



VANGUARD COLLEGIATE OF INDIANAPOLIS

AN APPLICATION FOR CHARTER RENEWAL

Respectfully submitted to the Indiana Charter School Board
on October 20, 2022

Unapologetically focused on the academic success of our scholars, Vanguard Collegiate of Indianapolis educates 5-8th grade students through high-quality instruction, rigorous curriculum, and character development to succeed in college and become leaders in thought, word and action.

Exhibits

Exhibit A

Application Checklist - Renewal

#	Document	Page Limit	Format	Completed
	Renewal Proposal Overview	Use Template in <u>Exhibit B</u>	PDF	RM
	Renewal Application	30	MS Word or PDF	RM
1	Budget and Staffing Workbook	Template	MS Excel	RM
2	Budget Narrative	5 pages	MS Word or PDF	RM
3	Statement of Assurances (only one form required)	Use Template in <u>Exhibit C</u>	PDF	RM
4	Entire Application (excluding items exempt from Indiana's Public Access Laws assuming prior written approval from Indiana's Public Access Counselor)		PDF	RM

Exhibit B

Renewal Application Overview

The applicant group's **designated representative** will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

Charter School Name: Vanguard Collegiate of Indianapolis
Charter School Address: 2440 W. Ohio St., Indianapolis, IN 46222

Designated Representative and Contact Information (Phone & Email): Robert Marshall, Executive Director –
rmarshall@vcindy.org 317-354-7727

Mission Statement: Unapologetically focused on the academic success of our scholars, Vanguard Collegiate of Indianapolis educates 5-8th grade students through high-quality instruction, rigorous curriculum, and character development to succeed in college and become leaders in thought, word and action.

School Leader/Principal: Robert Marshall

Current Board of Directors	
Candace Pate	Chair
Molly Chamberlin	Vice Chair
Andrew Salmon	Treasurer
Sherry Oliver	Secretary
Kelli Jones	Member
Asia Bartee	Member

Grade Levels and Student Enrollment

Complete Tab 1 of either the Enrollment Plan for K-12 Schools or the Enrollment Plan for Adult High Schools, as applicable. Please ensure that you are completing the correct Enrollment Plan.

Identify ESP or partner organization (if applicable): N/A

Executive Summary

Mission Statement. Unapologetically focused on the academic success of our scholars, Vanguard Collegiate of Indianapolis educates 5-8th grade students through high-quality instruction, rigorous curriculum, and character development to succeed in college and become leaders in thought, word and action.

Who We Are. Deeply connected to the Westside of Indianapolis, Vanguard Collegiate is a progressive learning environment where the classroom experience and the community engage together in producing strong scholar outcomes toward high school and beyond. Vanguard's micro-school model for 5th through 8th grade scholars intertwines the success of scholars with the success of the surrounding community. Scholars are supported through limited class sizes, high quality ELA and math curriculum, and social-emotional learning embedded in the student experience. Always present at Vanguard is a strong faith in community and belief that scholar success is only possible when scholar, staff, family and community work together.

What We Believe. Vanguard Collegiate builds its foundation on:

- **Resilience.** We understand challenges are a part of life and, collectively, working through challenges fortifies the strength of our school community. At Vanguard, we develop healthy coping skills and build academic stamina in scholars so that they know how to endure defeat and persist.
- **Equity.** Vanguard is a safe space where all are seen, heard, and valued. We ensure that all members of our school community have access to the resources needed to achieve scholars' success.
- **Belonging.** Led by a sense of pride, every scholar, staff member, and community member embody 'I AM VANGUARD'. Vanguard welcomes all and encourages scholars and staff to be their authentic selves because they are an important member of the Vanguard community.
- **Relationships.** At Vanguard, relationships are the foundation needed to push strong academic outcomes. Staff can relate to and are informed of scholars' backgrounds. Scholars are able to see themselves represented in and supported by our staff.
- **Integrity.** Scholars understand the power in doing the right thing when no one is looking, when it's hard, or when a crisis occurs. Scholars demonstrate a sense of responsibility to be individuals with pride and strong values.

Our Impact. We prepare all Vanguard scholars for the top performing high schools offered in Indianapolis. Vanguard instills lifelong learning and a strong sense of self into each scholar so that each day is a knowledge-seeking adventure. The Vanguard scholar is always a part of our community, and we maintain relationships with scholars and their families through high school and beyond.

Our Approach.

For Scholars:

- At Vanguard, scholars can be their authentic selves and vulnerability is championed. Each scholar is assigned an SEL Tribe where dedicated time is set aside to develop relationship building and conflict resolution skills while discussing what life post-Vanguard will bring.
- At each grade level, scholars are emboldened to develop a personal sense of agency and autonomy where they are able to grow independent work skills and become adept problem solvers.
- To prepare scholars for global digital transformation, technology is an integral part of each student's daily instruction.
- Each scholar's unique needs are prioritized, and scholars make academic gains through Power Hour, Tribe Time, and individualized support. Power Hour is built-in extra time, specifically for math and ELA, where scholars have an individualized learning experience for targeted support.

For Staff:

- Staff are truly representative of and invested in the local community and cultivate strong relationships with students and families.

- Vanguard is a flat organization which empowers staff to operate within a culture of respect and trust. Staff are valued and supported through a collective ownership of scholar success.
- Staff are able to hone their craft in an intimate teaching environment with tailored professional development opportunities and small class sizes.
- Staff are encouraged to show up as whole beings and take care of themselves physically and emotionally. Vanguard provides on-site therapy just for staff to utilize.

