)	-6.0%			

Christel House Schools Combined Proposed FY18 Budget

\$ (000's) Omitted	<u>CHA-S</u>	<u>CHA-W</u>	<u>DOR-S</u>	<u>DOR-W</u>	<u>Network Total</u>
Student Count for Revenue	660	321	335	250	1,566
Revenue					
State and Local Tuition Funding	\$ 4,511	\$ 2,239	\$ 2,261	\$ 1,688	\$ 10,699
State Facilities Funding	330	161	-	-	491
Grants - Federal and State	1,376	650	202	171	2,398
School Food Program	496	252	-	-	748
Other	48	8	-	-	56
Contributions - In-Kind	473	58	134	-	665
Grants - CHI Funding	1,135	865	-	-	2,000
Total Revenue	<u>8,369</u>	<u>4,232</u>	<u>2,597</u>	<u>1,858</u>	<u>17,056</u>
Operating Expenses					
Salaries	3,912	1,877	1,188	1,056	8,034
Benefits and Taxes	1,270	590	360	346	2,565
Program Expenses	714	299	130	83	1,225
Cost Food Program	447	216	-	-	664
Cost of Transportation	295	199	30	23	547
General Administrative	134	77	63	45	318
Facility Cost	998	837	487	273	2,595
In Kind	473	58	134	-	665
Depreciation and Amortization	127	78	23	33	262
Total Operating Expenses	<u>8,369</u>	<u>4,232</u>	<u>2,415</u>	<u>1,858</u>	<u>16,874</u>
Inc/(Dec) in Net Assets	<u>\$ (0)</u>	<u>\$ 0</u>	<u>\$ 182</u>	<u>\$ 1</u>	<u>\$ 183</u>
Capital Spending	<u>\$ 105</u>	<u>\$ 49</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 154</u>

Christel House Academy, Inc. Combined Proposed FY18 Budget

\$ (000's) Omitted	<u>CHA-S</u>		<u>CHA-W</u>		<u>DOR-S</u>		<u>DOR-W</u>		<u>Network Total</u>	
Student Count for Revenue	660	10	321	71	335	35	250	50	1,682	0
Revenue										
State and Local Tuition Funding	\$ 4,511	(24)	\$ 2,239	552	\$ 2,261	281	\$ 1,688	368	\$ 10,699	1176
State Facilities Funding	330	5	161	36	-	0	-	0	491	41
Grants - Federal and State	1,376	291	650	338	202	202	171	(99)	2,398	731
School Food Program	496	15	252	51	-	0	-	0	748	66
Other	48	(18)	8	0	-	0	-	0	56	(18)
Contributions - In-Kind	473	0	58	0	134	60	-	0	665	60
Grants - CHI Funding	1,135	123	865	(143)	0	(72)	-	(15)	2,000	(107)
Total Revenue	8,369	392	4,232	833	2,597	471	1,858	253	17,056	1,949
Operating Expenses										
Salaries	3,912	111	1,877	451	1,188	250	1,056	262	8,034	1074
Benefits and Taxes	1,270	37	590	142	360	59	346	71	2,565	308
Program Expenses	714	98	299	105	130	35	83	(54)	1,225	183
Cost Food Program	447	16	216	47	-	0	-	0	664	64
Cost of Transportation	295	52	199	52	30	5	23	3	547	112
General Administrative	134	(22)	77	(1)	63	(4)	45	0	318	(28)
Facility Cost	998	83	837	29	487	21	273	13	2,595	146
In Kind	473	(0)	58	0	134	60	-	0	665	60
Depreciation and Amortization	127	19	78	9	23	8	33	7	262	43
Total Operating Expenses	8,369	393	4,232	833	2,415	434	1,858	301	16,874	1,961
Inc/(Dec) in Net Assets	\$ (0)		\$ 0		\$ 182		\$ 0		\$ 183	
Capital Spending	\$ 105		\$ 49		\$ -		\$ -		\$ 154	

Christel House Academy South

Proposed FY18 Budget

(in thousands)

Description	Proposed	Final	Variance		Projected	Variance	
	Budget FY18	Budget FY17	\$	%	Actual FY17	\$	%
Student Count	660	650	10	2%	648	12	2%
Revenue							
State and Local Tuition Funding	4,511	4,535	(24)	-1%	4,643	(132)	-3%
State Facilities Funding	330	325	5	2%	360	(30)	-8%
Grants - Federal and State	1,376	1,085	291	27%	1,146	230	20%
School Food Program	496	481	15	3%	493	3	1%
Other	48	66	(18)	-27%	46	2	4%
Contributions - In-Kind	473	473	-	0%	470	3	1%
Grants - CHI Funding	1,135	1,012	123	12%	801	334	42%
Total Revenues	8,369	7,977	392	5%	7,959	410	5%
Operating Expenses							
Staff Cost:							
Salaries	3,912	3,801	111	3%	3,748	164	4%
Benefits and Taxes	1,270	1,233	37	3%	1,166	103	9%
Subtotal	5,182	5,034	147	3%	4,914	268	5%
Program Expenses:							
Program Expenses	714	616	97	16%	649	65	10%
Cost of Food Program	447	431	16	4%	461	(14)	-3%
Cost of Transportation	295	243	52	21%	246	49	20%
Subtotal	1,456	1,290	165	13%	1,356	99	7%
General Administration	134	156	(22)	-14%	159	(25)	-16%
Facility	998	915	83	9%	947	51	5%
In-Kind	473	473	(0)	0%	472	1	0%
Depreciation & Amortization	127	108	19	18%	108	19	18%
Total Expenses	8,369	7,977	393	5%	7,957	413	5%
Inc/(Dec) in Net Assets	(0)	0	(0)	0%	2	(2)	-104%
Total Capital Outlay	105	106	(1)	-1%	158	(53)	-34%
Non-CHI Revenues Per Student	\$ 10,961	\$ 10,715	246	2.3%	\$ 11,046	(85)	-0.8%
TOTAL Expenses Per Student	\$ 12,681	\$ 12,272	409	3.3%	\$ 12,279	402	3.3%
Staff Costs	\$ 7,851	\$ 7,745	106	1.4%	\$ 7,584	267	3.5%
Program	\$ 2,205	\$ 1,985	220	11.1%	\$ 2,093	112	5.4%
Facilities	\$ 1,512	\$ 1,408	105	7.4%	\$ 1,462	51	3.5%