For Families:

- Our families feel a sense of belonging through clear communication and partnership with staff. We honor the strengths and diverse cultural backgrounds of our families and provide families opportunities to share their stories and enrich the educational experience for all students.
- Our families take a front seat in the education process of their children. The doors of Vanguard are always open for families to be both physically and emotionally present in their child's learning.
- Our families are welcomed to engage in our school's development by participating in Community Circle Fridays. This sacred time makes sure all parents have a seat at the table and are plugged into what is happening at Vanguard.

Section I: Performance Review

In **Section I**, the school should address each performance category or subcategory in the Summary in which the school received a rating of “Approaches Standard,” “Improvement Necessary,” or “Does Not Meet Standard,” focusing primarily, but not exclusively, on the school’s most recently completed school years.

CATEGORY 1: ACADEMIC SUCCESS.

1.1.a – The school’s overall attendance rate.

- 2019 – Exceeds Standards
- 2020 – Exceeds Standards
- 2021 – Did Not Meet Standards

Root cause analysis.

In Year 1 – Year 4, total enrollment was under 100, attendance percentages looked unfavorable even when a small number of scholars were absent. In Year 1-2, there was a significant emphasis on attendance including a school-wide and cohort specific reward system around attendance. In those years, our attendance rate exceeded standards. In 2021-2022 school year, our attendance rate did not meet standards due to following factors:

1. January to March 2022, we had a large number of students and staff impacted by Covid-19. In February, we experienced a historical low average daily attendance rate of 59%.
2. Transient student population with extended absences while waiting to transfer schools
3. Increased suspension rate

Action the school has taken or intends to take.

Since its inception, Vanguard Collegiate has prioritized strong school attendance. To get the attendance rate back to “exceeding standard,” we implemented the following strategies:

- Clear expectations are communicated to families at Family Orientation, our student handbook, and in regular family communications. To support families in meeting this expectation, we sent weekly behavior reports that included but were not limited to attendance to keep them informed and required these documents be signed and returned to the school. These forms are collected at the entrance on Fridays. If a scholar does not have theirs, calls are made home immediately to ensure that parents received the document. Additionally, scholars are docked “V-bucks” on their “paycheck” in our behavior system for failure to return the signed document. Those that did return the signed

document, were awarded “V-bucks.”

- Increased the incentives scholars receive for attendance (e.g.- perfect attendance only field trips, parties, etc.)
- We codified our attendance reporting procedures, trained staff, and held teachers accountable for entering daily attendance in the SIS by 9:30 AM.
- Office Manager reviews daily attendance data daily at 10:00 AM and makes calls to families of absent scholars.
- Quarterly, a letter is sent from the Head of School to parents of scholars that have a concerning amount of absences.
- The Vanguard Collegiate leadership team conducts home visits for scholars that are at-risk of truancy.
- Laptops are sent home with all scholars so that can have access to homework and tutoring software at home. When scholars are absent, they have an opportunity to access the materials from class. The impact of this strategy is more correlative than causation; however, it has helped scholars with absenteeism close to on pace with their peers academically.

1.4.a – Grade level proficiency on the state assessment in English Language Arts compared with the previous school year; 1.4b Grade level proficiency on the state assessment in Math compared with the previous school year; 1.4c Grade level proficiency on the state assessment in English Language Arts compared with traditional school corporation; and 1.6a Proficiency on the state assessment in English Language Arts for each subgroup compared with traditional school corporation.

Root cause analysis.

In 2021, we battled attendance challenges, extreme learning gaps, and extreme behaviors that we had not previously experienced. For example, heading into Year 3, Vanguard Collegiate scholars had been involved in only three (3) physical altercations since Year 1. However, in Year 3, coming out of the pandemic we experienced more altercations than ever in our school’s history, record low attendance, and 90% of our scholars were testing two grade levels or more behind. These factors combined with teacher fatigue created an unfavorable learning environment.

Action the school has taken or intends to take.

- Vanguard Collegiate instituted new tracking systems for scholars of concern – earning below a “C” in any class.
- Vanguard Collegiate increased communication with parents by sending home weekly progress reports that needed to be signed and returned for scholars earning below a “C” in any class.
- Vanguard Collegiate partnered with Crossroads Education to bring in math tutors to support math instruction.
- Vanguard Collegiate revised its requirements for scholars designated to participate in Saturday Academy—moving the bar to include any scholar earning a “C” or lower in any class.
- We implemented the “Zero 0s Initiative” that put scholars into a special study hall period instead of our clubs/extracurricular activities to ensure they had no missing assignments.
- The pandemic exposed some challenges with our curriculum. Most notably, the curriculum did not translate well to e-learning, did not work well with our technology heavy classrooms, and it was increasingly difficult for new teachers to internalize and use. In Year 3, we underwent a year long process to identify new curriculum to meet our needs. In Year 4, we implemented HMH (Math) and Amplify (ELA) curriculums. Amplify supports our mission because they do the following:
 - Gives scholars access to complex text with an emphasis on the importance of establishing a writing routine. This is achieved by having students write regularly while learning to share and respond to criticism, and by receiving targeted feedback on how to revise and improve upon specific skills.

- Received a high rating on Ed Report’s CKLA (a team of educators who review curricula through a research-based review process that helps schools evaluate instructional materials.).
- Offers individualized learning and differentiation supports that are embedded into the program to help ALL scholars reach their potential.
- Provides plenty of formative assessments and mastery data embedded within the program to help teachers track and analyze student data to inform their instruction daily.
- Access to the Amplify Library of over 700 books, many linked to their daily lessons (to help us foster a more reading/literacy focused environment for our scholars).
- Diversity in texts/authors (Incidents of a Slave Girl, Narrative of the Life of Frederick Douglas, To Be Young, Gifted, and Black (Lorraine Hansberry), Diego Rivera’s Autobiography, Red Scarf Girl: A Memoir of the Cultural Revolution
- We chose HMH because:
 - It provides a digital curriculum alignment
 - Creates an opportunity for stretch beyond grade level
 - It seamlessly meets scholars who are all below grade level and get them caught up
 - Provides real time data tracking
 - Supplemental practice and instruction that immerses students in personalized learning and maximizes teachers' time
 - Intensive and intentional built-in interventions
 - Provides whole class, small group & independent practice

1.4.e, 1.4.f, 1.4.g. Percentage of students achieving proficiency on the IREAD-3 state assessment, and Accountability Metrics 1.5.a, 1.5.b, 1.5.c, & 1.5.d.

N/A

3.1 The school conducted lawful, unbiased admissions and enrollment processes including conducting randomized lotteries where required.

- 2019 did not meet standards

Root Case Analysis.

In the first semester of Year 1, Vanguard Collegiate did not appropriately document and disseminate its enrollment process to IDOE standards.

Action the school has taken or intends to take.

- Vanguard Collegiate participated in training from IDOE on enrollment and other relevant procedures.
- Annually, Vanguard Collegiate sends its enrollment policy to a trusted partner at IDOE for review to ensure we are adhering to all relevant laws.

3.7 The school met ICSB and DOE reporting requirements.

- 2019 did not meet standards

Root Case Analysis.

Vanguard Collegiate acknowledges that deadlines have been missed to date for reporting—specifically in Year 1. Vanguard Collegiate recognized the reason for submission delays was the result of hiring vendors to provide accounting and reporting services who were not experienced with charter school reporting, and general learning curve for Vanguard Collegiate in managing these processes.

Action the school has taken or intends to take. Vanguard Collegiate encourages scholars to show our school value of “Nobility” by taking pride in their work, completing it to the best of their ability, and submitting it on time. As an organization, we recommitted ourselves to adhere to deadlines. Additionally, we did the following:

- To remedy this, Vanguard Collegiate selected Milestone Accounting & Bookkeeping Service, Inc. to perform accounting services for the school. Milestone is an experienced accountant with charter schools, and currently works with (5) charter schools.
- Vanguard Collegiate selected Greenwalt CPAs, Inc. to perform certified financial audits. Greenwalt CPAs, Inc. is experienced in performing charter school auditing and is very familiar with state requirements.
- The Vanguard Collegiate Board developed and implemented an accountability plan. Compliance reporting status updates have been included in the board meeting minutes are part of the our agendas.
- In addition, the finance subcommittee, which is led by the Vanguard Collegiate Treasurer, meets bi-weekly with the school leader and the accounting consultants to review all financial reporting and to track reporting deadlines. This process has provided the Board with stronger oversight on reporting activities and provide high levels of proactive accountability to the school management.
- We hired a contractor to support IDOE submissions - CSMC.
- We established a reporting calendar with set reminders. This calendar is established at the beginning of each year when ICSB provides its reporting requirements.
- When we have challenges meeting deadlines, we communicate with ICSB and IDOE.
- All reporting items required from staff are always due at minimum one week prior to the deadline for review by the Executive Director.

Section II: School Improvement

In Section II, the school should describe how it will sustain success and/or continue to improve over the next charter term. Responses should demonstrate that the school is planning carefully and strategically for the future and has the capacity to achieve long-term success. The school should also detail the school's plans for the next charter term.

The Governing Board. Vanguard Collegiate was founded, governed, and operated by a high-capacity team of civic, business, nonprofit, and education leaders. An experienced, well-rounded group whose expertise includes education, human resources, community outreach, finance, fundraising, marketing and law, each governing board member strives to protect the terms of the charter with every mission-aligned, well-executed decision. They ensure that Vanguard Collegiate has the resources, governance and leadership to meet rigorous accountability targets, remain true to the charter’s mission, be faithful stewards of public dollars, and support the school’s strategic plan and aspiration of long-term financial and academic success. Vanguard Collegiate operates with a five-member Governing Board. Board members and school leadership actively recruits new board members using LinkedIn, events such as Leadership Indianapolis’s Get on Board, referrals from the Indianapolis Urban League, and board member’s respective networks. **Figure 1** below contains a brief description of each member and their areas of expertise:

Figure 1: Board Members

Member	Role	Expertise
Candace Pate	Chair	Community, Education, Fundraising, Governance, Marketing/Public Relations, Management/Administration, and Strategic Planning

Molly Chamberlin	Vice Chair	Education, Governance, Law, Management/Administration, and Strategic Planning,
Andrew Salmon	Treasurer	Facilities, Finance, Fundraising, Governance, Management/Administration, and Strategic Planning
Sherry Oliver	Secretary	Community, Marketing/Public Relations, and Management/Administration
Asia Bartee	Member Past Chair	Community, Governance, Human Resources, Management/Administration, and Strategic Planning
Kelli Jones	Member	Fundraising, Information/Technology, Marketing/Public Relations, and Management/Administration

Board members are required to serve on one of four standing committees, each with prescribed duties and responsibilities – Academics, Development, Finance, and Governance. Monthly board meeting agendas devote time for updates from committees, each pushing for sustainability and long-term success throughout the terms of the next charter including but not limited to the following:

Governance. Led by the Chair, the Governance Committee oversees school and Board compliance with bylaws and other applicable legal regulations. It is responsible for the development of a healthy Board including membership recruitment and training.