Christel House Academy South

	Projected 6/30/2017	2016-2017 Budget	Projected Variance	Budget New FY 17-18	Variance to Projected	Variance to PY Budget	Notes
Operating Revenue	648	650		660			
State and Local Tuition Funding	4,643,074	4,535,230	107,844	4,511,420	(131,654)	(23,810)	ADM Count = 650 (Average for year)
State Facilities Funding	359,500	325,000	34,500	330,000	(29,500)	5,000	
Grants - Federal and State	1,145,730	1,084,484	61,246	1,376,080	230,350	291,596	21st Century supplementals
School Food Program	493,056	481,000	12,056	496,000	2,944	15,000	
Other Revenue	46,239	66,000	(19,761)	48,000	1,761	(18,000)	
Contributions - In-Kind	469,967	472,800	(2,833)	472,800	2,833	-	
Grants - CHI Funding	801,371	1,012,000	(210,629)	1,135,000	333,629	123,000	
Total Operating Revenue	7,958,937	7,976,514	(17,577)	8,369,300	410,363	392,786	269,786
						3.9%	Variance in funding other than CHI
Operating Expenses							
Salaries	3,748,057	3,801,000	(52,943)	3,912,000	163,943	111,000	
Benefits & Employment Taxes	1,166,286	1,233,000	(66,714)	1,270,000	103,714	37,000	
	4,914,343	5,034,000	(119,657)	5,182,000	267,657	148,000	See payroll worksheets.
						2.9%	
Program							
Instructional Services	46,827	51,500	(4,673)	51,950	5,123	450	
Field Trips	53,646	60,600	(6,954)	61,900	8,254	1,300	
Substitute Services	63,877	55,900	7,977	62,700	(1,177)	6,800	
							Placement Fees (\$20k) and SPED funded services (\$20k)
Professional Services	134,220	118,655	15,565	152,620	18,400	33,965	
Authorizer Fees	36,583	32,300	4,283	34,800	(1,783)	2,500	
Rentals	188	0	188		(188)	-	
Postage	2,123	1,010	1,113	2,120	(3)	1,110	
Advertising	3,509	10,175	(6,666)	44,770	41,261	34,595	IndyTeach recruiting (\$25k) marketing (\$15k)
Printing/Binding	1,102	3,380	(2,278)	2,020	918	(1,360)	
Travel	4,450	12,835	(8,385)	7,090	2,640	(5,745)	
Operational Supplies	44,460	41,349	3,111	40,110	(4,350)	(1,239)	
Food Purchases	15,275	11,800	3,475	24,230	8,955	12,430	Sat School (\$12k)
Textbooks	52,851	52,470	381	40,420	(12,431)	(12,050)	Includes Engage NY and ReadyGen Phonics
Uniforms	54,124	44,470	9,654	51,350	(2,774)	6,880	
Equipment	18,225	0	18,225	5,000	(13,225)	5,000	See project lists.
Computer Hardware	(267)	16,000	(16,267)	13,000	13,267	(3,000)	See project lists.
Other Tech Equipment	294	0	294		(294)	-	
Software	58,322	38,310	20,012	40,000	(18,322)	1,690	
Professional Development	58,161	64,790	(6,629)	59,770	1,609	(5,020)	
Dues & Fees	804	0	804		(804)	-	
Awards	471	0	471	19,750	19,279	19,750	Parent Academy (\$15k), Sat School (\$3k)
Total Program	649,244	615,544	33,700	713,600	64,356	98,056	
						15.9%	
Cost of Food Program	461,265	431,000	30,265	447,000	(14,265)	16,000	Sat School (\$10k)
						3.7%	
Cost of Transportation	245,744	243,200	2,544	295,000	49,256	51,800	Sat School (\$17k), Afterschool 21st (\$10k)
						21.3%	Athletics (\$10k) Field trip costs (\$12k)

Christel House Academy South

	Projected 6/30/2017	2016-2017 Budget	Projected Variance	Budget New FY 17-18	Variance to Projected	Variance to PY Budget	Notes
General & Administrative							
Data Processing Services	11,010	10,575	435	12,180	1,170	1,605	
Professional Services	42,795	48,739	(5,944)	23,310	(19,485)	(25,429)	Bell monitoring now in-house
Repairs & Maintenance Services	282	0	282		(282)	-	
Rentals (Copiers)	17,667	17,886	(219)	16,500	(1,167)	(1,386)	
Insurance	44,123	38,298	5,825	36,070	(8,053)	(2,228)	
Postage	272	0	272		(272)	-	
Operational Supplies	4,078	4,465	(387)	5,880	1,802	1,415	
Food Purchases	0		0		-	-	
Connectivity	8,473	9,494	(1,021)	7,560	(913)	(1,934)	
Other Tech Equipment	3,345	0	3,345		(3,345)	-	
Software	23,899	24,299	(400)	29,000	5,101	4,701	Monitoring, Class Link, Visitor Mgmt
Dues & Fees	272	0	272	580	308	580	
Interest Expense	0		0		-	-	
Bank Service Charges	2,488	2,444	44	2,520	32	76	
Total General & Administrative	158,703	156,200	2,503	133,600	(25,103)	(22,600)	
Rent & Facilities						-14.5%	
Professional Services	110,062	107,910	2,152	115,600	5,538	7,690	Sat School (\$5k)
Water & Sewage	14,731	6,930	7,801	12,210	(2,521)	5,280	Summer irrigation needs.
Removal of Refuse	3,823	3,370	453	3,040	(783)	(330)	
Cleaning Service	89,571	90,290	(719)	117,000	27,429	26,710	Three years with no increase - still \$50k less than any other bidders
Repairs & Maintenance Services	43,023	33,000	10,023	73,260	30,237	40,260	See expense projects listing.
Rent (Building)	544,500	546,380	(1,880)	544,500	-	(1,880)	
Operational Supplies	18,396	15,440	2,956	17,030	(1,366)	1,590	
Telephone	0	1,000	(1,000)		-	(1,000)	
Gas Utilities	12,372	18,220	(5,848)	15,040	2,668	(3,180)	
Electric	108,161	91,870	16,291	99,000	(9,161)	7,130	LED lighting could improve this \$8k per year
Dues and Fees	2,500	990	1,510	1,320	(1,180)	330	
Total Rent & Facilities	947,138	915,400	31,738	998,000	50,862	82,600	
In-Kind	472,158	472,800	(642)	472,800	642	-	
Depreciation & Amortization	108,159	108,370	(211)	127,000	18,841	18,630	Technology purchases (5-yr property)
Total Operating Expenses	7,956,754	7,976,514	(19,760)	8,369,000	412,246	392,486	4.9%
Total Change in Net Assets	2,183	0	2,183	300	(1,883)	300	
Capital Expenditures				104,900			

Christel House Academy South

REVENUES

FY 17-18 Budget

										CY		Avg	
							Actuals	Actuals	Actuals	Projected	Over		Over
							13/14	14/15	15/16	16/17	(Under)	Average	(Under)
Description	Account	Method	Qty	Rate	TOTAL								
REVENUES													
Basic Grant Revenue (State Fundin	4000.0031110	Per ADM	660	\$ 6,382.00	4,212,120.00	4,528,458	4,288,113	4,253,186	4,269,684	(57,564)	4,334,860	(122,740)	
Spec Ed		Estimated counts			225,000.00	216,516	190,000	170,400	228,800	(3,800)	201,429	23,571	
Honors		Estimated counts			12,800.00		9,000	14,800	12,800	-	12,200	600	
CTE		Estimated counts			61,500.00				59,300	2,200	59,300	2,200	
		Sept Count			4,511,420.00								
State Facilities Funding	4000.0031910	Per ADM	660	\$ 500.00	330,000.00			320,500	320,500	9,500	320,500	9,500	
<u>Grants - Federal and State:</u>					330,000.00								
Textbook Reimbursement	4000.0039100	Estimates	660	\$ 80.00	52,800.00	44,998	44,730	47,901	48,237	4,563	46,467	6,333	
Summer School	4000.0031140	Estimates			80,000.00	72,172	78,852	40,549	77,123	2,877	67,174	12,826	
Remediation	4000.0031990	discontinued				9,997	7,044			-	8,520	(8,520)	
Formative Assessment	4000.0031980	new	660	\$ 13.00	8,580.00			8,375	8,790	(210)	8,583	(3)	
Technology Grants	4000.0032170					1,305	1,929	2,244		-	1,826	(1,826)	
AmeriCorp planning grant	4000.0032820	done							16,958	(16,958)	16,958	(16,958)	
Non - English Speaking Grant	4000.0032910	Per Student	148	\$ 1,225.00	177,900.00	13,324	13,558	29,184	35,237	142,663	22,826	155,074	
Performance Award Title II Part B	4000.0032930		660	\$ 30.00	19,800.00		28,434	39,728	31,937	(12,137)	33,366	(13,566)	
Federal:													
Title I C/Y	4000.0045140	Estimates		931.82	615,000.00	502,078	579,388	622,083	620,000	(5,000)	580,887	34,113	
Title II PART A	4000.0049900	Estimates		74.24	49,000.00	1,659	75,929	92,050	59,105	(10,105)	57,186	(8,186)	
Title III C/Y	4000.0049910	Estimates		42.42	28,000.00	15,979	28,001	21,463	28,000	-	23,361	4,639	
Part B - Special Education 14-16 C/	4000.0042230	Estimates		181.82	120,000.00	103,786	129,891	96,456	110,000	10,000	110,033	9,967	
TAP		discontinued				300,000	250,000	144,048	-	-	173,512	(173,512)	
<u>School Food Program:</u>					1,151,080.00								
Foodservice (Regular)	4000.0042910	Estimates		719.70	475,000.00	466,762	452,787	477,593	482,000	(7,000)	469,786	5,214	
Foodservice (Summer)	4000.0042940	Estimates			21,000.00	19,188	20,285	21,082	21,472	(472)	20,507	493	
<u>CHI Dev - Federal:</u>					496,000.00								
21st Century	4000.0049930	Per Grant budget			225,000.00	200,000	200,081	126,806	150,549	74,451	169,359	55,641	
PCSP	4000.0045900	n/a				-	-	-	-	-	-	-	
<u>Other Revenue:</u>					225,000.00								
Contributions - Private	4000.0019200					-	-	-	-	-	-	-	
Other	4000.0019990	SALY			5,000.00	20,311	20,311	14,621	2,451	2,549	14,423	(9,423)	
Lunch Fees	4000.0016110	SALY			30,000.00	30,334	30,334	26,196	32,708	(2,708)	29,893	107	
Other Student Fees	4000.0017410	SALY			12,000.00	18,764	18,764	16,273	11,853	147	16,413	(4,413)	
Textbook Fees	4000.0019420	SALY			1,000.00	6,238	6,238	1,295	475	525	3,562	(2,562)	
<u>In-Kind:</u>					48,000.00								
Contributions In-Kind Services	4000.0065000	Estimate	1 nurse	55,000.00	55,000.00	45,000	45,000	54,985	55,000	-	49,996	5,004	
Contributions Other Items	4000.0065000	See detailed expense sheet			35,600.00			36,275	35,600	-	35,938	(338)	
CHI HS Bldg In-Kind	4000.0065000	Per Sq Ft	29,400	13.00	382,200.00		425,000	384,700	382,200	-	397,300	(15,100)	
<u>CHI Funding:</u>					472,800.00								
Contributions - CHI Direct Funding	4000.0019210				865,000.00								
Contributions - CHI Development	4000.0019220				270,000.00								
TOTAL REVENUES					8,369,300.00	6,616,869	6,943,668	7,062,793	7,100,779	133,521	6,931,027	303,273	