Future Key Focus Areas: (a) recruitment of three (3) new board members with expertise in finance, facilities, and law; (b) development and implementation of policies needed (both new and existing) for governance of a school working towards full capacity; and (c) 5-year Strategic Plan through the Indiana Charter Consortium for Strategic Planning and Investment. Vanguard Collegiate is one of 12 schools across the state selected to participate in this program to work with a contactor selected by Indiana Department of Education to conduct a needs assessment, assist in refining the vision and priorities of the school, create a strategic plan, and guide the implantation and evaluation of the strategic plan.

Finance. Led by the Treasurer, the Finance Committee has financial oversight responsibility for the school and the public dollars entrusted to it. The committee works with the school’s accounting service provider, banks, and the Executive Director to submit timely and accurate financial reporting to the Board. This committee works with the Executive Director to create an annual and five-year budget aligned to accountability metrics in order to ensure financial security year after year that builds reserves and reduces debt.

Future Key Focus Areas: (a) debt reduction, (b) cashflow improvements, (c) facility searches should Vanguard decide or need to move from its current space, and (d) maintaining our commitment to require 60% of our vendors be minority/women owned businesses.

Development. Working with the Executive Director and Governance Committee, the Development Committee seeks additional financial resources to support the school’s mission, enrichment programs, long-range goals, and scholarship support for students upon promotion from eighth grade.

Future Key Focus Areas: (a) raising \$50,000 annually, (b) securing sponsorships for school events and field lesson opportunities, (c) annually securing \$10,000 worth of in-kind services.

Academics. Working alongside the Executive Director, the Academic Achievement Committee is focused on academic outcomes. Monthly, the committee analyzes academic performance data in comparison to local and national outcomes of similar schools and communities, as well as against our organization’s academic accountability goals. The committee also analyzes data comprehensively, as well

as specific to disaggregated groups such as, but not limited to, race, gender, socio-economic status, English Learners, and Special Education.

Future Key Focus Area: (a) improvement in instruction, (b) teacher recruitment/training, (c) meeting annual academic goals, and (d) successful implantation/evaluation of newly adopted curriculum.

The Leadership Team. Vanguard Collegiate’s organizational chart serves our mission and goals and is aligned with the needs of our enrollment. All roles and reporting relationships ensure that we are providing high-quality, rigorous instruction, as well as establishing from day one a school grounded in a culture of respect, structure, high academic and behavior expectations, discipline, and support that will set all students on a path for high school, college, and life success. Implementation of the school’s mission/vision, operational systems, and the discipline policy, and oversight of the staff is led by the Executive Director, who is supported by the administrative team. The School Leadership Team includes the Executive Director, Director of Curriculum & Instruction, Senior Director of Culture & Operations, and Director of Scholar Experiences.

Executive Director. The Executive Director assumes responsibilities of logistics, operations, project management, and overall staff supervision. Additionally, the Executive Director oversees the daily operations and the long-range planning for our school community. Serving as the point person for all district matters, the Executive Director supervises school leadership, works with school board members, and manages fiscal operation. The Executive Director also generates and maintain required reports for Department of Education and support of McKinney-Vito Act as liaison.

Robert Marshall, Executive Director, is a former Building Excellent Schools (BES) Fellow. Mr. Marshall brings a breadth of human services and program management experience to the Founding Team of Vanguard Collegiate. A native to Indianapolis, Mr. Marshall is committed to ensuring high quality public education options for minority and under-served youth in our city. His career began in program management largely focused on youth development. With a deep concern for the achievement gap experienced by so many of our children, he has approached every challenge with the goal of leveling the playing field. Having held leadership positions in organizations such as 100 Black Men of Indianapolis and the Boys and Girls Club of Indianapolis, Mr. Marshall has been an integral part of large fundraising initiatives, strategic plan development, and volunteer management. Prior to founding Vanguard Collegiate, he worked as the Senior Director of Programs at the Center for Leadership Development, and managed programs supporting the advancement of minority youth in Central Indiana as future professional business and community leaders. As a Fellow with Building Excellent Schools, Mr. Marshall has studied and deeply analyzed best practices of over 40 high performing urban charter schools and has received extensive development in the areas of organizational development, instructional design, charter accountability, and leadership. Mr. Marshall received his B.A. in Political Science and Law from Morehouse College.

Director of Curriculum & Instruction. The Director of Curriculum & Instruction’s (DCI) primary focus is implementation of the curriculum, assessment system and support of instructional implementation. The DCI coaches teachers, provides formal and informal feedback on performance, assists with academic interventions and special populations.

Alyssa J. McIntyre, founding Social Studies Teacher and Director of Curriculum & Instruction, is an alum of Teach for America. Ms. McIntyre has been rated as “highly-effective” each of her first four (4) years of teaching. Prior to joining Vanguard Collegiate, Ms. McIntyre attended The Ohio State University where she recently graduated with a B.A. in African American and African Studies and Women’s, Gender, and Sexuality Studies. She also holds a Master of Education from Marian University. Currently, she is

enrolled in a special education certification program. Ms. McIntyre has experience working with youth through college access programs like “I Know I Can: College Blueprint.” She has also volunteered with the Boys and Girls Club and served as a facilitator and an advisor in girls of color empowerment organizations, like 1Girl and The Girls Circle Project. Ms. McIntyre is particularly skilled at pushing strong academic results, helping others improve their craft, and building strong relationships with her scholars, empowering each scholar to become productive leaders in their community.

Senior Director of Culture & Operations. The Director of Culture & Operations is responsible for establishing and maintaining the school’s cultural infrastructure and discipline system for students. In addition, they are responsible for training staff on and the effective implementation of school operation systems, and procedures.

Bobby C. Thomas, founding Math/Science Teacher and Senior Director of Culture & Operations is unfortunately an anomaly in education – Black male with value work experience in a relevant field (engineering) that transitioned into teaching. He uses this experience to help scholars understand the practical application of the lessons he teaches. His passion is helping educate and grow our scholars’ academically and fostering their character development. Prior to joining Vanguard Collegiate, Mr. Thomas served as the Middle School Math specialist at Christel House Academy South. Mr. Thomas volunteers as a basketball coach for Team Teague Foundations 2nd and 3rd Grade AAU Traveling Basketball Teams. Mr. Thomas is a Gary, IN native, a graduate of West Side High School. He earned a B.S. in Construction Engineering Management and Technology. Recently, he earned a Master of Urban Education and Leadership from Lehigh University. He is currently enrolled in a special education certification program. Mr. Thomas loves serving a community of scholars who look like him and have shared experiences.

Director of Scholar Experiences. The Director of Scholar Experience works with parents, administrators, and other teachers to improve scholars' experience and meet teaching objectives, all while teaching their own classes and mentoring new and inexperienced teachers.

Tina Siddle, founding Math/Science Teacher and Director of Scholar Experiences, engages scholars in meaningful math lessons while increasing their academic self-confidence by modelling best mathematical practices. Prior to joining Vanguard Collegiate, Ms. Siddle provided direct math instruction to scholars and professional development to classroom teachers (KG-12) in Baltimore County, MD, Dallas, TX, Fort Wayne, IN, Jefferson County, IN, Indianapolis, IN and Washington, DC. Ms. Siddle has presented at Education Research Development Institute (ERDI), National Alliance of Black School Educators (NASBE) and the National Council of Teachers of Mathematics (NCTM). Ms. Siddle is a Mathematics Consultant for 100 Black Men of Indianapolis and an active member of Kiwanis International. She is a native of Indianapolis, IN. After graduating from Saint Augustine’s University in Raleigh, NC with a Bachelor of Science degree in Mathematics, Ms. Siddle has used her expertise in mathematics to encourage scholars to “walk it, like you talk it.” Mathematics is a beautiful language, and her scholars speak it well.

Vanguard Collegiate’s school leaders are in the classrooms teaching math, social studies and ELA. Being on the front line with our teachers deepens buy-in, produces empathy, and allows them to see challenges first-hand so we can address them with the urgency they deserve. Not only are we proud to have grown these leaders, 75% of the staff members that finished Year 1 are now leaders in our school or other schools through Central Indiana.

The Teaching Staff. Vanguard Collegiate firmly believes that high-quality instruction is key to high levels of student academic achievement. Since our inception, it has been the priority of leadership to establish a strong culture of achievement on which we can build a foundation of student academic success. A well-planned curriculum itself does not ensure strong academic results for students. Vanguard Collegiate works diligently to hire and train top-talent to ensure their effectiveness in the classroom. Every adult hired puts kids first, is mission aligned, and has a strong desire to improve their craft. Vanguard Collegiate teachers all have a degree qualifying them for their proposed role and adhere to all requirements regarding certified staff and licensure.

We are proud to have a staff that represents our student population and surrounding community. Since its inception, **87% of all Vanguard Collegiate staff identify as a person of color and/or part of a minority community.**

Teacher Candidates. Vanguard Collegiate promotes open positions through a variety of national and local sources and requires a valid IN teaching license, submission of an updated resume, and a writing sample. Annually, we refine the interview process. We experienced the most success in the most adhering to the following process:

1. Introductory Call - HOS/Sr. Director calls to explore mission alignment
2. Writing Sample – identifies candidate’s writing skills, mindset, and approach to instruction
3. In-person Interview with Leadership Team – thorough, formal, and focused on instruction and classroom management
4. Demo Lesson – opportunity to teach, be coached, & implement feedback
5. Reference check – provides an opportunity to hear from those that know the candidate well

Following successful completion of Steps 1-5, an offer for employment stipulating salary, health benefits, and retirement options is extended contingent upon ability to pass background check and drug screening. In the last two years, we experienced new candidates declining due to “lack of a competitive offer”. Our base was raised from \$40,000 to \$47,000. The national teacher shortage has made the market more competitive. We are exploring ways to incorporate sign-on bonuses, performance-based incentives, and ways to improve work-life balance. We have created a new onboarding process that allows us to seamlessly integrate new candidates at any point in the school year recognizing more than ever teacher have become transient.