Variations without CHI

Christel House Academy South

REVENUES

FY 17-18 Budget

Description	Account	Method	Qty	Rate	TOTAL
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Actuals 13/14	Actuals 14/15	Actuals 15/16	Projected 16/17
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CY	Avg
Over (Under)	Average
	Over (Under)

Christel House Academy South

BASIC GRANT Projection:

			ADM
Foundation	\$ 5,273.00	Sept	660
Complexity (\$3,539 x .3134)	\$ 1,109.00	Feb	
			660 Budget
	\$ 6,382.00	Per student	

Honors

	Projected	16/17	15/16	14/15		
Free	2	2	2	0	\$ 1,400	2,800
Other	10	10	12	9	\$ 1,000	10,000
						12,800

SPED Counts

	Projected	16/17	15/16	14/15		
Severe	5	5	5	6	\$ 8,800	44,000
Moderate	70	71	48	54	\$ 2,300	161,000
Comm/Home	40	43	32	33	\$ 500	20,000
						225,000

CTE Counts

	Projected	16/17		
Foundation	160	152		\$ 150 24,000
More Need/High Wage	30	28		\$ 500 15,000
Mod Need/High Wage	50	50		\$ 450 22,500

		2016-17	Over(Under)	
Annual Amount	\$ 4,511,420	4,570,584	(59,164)	-1.3%
	6,835.48			
				61,500

CHRISTEL HOUSE ACADEMY, INC.

SALARY BUDGET 2017-2018

SUMMARY		Version 5/2/17		
CH Academy South	2017-18	2016-17	Variances	
Base Pay	3,143,910	2,816,950	326,960	
Overtime Estimates	25,010	25,150	(140)	
Ongoing Stipends (Instructional Coaches, Lead Teachers, Program Coordinators)	91,000	89,630	1,370	
Per Pay Stipends (Athletics, Saturday School, 21st Century Before/After Care, Clubs, IndyTeach PD)	123,000	70,000	53,000	
Hard to Staff - Premiums	43,330	39,760	3,570	
IndyTeach Increases	17,820		17,820	
Bonuses	130,760	177,980	(47,220)	
Phone Rebates	2,080	2,080	-	
Medical Rebates	36,840	30,160	6,680	
Total Compensation	3,613,750	3,251,710	362,040	
Allocation of Network	298,530	549,290	(250,760)	
Total Compensation	3,912,280	3,801,000	111,280	
LTI estimates	108,800	80,300	28,500	
Total Taxes & Benefits	1,065,960	978,100	87,860	
Allocation of Network	94,880	173,600	(78,720)	
Total Taxes & Benefits	1,269,640	1,232,000	37,640	
% of Compensation	32%	32%	34%	
Total Salary, Taxes, & Benefits	5,181,920	5,033,000	148,920	

EXPLANATION OF INCREASES:

Standard Increase estimates	195,120	Standard increase over PY budget amounts.
New Positions	79,500	See listing below.
New Stipends	54,370	IndyTeach PD leaders (\$18k) Sat School (\$35k)
IndyTeach - Increases	17,820	Convert four (4) Interventionist Positions to IndyTeach Candidates
<i>Bonuses</i>	(47,220)	
<i>LTI Estimates</i>	28,500	
<i>Benefits and Taxes</i>	87,860	
Network Allocation Changes	(329,480)	
<i>Changes to current year (16-17) staff</i>	62,450	Two (2) Additional HS Interventionists
INCREASES Total	148,920	

NEW POSITIONS:

			FTEs
5th Grade Interventionist	-	(removed)	
MS ELA Interventionist	25,750		1.0
MS Math Interventionist	25,750		1.0
FT K-8 Tech Teacher	28,000		0.5
FT Orchestra Teacher	-	(removed)	-0.3
C & C Admin (from Network to CHA South only)			0.5
NEW POSITIONS TOTAL	79,500		2.8

FTE Counts	2017-18	2016-17	Variances
Non-program (includes Network staff)	6.5	9.6	-3.1
Program	70.1	67.4	2.8
TOTAL FTEs	76.6	77.0	-0.4
Headcount	75	72	3

Christel House Academy West

Proposed FY18 Budget

(in thousands)

Description	Proposed	Final	Variance		Projected	Variance	
	Budget FY18	Budget FY17	\$	%	Actual FY17	\$	%
Student Count	321	250	71	28%	263	58	22%
Revenue							
State and Local Tuition Funding	2,239	1,687	552	33%	1,880	359	19%
State Facilities Funding	161	125	36	28%	133	28	21%
Grants - Federal and State	650	312	338	108%	361	289	80%
School Food Program	252	201	51	25%	207	44	21%
Other	8	8	-	0%	14	(6)	-43%
Contributions - In-Kind	58	58	-	0%	56	2	3%
Grants - CHI Funding	865	1,008	(143)	-14%	843	22	3%
Total Revenues	4,232	3,399	833	25%	3,495	737	21%
Operating Expenses							
Staff Cost:							
Salaries	1,877	1,427	450	32%	1,462	415	28%
Benefits and Taxes	590	448	142	32%	465	125	27%
Subtotal	2,467	1,875	592	32%	1,927	540	28%
Program Expenses:							
Program Expenses	299	195	104	54%	224	75	34%
Cost of Food Program	216	169	47	28%	207	9	5%
Cost of Transportation	199	147	52	35%	129	70	55%
Subtotal	715	511	204	40%	560	155	28%
General Administration	77	78	(1)	-2%	75	1	2%
Facility	837	808	29	4%	804	34	4%
In-Kind	58	58	-	0%	57	1	2%
Depreciation & Amortization	78	70	8	12%	71	8	11%
Total Expenses	4,232	3,399	832	24%	3,493	739	21%
Inc/(Dec) in Net Assets	0	0	0	0%	2	(2)	-94%
Total Capital Outlay	49	-	49	100%	10	39	387%
Non-CHI Revenues Per Student	\$ 10,489	\$ 9,566	923	9.7%	\$ 10,082	407	4.0%
TOTAL Expenses Per Student	\$ 13,183	\$ 13,598	(414)	-3.0%	\$ 13,280	(97)	-0.7%
Staff Costs	\$ 7,686	\$ 7,500	186	2.5%	\$ 7,326	360	4.9%
Program	\$ 2,226	\$ 2,043	183	9.0%	\$ 2,128	98	4.6%
Facilities	\$ 2,608	\$ 3,230	(623)	-19.3%	\$ 3,055	(447)	-14.6%