Teacher Development. Developing high-quality teachers is essential to reaching our ambitious performance goals, pushing our scholars to their best academic selves, and grow leaders. Development begins at the interview during the mock lesson when feedback is provided, and we observe implementation. In the summer, we continue to conduct three weeks of professional development. In previous years, we have prioritized weekly early release afternoons for job-embedded PD, either focused on instructional practice, data conversations, or other topical school-wide needs. Additionally, we conduct daily in-service trainings (15 minutes) to discuss and training on best practices for classroom instruction. In Year 5, to focus on work-life balance, we pivoted our professional from an afternoon after school to a full day of professional development each week. We implemented, S’TEAM (science, technology, engineering, fine arts, and mathematics) Fridays – vendors provide instruction in robotics, coding, engineering, dance, art, theater, and multi-media. We use that time to leading intentional professional development grounded in data that addresses real issues in academics, culture and best practices. During Vanguard Collegiate’s three-week Summer Professional Development, teachers focus on improving their instructional skills through extensive practice-based professional development, as robust professional development can increase student achievement. Additionally, teachers practice their lessons and receive

feedback with the goal of delivering excellent instruction to students starting on the first day of school.

Teacher Evaluation. Through their participation in the school design + leadership accelerator provided by Attuned Partners, Vanguard Collegiate discovered a key gap in their programming: lack of high-quality curriculum being implemented with integrity. As a result, Vanguard Collegiate adopted new high-quality curricular materials in English Language Art and math in April 2022. In preparation for the 2022-23 school year, Vanguard Collegiate recognized the importance of 1) deepening its early curriculum implementation efforts, and 2) developing and retaining high quality African American teachers and school leaders. The Attuned team would provide:

- Bi-weekly prep, coaching, and follow-up support for the Director of Curriculum and Instruction to execute a curriculum implementation plan and instructional coaching system
- Support creating needed deliverables, including visions of excellence, meeting protocols, observation templates, walkthrough systems, etc.
- Three rounds of full-day instructional walkthroughs (baseline, midyear, end-of-year)
- Monthly (75-minute) professional learning sessions (virtual) for school leaders customized based on identified needs
- Ongoing partnership management and engagement with Executive Director, as needed

The combination of coaching, walkthroughs, and professional learning sessions will not only support deliverable creation, but also develop enduring leadership capacity aligned to the implementation of several priorities. The priorities of this ongoing improvement project are (1) Clarify vision of excellence for instruction and instructional coaching; and (2) Build capacity of instructional leaders to effectively coach teachers and monitor curriculum implementation. We are committed to increasing rigor and access for all students.

Performance evaluations are conducted semi-annually (mid-year and end-of-year) using a standard rubric for Vanguard Collegiate staff using the Indiana Department of Education's Rise Rubric. Staff evaluations include a self-evaluation completed by each staff member; a performance evaluation completed by each staff member's supervisor; and an evaluation meeting. The performance evaluation is rooted in data from class observations, student performance data, one-on-one meetings, coaching sessions, performance improvement plans, and corrective action forms executed as applicable.

Building Capacity. Vanguard Collegiate has intentionally designed a strategy that allows for the mutual development and accountability of its leaders, while keeping focus on exemplary education and development of its scholars, strong student outcomes and the development diverse pipeline of diverse leadership talent will undergird a culture of continuous improvement that drives education equity and academic rigor. The strategy takes a multi-prong approach that fosters authenticity and rigorous, culturally relevant learning environments serving black and brown students led by strong black male leadership is. The importance of black and brown teachers and leaders as a determining indicator of black and brown student success is well-documented by as evidenced by the Hechinger Report and other current education research platforms.

The strategy is as follows: **Core Goal Leaders:**

- Goal 1: Talent & Instruction – Director of Curriculum & Instruction
- Goal 2: School Culture – Senior Director of Culture & Operations
- Goal 3: Org Sustainability & Innovation – Executive Director

- Goal 4: Family Engagement & Support – Director of Scholar Experience

Goal 1: With strong teacher development systems and competitive incentives, Vanguard recruits and retains educators that deliver instruction rooted in research-based practices.

Year 1 Metrics:

- 4 recruiting partnerships established with other area schools and/or community centers
- Codified coaching and feedback system
- 90% teacher retention year-over-year
- 80% of teachers report overall job satisfaction
- 90% of teachers using adopted curriculum as primary instructional material

Strategies & Action Steps:

1.1: Formalize and implement a robust coaching system.

- 1.1.1 - Determine coaching capacity of current staff and school leadership
- 1.1.2 - Assign an instructional coach and/or mentor to every teacher
- 1.1.3 - Create and standardize structure for regular observations and coaching meetings
- 1.1.4 - Determine cadence for individual coaching meetings and incorporate into teacher and coach schedules
- 1.1.5 - Establish structure and cadence for two-way teacher/coach feedback

1.2: Conduct ongoing teacher training and development on curriculum for implementation with fidelity.

- 1.2.1 - Through observations and teacher self-reports, collect data on teacher needs and gaps related to curriculum implementation
- 1.2.2 - Provide instructional coaches with curriculum-specific coaching resources
- 1.2.3 - Build curriculum-specific PD into schoolwide PD schedule
- 1.2.4 - Explore external resources for curriculum implementation training (guest training facilitators, guest curriculum coaches, off-site PD opportunities)

1.3: Evaluate curriculum to consistently check for rigor and alignment.