Christel House Academy West

	Projected 6/30/2017	2016-2017 Budget	Projected Variance	Budget New FY 17-18	Variance to Projected	Variance to PY Budget	Notes
Operating Revenue	263	250		321			24.8%
State and Local Tuition Funding	1,880,103	1,686,690	193,413	2,238,990	358,887	552,300	ADM Count = 312 (Average for year)
State Facilities Funding	133,000	125,000	8,000	160,500	27,500	35,500	Growth of 50 students
Grants - Federal and State	360,894	312,460	48,434	649,750	288,856	337,290	Growth of 50 students
School Food Program	207,314	200,550	6,764	251,750	44,436	51,200	Growth of 50 students
Other Revenue	14,117	8,000	6,117	8,000	(6,117)	-	
Contributions - In-Kind	56,093	57,500	(1,407)	58,000	1,907	500	
Grants - CHI Funding	843,160	1,009,000	(165,840)	865,000	21,840	(144,000)	
Total Operating Revenue	3,494,681	3,399,200	95,481	4,231,990	737,309	832,790	976,790
						40.9%	Variance in funding other than CHI
Operating Expenses							
Salaries	1,461,976	1,427,000	34,976	1,877,000	415,024	450,000	
Benefits & Employment Taxes	464,702	448,000	16,702	590,000	125,298	142,000	
	1,926,678	1,875,000	51,678	2,467,000	540,322	592,000	See payroll worksheets.
						31.6%	
Program							
Instructional Services	-	10,000	(10,000)	11,450	11,450	1,450	
Field Trips	4,773	8,000	(3,227)	8,600	3,827	600	
Substitute Services	8,444	13,000	(4,556)	18,150	9,706	5,150	
Professional Services	47,331	24,470	22,861	62,100	14,769	37,630	Placement Fees (\$14k), Mayor's Office Site Visit (\$9k), and increase in SPED
Authorizer Fees	-	-	-	16,930	16,930	16,930	1st Year for Mayor's Fees
Postage	547	180	367	550	3	370	
Advertising	835	7,950	(7,115)	9,200	8,365	1,250	
Printing/Binding	491	1,040	(549)	830	339	(210)	
Travel	2,595	3,890	(1,295)	3,320	725	(570)	
Operational Supplies	22,698	19,180	3,518	25,499	2,801	6,319	
Food Purchases	7,953	4,170	3,783	11,680	3,727	7,510	Sat School (\$5k)
Textbooks	42,635	42,840	(205)	42,000	(635)	(840)	Includes Engage NY and ReadyGen Phonics
Uniforms	29,060	17,530	11,530	25,050	(4,010)	7,520	
Equipment	16,955	7,500	9,455	11,000	(5,955)	3,500	See project lists.
Computer Hardware	1,680	2,000	(320)	4,300	2,620	2,300	See project lists.
Other Tech Equipment	20	-	20		(20)	-	
Software	18,942	13,130	5,812	18,130	(812)	5,000	
Professional Development	18,236	21,010	(2,774)	26,410	8,174	5,400	
Dues & Fees	27	-	27		(27)	-	
Awards	740	-	740	4,000	3,260	4,000	Sat School incentives (\$3k)
Total Program	223,960	195,890	28,070	299,199	75,239	103,309	
						52.7%	
Cost of Food Program	206,810	168,750	38,060	216,300	9,490	47,550	Growth + Sat School
						28.2%	
Cost of Transportation	128,814	147,200	(18,386)	199,100	70,286	51,900	Sat School (\$11k), Afterschool 21st (\$10k)
						35.3%	Other Field trip cost increases

Christel House Academy West

	Projected 6/30/2017	2016-2017 Budget	Projected Variance	Budget New FY 17-18	Variance to Projected	Variance to PY Budget	Notes
General & Administrative							
Data Processing Services	4,335	4,050	285	5,800	1,465	1,750	
Professional Services	16,298	18,666	(2,368)	11,100	(5,198)	(7,566)	Bell monitoring now in-house
Repairs & Maintenance Services	108	-	108		(108)	-	
Rentals	9,639	9,576	63	10,100	461	524	
Insurance	25,520	29,460	(3,940)	28,061	2,541	(1,399)	
Postage	40	-	40		(40)	-	
Operational Supplies	1,136	1,710	(574)	2,800	1,664	1,090	
Computer Hardware	-	-	-		-	-	
Connectivity	3,152	3,636	(484)	3,600	448	(36)	
Other Tech Equipment	-	-	-		-	-	
Software	11,766	9,306	2,460	13,900	2,134	4,594	Monitoring, Class Link, Visitor Mgmt
Dues & Fees	2,481	-	2,481	350	(2,131)	350	
Bank Service Charges	972	936	36	1,200	228	264	
Total General & Administrative	75,447	77,340	(1,893)	76,911	1,464	(429)	
Rent & Facilities						-0.6%	
Professional Services	74,108	81,720	(7,612)	87,510	13,402	5,790	Sat School (\$5k)
Water & Sewage	5,830	3,680	2,150	5,720	(110)	2,040	
Removal of Refuse	1,753	2,010	(257)	3,150	1,397	1,140	
Cleaning Service	51,300	51,300	-	76,730	25,430	25,430	Three years with no increase - still \$50k less than any other bidders
Repairs & Maintenance Services	29,103	30,000	(897)	26,400	(2,703)	(3,600)	
Rent (Building)	562,500	563,220	(720)	562,500	-	(720)	
Operational Supplies	10,606	10,350	256	11,250	644	900	
Telephone		2,880	(2,880)	-	-	(2,880)	
Gas Utilities	8,446	10,800	(2,354)	9,900	1,454	(900)	
Electric	59,877	51,530	8,347	53,630	(6,247)	2,100	LED lighting could improve this \$5k per year
Dues and Fees	-	380	(380)	300	300	(80)	
Total Rent & Facilities	803,523	807,870	(4,347)	837,090	33,567	29,220	
In-Kind	56,639	57,500	(861)	58,000	1,361	500	
Depreciation & Amortization	70,807	69,650	1,157	78,400	7,593	8,750	Technology purchases (5-yr property)
Total Operating Expenses	3,492,679	3,399,200	93,479	4,232,000	739,321	832,800	24.5%
Total Change in Net Assets	2,002	0	2,002	(10)	(2,012)	(10)	
Capital Expenditures				48,700			

Christel House Academy West

REVENUES

FY 17-18 Budget

							K-5	K-2	K-3	K-4	Avg		
								150	200	263			
								Actuals	Actuals	Projected	Over	Average	Over
								14/15	15/16	16/17	(Under)		(Under)
Description	Account	Method	Qty	Rate	TOTAL								
REVENUES													
Basic Grant Revenue (State Fundin	4000.0031110	Per ADM	321	6,809.00	2,185,690.00		825,481	1,292,013	1,822,511	363,179	1,313,335	872,355	
Spec Ed					53,300.00		13,280	17,200	47,200	6,100	25,893	27,407	
ESL Add		Estimated counts		89	2,238,990.00								
State Facilities Funding	4000.0031910	Per ADM	321	500.00	160,500.00			99,000	133,000	27,500	116,000	44,500	
<u>Grants - Federal and State:</u>							160,500.00						
Textbook Reimbursement	4000.0039100	SALY	321	\$ 80.00	25,680.00				20,650	5,030	20,650	5,030	
Summer School	4000.0031140	SALY			29,000.00				20,652	8,348	20,652	8,348	
Remediation	4000.0031990	SALY								-	#DIV/0!	#DIV/0!	
Formative Assessment	4000.0031980	new	321	\$ 13.00	4,200.00				8,790	(4,590)	8,790	(4,590)	
Technology Grants	4000.0032170	Quarterly								-	#DIV/0!	#DIV/0!	
Non - English Speaking Grant	4000.0032910	Per Student	89	\$ 1,225.00	131,300.00				14,447	116,853	14,447	116,853	
Performance Award Title II Part B	4000.0032930	SALY	321	\$ 30.00	9,600.00					9,600	#DIV/0!	#DIV/0!	
<u>Federal:</u>													
Title I C/Y	4000.0045140	Estimates	321	\$ 737.37	232,500.00		113,750	146,957	215,374	17,126	158,694	73,806	
Title II PART A	4000.0049900	Estimates	321	\$ 65.66	21,080.00		-	24,035	22,642	(1,562)	15,559	5,521	
Title III C/Y	4000.0049910	Estimates	321	\$ 18.71	6,010.00		-	3,575	8,897	(2,887)	4,157	1,853	
Part B - Special Education 14-16 C/	4000.0042230	Estimates	321	\$ 122.68	39,380.00		14,108	15,806	29,509	9,871	19,808	19,572	
TAP		Ended								-	#DIV/0!	#DIV/0!	
<u>School Food Program:</u>							498,750.00						
Foodservice (Regular)	4000.0042910	Estimates	321	\$ 750.00	240,750.00				240,922	(172)	240,922	(172)	
Foodservice (Summer)	4000.0042940	Estimates			11,000.00				11,044	(44)	11,044	(44)	
<u>CHI Dev - Federal:</u>							251,750.00						
21st Century	4000.0049930	Per Grant budget			151,000.00				75,000	76,000	75,000	76,000	
PCSP	4000.0045900	n/a		spent final year					9,596	(9,596)	9,596	(9,596)	
<u>Other Revenue:</u>							151,000.00						
Contributions - Private	4000.0019200				2,000.00				9,096	(7,096)	9,096	(7,096)	
Other	4000.0019990	SALY			1,000.00					1,000	#DIV/0!	#DIV/0!	
Lunch Fees	4000.0016110	SALY			4,000.00					4,000	#DIV/0!	#DIV/0!	
Other Student Fees	4000.0017410	SALY			1,000.00					1,000	#DIV/0!	#DIV/0!	
Textbook Fees	4000.0019420	SALY			-					-	#DIV/0!	#DIV/0!	
<u>In-Kind:</u>							8,000.00						
Contributions-In-Kind Services	4000.0065000	Estimate	1 nurse	55,000.00	55,000.00				55,000	-	55,000	-	
Contributions Other Items	4000.0065000	See detailed expense sheet			3,000.00								
CHI HS Bldg In-Kind	4000.0065000									-	#DIV/0!	#DIV/0!	
<u>CHI Funding:</u>							58,000.00						
Contributions - CHI Direct Funding	4000.0019210				615,000.00						#DIV/0!		
Contributions - CHI Development	4000.0019220				250,000.00						#DIV/0!		
TOTAL REVENUES							4,231,990.00	966,619	1,598,586	2,744,330	619,660	1,769,845	1,597,145

Variiances without CHI

Christel House Academy West

REVENUES

FY 17-18 Budget

Description	Account	Method	Qty	Rate	TOTAL
-------------	---------	--------	-----	------	-------

	K-2	K-3	K-4	K-5
Actuals	150	200	263	
14/15		15/16	16/17	

Over (Under)	Average	Avg Over (Under)
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Christel House Academy West

BASIC GRANT Projection:

			ADM
Foundation	\$ 5,273.00	Sept	321
Complexity (\$3,539 x .434)	\$ 1,536.00	Feb	
	\$ 6,809.00		321 Budget

Per student

SPED Counts

	Projected	16/17	15/16	14/15		
Severe	1	1	0	1	\$ 8,800	8,800
Moderate	15	13	4	1	\$ 2,300	34,500
Comm/Home	20	17	16	5	\$ 500	10,000
						53,300

		2016-17	Over(Under)	
Annual Amount (2017-18)	\$ 2,238,989	1,869,711	369,278	19.8%

-
-
-
53,300
-

CHRISTEL HOUSE ACADEMY, INC.

SALARY BUDGET 2017-2018

SUMMARY		Version 5/2/17		
CH Academy West	2017-18	2016-17	Variances	
Base Pay	1,349,550	1,089,160	260,390	
Overtime Estimates	11,140	12,630	(1,490)	
Ongoing Stipends (Instructional Coaches, Lead Teachers, Program Coordinators)	33,850	23,850	10,000	
Per Pay Stipends (Athletics, Saturday School, 21st Century Before/After Care, Clubs, IndyTeach PD)	40,200	15,200	25,000	
Hard to Staff - Premiums	-	-	-	
IndyTeach Increases	60,540		60,540	
Bonuses	58,290	68,960	(10,670)	
Phone Rebates	1,300	1,300	-	
Medical Rebates	23,880	15,450	8,430	
Total Compensation	1,578,750	1,226,550	352,200	
Allocation of Network	298,540	200,450	98,090	
Total Compensation	1,877,290	1,427,000	450,290	
LTI estimates	28,760	20,220	8,540	
Total Taxes & Benefits	466,160	364,090	102,070	
Allocation of Network	94,860	63,690	31,170	
Total Taxes & Benefits	589,780	448,000	141,780	
% of Compensation	31%	31%	31%	
Total Salary, Taxes, & Benefits	2,467,070	1,875,000	592,070	

EXPLANATION OF INCREASES:

Standard Increase estimates	73,560	Standard increase over PY budget amounts.
New Positions	169,860	See listing below.
New Stipends	35,000	1 Lead (\$5k) Sat Sch (\$20k) Clubs (\$10k)
IndyTeach - Increases	60,540	Convert four (4) Interventionist Positions to Full-time Teachers with base of \$40,000
<i>Bonuses</i>	(10,670)	
<i>LTI Estimates</i>	8,540	
<i>Benefits and Taxes</i>	102,070	
Network Allocation Changes	129,260	
	23,910	Additional Interventionist
INCREASES Total	592,070	

NEW POSITIONS:

		FTEs
5th Grade Teacher	40,000	1.0
5th Grade Teacher	40,000	1.0
5th Grade Interventionist	-	(removed)
ESL Assistant	24,860	1.0
Special Education Teacher	45,000	1.0
FT PE Teacher	20,000	0.5
NEW POSITIONS TOTAL	169,860	4.5

FTE Counts	2017-18	2016-17	Variances
Non-program (includes Network staff)	5.5	4.6	0.9
Program	30.0	25.5	4.5
TOTAL FTEs	35.5	30.1	5.4
Headcount	31	27	4

Christel House DORS Combined

Proposed FY18 Budget

(in thousands)