- 1.3.1 - Establish curriculum review committee including teachers from various grade levels and academic departments
- 1.3.2 - With committee members, determine priorities and create template for use in curriculum reviews and observations
- 1.3.3 - Determine cadence for regular curriculum reviews

1.4: Perform ongoing compensation reviews and audits to ensure Vanguard is offering competitive benefits, bonus packages, and compensation structures.

- 1.4.1 - Collect data on Vanguard pay scale in comparison to peer schools and CMOs
- 1.4.2 - Create, administer, and analyze staff survey to gauge overall satisfaction and benefits preferences
- 1.4.3 - Explore ways to incorporate teachers' priority benefits into employee compensation package

- 1.4.4 - Explore opportunities to provide teacher bonuses based on student outcomes
- 1.4.5 - Determine cadence for conducting ongoing benchmark reviews and for readministering and re-evaluating staff survey

1.5: Foster partnerships with teacher training organizations and universities to strengthen the pipeline and training of educators.

- 1.5.1 - Identify local universities with strong teacher training
- 1.5.2 - Identify teacher training programs with focus on urban teaching
- 1.5.3 - Survey staff to identify untapped networks and university connections
- 1.5.4 - Establish relationships with university career centers

Goal 2: Through a demonstration of care and attention for scholars' opinions, interests, and experiences, Vanguard uplifts student voice and achievement.

Year 1 Metrics:

- 90% of students report feelings of belonging at school
- 3 celebrations each quarter
- 50% of students engaged in student leadership initiatives

Strategies & Action Steps:

2.1: Establish and maintain an up-to-date organizational calendar that provides accessibility to internal and external facing events.

- 2.1.1 - Select online system for calendar management
- 2.1.2 - Create online form for staff to submit events for publication on calendar
- 2.1.3 - Establish cadence for regularly publishing and updating calendar events
- 2.1.4 - Communicate new systems to all relevant staff and stakeholders

2.2: Create and institute celebration events and activities to incorporate and uplift all community members' culture, (e.g.- Black History Month program, Women's History, Hispanic Heritage, etc).

- 2.2.1 - With student and staff input, build a list of opportunities for cultural celebrations
- 2.2.2 - Identify opportunities for schoolwide celebrations and determine staff ownership
- 2.2.3 - Establish and communicate expectations for teachers around incorporating celebration activities into lessons
- 2.2.4 - Explore ways for students and families to participate in planning celebrations
- 2.2.5 - Explore field trip opportunities to complement cultural celebrations

2.3: Plan consistent opportunities to highlight student achievement (e.g., Platinum Vanguard, the Dean's List celebration, small group field trips for high performers, student of the month, etc.).

- 2.3.1 - Determine optimal frequency for student achievement celebrations and communicate expectations to staff
- 2.3.1 - Convene staff teams (e.g., grade level teams) to identify group celebration opportunities
- 2.3.2 - Explore opportunities to involve more students in celebrations (e.g., highlight student growth in addition to high achievement)

2.4: Empower students to lead initiatives to transform school culture, including creating a school government, student-service learning opportunities, and student ambassador program.

- 2.4.1 - Survey staff and students to determine interest in sponsoring and engaging in student leadership initiatives
- 2.4.2 - Using survey results, identify top priority opportunities for student leadership
- 2.4.3 - Identify opportunities to involve community partners (e.g., in service-learning experiences)
- 2.4.3. - Determine which staff members will sponsor and coordinate student programs

Goal 3: Rooted in its core values, Vanguard supports a well-funded and horizontal school model that inspires innovative opportunities with community partners.

Year 1 Metrics:

- \$50,000 raised
- 20% annual enrollment growth
- K-5 feeder relationships established
- Fall 2025 expansion plan in place

Strategies & Action Steps:

3.1 Restructure and adapt the organizational model to promote shared leadership and financial sustainability

- 3.1.1. - Establish leaders for academics, social-emotional learning, and student/family services
- 3.1.2 - Utilize part-time positions
- 3.1.3. - Align organizational model to budget
- 3.1.4 - Project organizational model changes with potential replication

3.2 Expand and clarify responsibilities of the Board of Directors to re-envision fundraising activities aligned with monetary needs (e.g., facilities, transportation, other future investments).

- 3.1.1 - Identify current fundraising needs
- 3.2.1 - Define fundraising expectations of Board members

3.3 Become a hub for receiving and distributing community resources, including in-house medical services and dental care.

- 3.3.1 - Catalog current providers and map existing relationships
- 3.3.2 - Survey family needs and identify gaps in current offerings

3.4 Define our enrollment threshold and develop enrollment strategies to achieve optimal student body composition enrollment.

- 3.4.1 - Define optimal student body composition
- 3.4.2 - Identify local K-5 schools aligned with enrollment goals
- 3.4.3 - Establish feeder relationships with K-5 schools

3.5 Pilot and assess a pre-high school academy model.

- 3.5.1 - Develop v1 green-lighting framework
- 3.5.2 – Conduct feasibility study

Goal 4: With an equal sense of pride in their scholar's school community, families contribute to Vanguard, participate in engaging events, and maintain strong communication.