Description	Proposed Budget	Final Budget	Variance		Projected Actual	Variance	
	FY18	FY17	\$	%	FY17	\$	%
Student Count	585	500	85	17%	500	85	17%
Revenue							
State and Local Tuition Funding	3,949	3,300	649	20%	3,300	649	20%
State Facilities Funding	-	-	-	0%	-	-	0%
Grants - Federal and State	372	270	102	38%	275	97	35%
School Food Program	-	-	-	0%	-	-	0%
Other	-	-	-	0%	2	(2)	-100%
Contributions - In-Kind	134	74	60	81%	173	(39)	-23%
Grants - CHI Funding	-	87	(87)	-100%	35	(35)	-100%
Total Revenues	4,455	3,731	724	19%	3,785	670	18%
Operating Expenses							
Staff Cost:							
Salaries	2,245	1,732	513	30%	1,726	519	30%
Benefits and Taxes	705	576	129	22%	527	179	34%
Subtotal	2,951	2,308	643	28%	2,253	698	31%
Program Expenses:							
Program Expenses	212	232	(20)	-8%	213	(1)	-1%
Cost of Food Program	-	-	-	0%	-	-	0%
Cost of Transportation	53	45	8	18%	46	7	16%
Subtotal	265	277	(12)	-4%	259	6	2%
General Administration	108	112	(4)	-4%	159	(51)	-32%
Facility	760	726	34	5%	736	24	3%
In-Kind	134	74	60	81%	187	(53)	-28%
Depreciation & Amortization	56	41	15	37%	23	33	139%
Total Expenses	4,273	3,538	735	21%	3,618	656	18%
Inc/(Dec) in Net Assets	182	193	(11)	-6%	167	14	9%
Total Capital Outlay	-	190	(190)	-100%	174	(174)	-100%
Non-CHI Revenues Per Student	\$ 7,615	\$ 7,288	327	4.5%	\$ 7,500	115	1.5%
TOTAL Expenses Per Student	\$ 7,305	\$ 7,076	229	3.2%	\$ 7,235	70	1.0%
Staff Costs	\$ 5,044	\$ 4,616	428	9.3%	\$ 4,506	538	11.9%
Program	\$ 454	\$ 554	(100)	-18.1%	\$ 518	(65)	-12.5%
Facilities	\$ 1,299	\$ 1,452	(153)	-10.6%	\$ 1,472	(173)	-11.8%

**Christel House DORS
Combined**

	2016-2017	2016-2017	Projected Variance	Budget		Budget	Budget TOTAL FY 17-18	Variance to Projected	Variance to PY Budget	Notes
	Projected	Budget		SOUTH		WEST				
				Ivy Tech FY 17-18	Nights FY 17-18	FY 17-18				
General & Administrative										
Data Processing Services	8,430	7,875	555	3,333	3,047	4,640	11,020	2,590	3,145	
Other Professional/Technical Services	75,230	36,295	38,935	6,378	5,832	8,880	21,090	(54,140)	(15,205)	Lobbyist \$45k
Repairs & Maintenance Services	210	-	210	-	-	-	-	(210)	-	
Rentals (Copiers)	6,157	5,754	403	836	764	3,900	5,500	(657)	(254)	
Insurance	33,978	30,442	3,536	8,907	8,143	10,290	27,340	(6,638)	(3,102)	
Postage	78	-	78	-	-	-	-	(78)	-	
Operational Supplies	1,301	3,325	(2,024)	1,609	1,471	2,240	5,320	4,019	1,995	
Connectivity	6,232	7,070	(838)	2,069	1,891	2,880	6,840	608	(230)	
Other Tech Equipment	4,073	-	4,073	-	-	-	-	(4,073)	-	
Software	20,469	18,095	2,374	7,987	7,303	11,120	26,410	5,941	8,315	
Dues & Fees	475	-	475	193	177	310	680	205	680	
Bank Service Charges	2,180	1,820	360	690	630	960	2,280	101	460	
Total General & Administrative	158,812	110,676	48,136	32,001	29,259	45,220	106,480	(52,332)	(4,196)	
Rent & Facilities										-3.8%
Other Professional/Technical Service	62,943	68,749	(5,806)	-	51,780	19,640	71,420	8,477	2,671	
Water & Sewage	9,367	4,790	4,577	-	6,290	1,900	8,190	(1,177)	3,400	
Removal of Refuse	2,554	2,380	174	-	1,560	1,050	2,610	56	230	
Cleaning Service	64,329	63,610	719	-	40,800	28,870	69,670	5,341	6,060	
Repairs & Maintenance Services	29,387	27,000	2,387	-	37,740	8,800	46,540	17,153	19,540	
Rent (Building)	468,000	469,400	(1,400)	-	280,500	187,500	468,000	-	(1,400)	
Operational Supplies	13,051	11,410	1,641	-	8,770	3,750	12,520	(531)	1,110	
Telephone	-	1,472	(1,472)	-	-	-	-	-	(1,472)	
Gas Utilities	9,189	12,980	(3,791)	-	7,760	3,300	11,060	1,871	(1,920)	
Electric	75,678	64,500	11,178	-	51,000	17,870	68,870	(6,808)	4,370	
Dues and Fees	1,288	630	658	-	680	100	780	(508)	150	
Total Rent & Facilities	735,786	726,921	8,865	-	486,880	272,780	759,660	23,874	32,739	4.5%
In-Kind	187,346	74,200	113,146	134,000	-	-	134,000	(53,346)	59,800	80.6%
Depreciation & Amortization	23,480	41,520	(18,040)	12,015	10,985	33,000	56,000	32,520	14,480	34.9%
Total Operating Expenses	3,617,514	3,538,102	79,412	1,275,414	1,137,676	1,859,000	4,272,090	654,576	733,988	20.7%
Total Change in Net Assets	167,195	192,998	(25,803)	145,227	38,683	-	183,910	16,715	(9,088)	
Per Student Costs	\$7,235	\$7,076		\$7,288	\$7,110	\$7,436	\$7,303			

CHRISTEL HOUSE ACADEMY, INC.

SALARY BUDGET 2017-2018

SUMMARY		Version 5/2/17				
CH DORS Combined	Ivy Tech	Nights	West	2017-18	2016-17	Variances
Base Pay	560,310	252,410	686,050	1,498,770	1,274,390	224,380
Overtime Estimates	9,570	-	7,860	17,430	15,930	1,500
Ongoing Stipends (Instructional Coaches, Lead Teachers, Program Coordinators)	7,490	7,100	11,910	26,500	20,000	6,500
Per Pay Stipends (Athletics, Saturday School, 21st Century Before/After Care, Clubs, IndyTeach PD)	-	-	-	-	-	-
Hard to Staff - Premiums	6,110	1,650	5,190	12,950	-	12,950
IndyTeach Increases	-	-	-	-	-	-
Bonuses	25,370	12,800	31,670	69,840	81,200	(11,360)
Phone Rebates	990	430	1,190	2,610	2,600	10
Medical Rebates	5,060	540	13,280	18,880	4,710	14,170
Total Compensation	614,900	274,930	757,150	1,646,980	1,398,830	248,150
Allocation of Network	155,950	142,590	298,540	597,080	332,650	264,430
Total Compensation	770,850	417,520	1,055,690	2,244,060	1,731,480	512,580
LTI estimates	9,260	8,470	15,520	33,250	22,920	10,330
Total Taxes & Benefits	184,300	62,930	235,250	482,480	447,370	35,110
Allocation of Network	49,560	45,310	94,860	189,730	106,240	83,490
Total Taxes & Benefits	243,120	116,710	345,630	705,460	576,530	128,930
% of Compensation	32%	28%	33%	31%	33%	25%
Total Salary, Taxes, & Benefits	1,013,970	534,230	1,401,320	2,949,520	2,308,010	641,510

EXPLANATION OF INCREASES:

Standard Increase estimates				83,940		
	New Positions			213,780	See listing below.	
	New Stipends			6,500		
Bonuses				(11,360)		
LTI Estimates				10,330		
Benefits and Taxes				35,110		
	Network Allocation Changes			347,920		
Changes to current year (16-17) staff				(44,710)	Remove Public Ally position	
INCREASES Total				641,510		

NEW POSITIONS:

						FTEs
College & Careers Admin DORS	14,960	13,670	21,370	50,000		1.0
SpEd/Literacy Specialist	14,960	13,670	21,370	50,000		1.0
Instructional Coach	19,440	17,780	27,780	65,000		1.0
Night ESL Teacher		17,000		17,000		0.3
Night ESL Assistant		5,980		5,980		0.3
Night SpEd/Literacy Assistant		-		-	(removed)	
SpEd/Literacy Assistant			(removed)	-	(removed)	
ESL Assistant			25,800	25,800		1.0
Public Ally (no longer using)						-1.0
NEW POSITIONS TOTAL	49,360	68,100	96,320	213,780		3.6

FTE Counts	Ivy Tech	Nights	West	2017-18	2016-17	Additions
Non-program (includes Network staff)	3.4	2.4	5.5	11.3	8.0	3.3
Program	11.8	5.5	15.6	32.9	29.3	3.6
TOTAL FTEs	15.1	8.0	21.1	44.2	37.3	6.9
Headcount	15	15	15	45	40	5

Christel House DORS South

Proposed FY18 Budget

(in thousands)

Description	Proposed Budget	Final Budget	Variance		Projected Actual	Variance	
	FY18	FY17	\$	%	FY17	\$	%
Student Count	335	300	35	12%	300	35	12%
Revenue							
State and Local Tuition Funding	2,261	1,980	281	14%	1,980	281	14%
State Facilities Funding	-	-	-	0%	-	-	0%
Grants - Federal and State	202	-	202	100%	5	196	3742%
School Food Program	-	-	-	0%	-	-	0%
Other	-	-	-	0%	1	(1)	-100%
Contributions - In-Kind	134	74	60	81%	173	(39)	-23%
Grants - CHI Funding	-	72	(72)	-100%	33	(33)	-100%
Total Revenues	2,597	2,126	471	22%	2,192	405	18%
Operating Expenses							
Staff Cost:							
Salaries	1,188	938	250	27%	915	274	30%
Benefits and Taxes	360	301	59	20%	264	96	36%
Subtotal	1,548	1,239	309	25%	1,179	369	31%
Program Expenses:							
Program Expenses	130	95	35	37%	81	49	60%
Cost of Food Program	-	-	-	0%	-	-	0%
Cost of Transportation	30	25	5	20%	26	4	14%
Subtotal	160	120	40	33%	108	52	48%
General Administration	63	67	(4)	-6%	109	(46)	-42%
Facility	487	466	21	4%	475	12	3%
In-Kind	134	74	60	81%	187	(53)	-28%
Depreciation & Amortization	23	15	8	54%	7	16	228%
Total Expenses	2,415	1,981	434	22%	2,064	350	17%
Inc/(Dec) in Net Assets	182	145	37	26%	128	54	43%
Total Capital Outlay	-	89	(89)	-100%	84	(84)	-100%
Non-CHI Revenues Per Student	\$ 7,752	\$ 6,847	905	13.2%	\$ 7,199	553	7.7%
TOTAL Expenses Per Student	\$ 7,208	\$ 6,603	605	9.2%	\$ 6,881	327	4.7%
Staff Costs	\$ 4,621	\$ 4,130	491	11.9%	\$ 3,930	692	17.6%
Program	\$ 477	\$ 400	77	19.3%	\$ 359	118	32.9%
Facilities	\$ 1,453	\$ 1,553	(100)	-6.4%	\$ 1,582	(129)	-8.1%

Christel House DORS South

REVENUES

FY 17-18 Budget

							Actuals			CY		Avg
							14-15	15-16	16-17	Over (Under)	Average	Over (Under)
Description	Account	Method	Qty	Rate	TOTAL							
REVENUES												
Basic Grant Revenue (State Funding)	4000.0031110	Per ADM	335	6,750.00	2,261,250.00			1,980,000	281,250	1,980,000	281,250	
Spec Ed		SALY	300						-	#DIV/0!	#DIV/0!	
Honors		SALY							-	#DIV/0!	#DIV/0!	
					2,261,250.00							
State Facilities Funding	4000.0031910	Per ADM							-	#DIV/0!	#DIV/0!	
<u>Grants - Federal and State:</u>												
Summer School	4000.0031140	SALY							-	#DIV/0!	#DIV/0!	
Remediation	4000.0031990	SALY							-	#DIV/0!	#DIV/0!	
Technology Grants	4000.0032170	Quarterly							-	#DIV/0!	#DIV/0!	
Non - English Speaking Grant	4000.0032910	Per Student	141	\$ 1,225.00	187,200.00			2,908	184,292	2,908	184,292	
Performance Award Title II Part B	4000.0032930	SALY							-	#DIV/0!	#DIV/0!	
<u>Federal:</u>												
Title I C/Y	4000.0045140	Estimates							-	#DIV/0!	#DIV/0!	
Title II PART A	4000.0049900	Estimates							-	#DIV/0!	#DIV/0!	
Title III C/Y	4000.0049910	Estimates			2,500.00			2,391	109	2,391	109	
Part B - Special Education 14-16 C/Y	4000.0042230	Estimates			12,000.00				12,000	#DIV/0!	#DIV/0!	
<u>School Food Program:</u>												
Foodservice (Regular)	4000.0042910	Estimates							-	#DIV/0!	#DIV/0!	
Foodservice (Summer)	4000.0042940	Estimates							-	#DIV/0!	#DIV/0!	
<u>CHI Dev - Federal:</u>												
21st Century	4000.0049930	Per Grant budget							-	#DIV/0!	#DIV/0!	
PCSP	4000.0045900	n/a							-	#DIV/0!	#DIV/0!	
<u>Other Revenue:</u>												
Contributions - Private	4000.0019200								-	#DIV/0!	#DIV/0!	
Other	4000.0019990	SALY							-	#DIV/0!	#DIV/0!	
Lunch Fees	4000.0016110	SALY							-	#DIV/0!	#DIV/0!	
Other Student Fees	4000.0017410	SALY							-	#DIV/0!	#DIV/0!	
Textbook Fees	4000.0019420	SALY							-	#DIV/0!	#DIV/0!	
<u>In-Kind:</u>												
Contributions-In-Kind Services	4000.0065000	Ivy Tech facilities usage			134,000.00				134,000	#DIV/0!	#DIV/0!	
Contributions Other Items	4000.0065000	See detailed expense sheet			-				-	#DIV/0!	#DIV/0!	
CHI HS Bldg In-Kind	4000.0065000								-	#DIV/0!	#DIV/0!	
<u>CHI Funding:</u>												
Contributions - CHI Direct Funding	4000.0019210				-				-	#DIV/0!	#DIV/0!	
Contributions - CHI Development	4000.0019220									#DIV/0!	#DIV/0!	
TOTAL REVENUES					2,596,950.00			1,985,299	611,651		#DIV/0!	

Variations without CHI

Christel House DORS West

Proposed FY18 Budget

(in thousands)

Description	Proposed Budget	Final Budget			Projected Actual	Variance	
	FY18	FY17	\$	%	FY17	\$	%
Student Count	250	200	50	25%	200	50	25%
Revenue							
State and Local Tuition Funding	1,688	1,320	368	28%	1,320	368	28%
State Facilities Funding	-	-	-	0%	-	-	0%
Grants - Federal and State	171	270	(99)	-37%	270	(99)	-37%
School Food Program	-	-	-	0%	-	-	0%
Other	-	-	-	0%	1	(1)	-100%
Contributions - In-Kind	-	-	-	0%	0	(0)	0%
Grants - CHI Funding	-	15	(15)	-100%	2	(2)	-100%
Total Revenues	1,858	1,605	254	16%	1,592	266	17%
Operating Expenses							
Staff Cost:							
Salaries	1,056	794	262	33%	811	244	30%
Benefits and Taxes	346	275	71	26%	263	83	32%
Subtotal	1,401	1,069	332	31%	1,074	327	30%
Program Expenses:							
Program Expenses	83	137	(54)	-40%	132	(50)	-38%
Cost of Food Program	-	-	-	0%	-	-	0%
Cost of Transportation	23	20	3	15%	19	4	19%
Subtotal	106	157	(51)	-33%	152	(46)	-30%
General Administration	45	45	0	0%	50	(5)	-10%
Facility	273	260	13	5%	261	12	4%
In-Kind	-	-	-	0%	0	(0)	0%
Depreciation & Amortization	33	26	7	27%	16	17	100%
Total Expenses	1,858	1,557	301	19%	1,553	305	20%
Inc/(Dec) in Net Assets	0	48	(48)	-99%	39	(39)	-99%
Total Capital Outlay	-	101	(101)	-100%	90	(90)	-100%
Non-CHI Revenues Per Student	\$ 7,432	\$ 7,950	(518)	-6.5%	\$ 7,952	(519)	-6.5%
TOTAL Expenses Per Student	\$ 7,431	\$ 7,785	(354)	-4.5%	\$ 7,766	(334)	-4.3%
Staff Costs	\$ 5,605	\$ 5,345	260	4.9%	\$ 5,370	235	4.4%
Program	\$ 422	\$ 785	(363)	-46.2%	\$ 758	(335)	-44.3%
Facilities	\$ 1,091	\$ 1,300	(209)	-16.1%	\$ 1,306	(215)	-16.4%

Christel House DORS West

REVENUES

FY 17-18 Budget

							Actuals	Projected	CY	Avg	
							13/14	14/15	15/16	Over (Under)	Over (Under)
Description	Account	Method	Qty	Rate	TOTAL				Average	Over (Under)	
REVENUES											
Basic Grant Revenue (State Funding)	4000.0031110	Per ADM	250	6,750.00	1,687,500.00				1,687,500	#DIV/0!	#DIV/0!
	Spec Ed	SALY	200						-	#DIV/0!	#DIV/0!
	Honors	SALY							-	#DIV/0!	#DIV/0!
					1,687,500.00						
State Facilities Funding	4000.0031910	Per ADM							-	#DIV/0!	#DIV/0!
<u>Grants - Federal and State:</u>					-						
Summer School	4000.0031140	SALY							-	#DIV/0!	#DIV/0!
Remediation	4000.0031990	SALY							-	#DIV/0!	#DIV/0!
Technology Grants	4000.0032170	Quarterly							-	#DIV/0!	#DIV/0!
Non - English Speaking Grant	4000.0032910	Per Student	120	\$ 1,225.00	161,000.00			1,722	159,278	1,722	159,278
Performance Award Title II Part B	4000.0032930	SALY							-	#DIV/0!	#DIV/0!
<u>Federal:</u>											
Title I C/Y	4000.0045140	Estimates							-	#DIV/0!	#DIV/0!
Title II PART A	4000.0049900	Estimates							-	#DIV/0!	#DIV/0!
Title III C/Y	4000.0049910	Estimates			1,500.00			1,447	53	1,447	53
Part B - Special Education 14-16 C/Y	4000.0042230	Estimates			8,000.00				8,000	#DIV/0!	#DIV/0!
<u>School Food Program:</u>					170,500.00						
Foodservice (Regular)	4000.0042910	Estimates							-	#DIV/0!	#DIV/0!
Foodservice (Summer)	4000.0042940	Estimates							-	#DIV/0!	#DIV/0!
<u>CHI Dev - Federal:</u>					-						
21st Century	4000.0049930	Per Grant budget							-	#DIV/0!	#DIV/0!
PCSP	4000.0045900	Final year ended							-	#DIV/0!	#DIV/0!
<u>Other Revenue:</u>					-						
Contributions - Private	4000.0019200								-	#DIV/0!	#DIV/0!
Other	4000.0019990	SALY							-	#DIV/0!	#DIV/0!
Lunch Fees	4000.0016110	SALY							-	#DIV/0!	#DIV/0!
Other Student Fees	4000.0017410	SALY							-	#DIV/0!	#DIV/0!
Textbook Fees	4000.0019420	SALY							-	#DIV/0!	#DIV/0!
<u>In-Kind:</u>					-						
Contributions-In-Kind Services	4000.0065000								-	#DIV/0!	#DIV/0!
Contributions Other Items	4000.0065000	See detailed expense sheet							-	#DIV/0!	#DIV/0!
CHI HS Bldg In-Kind	4000.0065000								-	#DIV/0!	#DIV/0!
<u>CHI Funding:</u>					-						
Contributions - CHI Direct Funding	4000.0019210				1,000.00					#DIV/0!	#DIV/0!
Contributions - CHI Development	4000.0019220									#DIV/0!	#DIV/0!
TOTAL REVENUES					1,859,000.00			3,169	1,854,831		#DIV/0!

Variiances without CHI

Christel House Academy South

a. 2002-03

b. 2717 S East St
Indianapolis, IN 46225
317-783-4690 Phone
www.chacademy.org

c. Currently authorized by
Office of Education Innovation (Mayor's office)
City County Building
317-327-2721
www.indy.gov

d. 660 students served in grade K-12

e. Race / Ethnicity, Socioeconomic, ELL, SpEd	12/13	13/14	14/15	15/16	16/17
Hispanic	32%	35%	41%	46%	47%
African American	17%	17%	16%	16%	16%
Caucasian	40%	38%	33%	30%	29%
Multi-Racial	11%	10%	9%	8%	8%
Other	0%	1%	1%	1%	1%
Socioeconomic Data (Free/Reduced Lunch)	89.2%	91.3%	91.7%	92.4%	85%
English Language Learners	23.2%	22.9%	25.2%	26.0%	23%
Special Education	14.4%	14.1%	12.3%	11.9%	13%

f. N/A

g. State Assessment Rates	12/13	13/14	14/15	15/16	16/17
Grade 3 ELA	80%	94%	70%	82%	85%
Grade 4 ELA	61%	89%	76%	55%	81%
Grade 5 ELA	75%	73%	61%	70%	69%
Grade 6 ELA	86%	76%	44%	31%	71%
Grade 7 ELA	67%	76%	70%	60%	39%
Grade 8 ELA	80%	72%	70%	52%	51%
Grade 3 Math	82%	94%	75%	66%	70%
Grade 4 Math	67%	80%	61%	70%	84%
Grade 5 Math	88%	90%	38%	72%	83%
Grade 6 Math	81%	85%	59%	17%	44%
Grade 7 Math	56%	76%	54%	42%	15%
Grade 8 Math	71%	77%	44%	37%	26%
Grade 10 ELA				66%	63%
Grade 10 Math				19%	31%
IREAD Pass Rate	94%	96%	92%	98%	94%

h. Growth / Value Added results

Spring/EOY		English/Language Arts		Mathematics	
Assessment: PIVOT Pink				Date: Jan/Feb 2017	
Grade	# of Students	# demonstrating	Prof %	# demonstrating	Prof %
3	53	18	34.0%	25	47.2%
4	50	7	14.0%	33	66.0%
5	54	29	53.7%	23	42.6%
6	52	24	46.2%	17	32.7%
7	50	13	26.0%	3	6.0%
8	52	5	9.6%	1	1.9%
10	42	30	71.4%	10	23.8%
Total	353	126	35.7%	112	31.7%
Weighted Average					33.7%

i. High School Specific Information

	13/14	14/15	15/16	16/17
Graduation Rate	72.4%	77.4%	85.0%	84.1%
College & Career Readiness Rate		66.7%	62.5%	47%
ACT Average Scores	21	18	16.7	17
SAT Average Scores	850	844	937	930
Academic Honors Diploma Rate	43%	54%	63%	78%
Core 40 Diploma Rate	57%	46%	37%	22%
College & Career Program Participation Rate		95.7%	88.0%	97.0%



Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, IN 46204

March 2, 2018

James Betley, Executive Director
Indiana Charter School Board
143 West Market Street
Suite 420
Indianapolis, IN 46204

Dear James,

Pursuant to IC 20-24-3-4(e), this is the Office of Education Innovation's (OEI) written acknowledgement of a proposal for the following Mayor-Sponsored Charter Schools to transfer to the Indiana Charter School Board:

Christel House Academy South
Christel House Academy West
Christel House DORS South
Christel House DORS West

Sincerely,

Brian Dickey
Interim Director
Mayor Joe Hogsett's Office of Education Innovation