Year 1 Metrics:

- 2 family events per quarter
- 70% of families represented at school events

Strategies & Action Steps:

4.1 Revamp the curriculum and establish cadence for Parent University to energize parents and families.

- 4.1.1 – Identify effective programs from around the country
- 4.1.2 – Build framework for implementation

4.2 Use technology and social media intelligently to boost family engagement and sense of community.

- 4.2.1 - Explore opportunities for students and families to engage together with technology
- 4.2.2 - Explore interactive social media opportunities (e.g., contests)
- 4.2.3 - Build out social media calendar to ensure that content engages families throughout the school year

4.3 Maintain and communicate a schedule of family events that connect fun with learning for the entire family (e.g., family reading nights, math game nights, community service events, etc.).

- 4.3.1 - Identify family event opportunities of interest to the school community
- 4.3.2 - Calendar events strategically to engage families throughout the year (e.g., back-to-school barbecue, parent resource workshops each quarter, academic content night each quarter)
- 4.3.3 - Publish event details on school website calendar at regular intervals

4.4 Explore, define, and communicate opportunities to invigorate parents to participate in school activities that align with their availability (e.g., during the day as parent chaperones for field trips, after school tutoring, etc.).

- 4.4.1 - Create and administer parent survey to gather data on availability and interest in engaging in school activities
- 4.4.2 - Using survey results, build internal database of parent volunteers and availability
- 4.4.3 - With staff input, create complete list of current opportunities for parent participation
- 4.4.4 - Explore untapped opportunities for parent support
- 4.4.5 - Establish system for staff outreach to parent volunteers
- 4.4.6 - Create and publish online registration form for parent volunteers
- 4.4.7 - Use social media to share registration form and promote parent involvement

Academic Achievement. Due to the Covid-19 pandemic, Vanguard Collegiate has only experienced, we have not been in operation long enough under “normal” circumstances to secure a letter grade for academic purposes. Our focus is academic achievement and improvement of systems/practices that drive scholar

academic success. Throughout the term of the next charter, Vanguard Collegiate's commitment to providing high quality education for a population that is often underserved will drive all academic and culture decisions.

In our original charter application, we established a goal for "students demonstrate high school and college readiness," to be measured by 90% of students graduate from high school (as defined by the state's four-year graduation rate) and 90% of students who attend two years or more will enroll in post-secondary institutions or are employed within five months of graduation (includes military service). Although no "Vanguards" have graduated high school yet, we continue to track and monitor their progress. Believe High School (BHS) has served as our main feeder since they opened in 2020. They received over 50% of our inaugural graduating class. To date those scholars have accomplished the following:

- On average, Vanguard at BHS have earned 11 college credits from Ivy Tech.
- One Vanguard will earn her Associates degree at the end of this, her junior year of high school.
- The average GPA for Vanguards at BHS is 3.27/4.0.
- One Vanguard earned a 4.12 GPA.
- The average class rank for Vanguards at BHS is 13.
- The Class of 2024 at BHS has four (4) Vanguards ranked in the top 10 (3, 5, 6, and 9 respectfully).

High Ability Program. The Vanguards at BHS have been so successful in part because of our High Ability Program. Our school provides high quality curricula that holds scholars to high academic expectations. We use this curriculum for our high ability scholars to move at an accelerated pace with differentiated enrichment opportunities within the curriculum. Our high ability cohort(s) have access to a variety of opportunities to ensure continuous progress and challenge. Our high ability scholars visit the Center for Leadership Development three (3) times a year to meet with their guidance counselors. Our scholars also attend the Indiana Statehouse Page program each year where they participate in an interactive educational experience about state government. Our high ability scholars participate in field lessons to also participate in interactive experiences that explore the STEM field.

Scholars can progress into the program based on NWEA Map scores, quarterly class grades, and behavior. This is assessed on a quarterly basis. Scholars can also be added into the high ability program if they transfer in, and they will be evaluated upon enrollment on whether they are able to enroll into the program based on our core criteria. Scholars may exit the program, if they receive two or more grades below a C by the end of quarter and show minimal growth on NWEA assessments. In order to earn high school credits, scholars must earn 80% (B) or higher and pass the end of course assessment(s).

5th Grade scholars' academic achievement is tracked to identify potential scholars to be placed in high ability program for 8th grade.

The overall goals for our High Ability Program are as follows:

- Implement an unbiased identification process based upon specific criteria using reliable qualitative and quantitative testing measures
- Provide training for 100% of HSA teachers to promote and encourage equitable access to underrepresented HA scholars in underrepresented groups
- Increase access to HA materials by purchasing IDOE HA ELA novels for all classes so that 100% of scholars in grades 6-8 have access to materials³
- 100% of HA scholars will graduate with minimum of two (2) high school credits
- Increasing access to high ability materials/resources for all of our scholars

To date, the average Vanguard completes the High Ability Program with four (4) high school credits. Some have earned as many as 9. This puts them at a tremendous advantage heading into high school and puts them firmly on a path to post-secondary school success.

Assessments. Vanguard Collegiate uses NWEA-Map our primary assessment tool for Reading, Writing, Math, and Science. NWEA-Map is a computer-based, adaptive, and standards aligned tool that is nationally normed and provides measures of growth comparative to information gained on Indiana’s state assessments. Vanguard Collegiate administers the assessment three times a year (BOY, MOY, EOY). Our curriculum has unit assessments built in that we use for progress monitoring purposes. Additionally, we track literacy growth throughout the school year using Achieve3000. Achieve3000 is an adaptable software that provides literacy programming and tracking of a child’s reading ability. The annual goal is for scholars to grow 80 points. In Years 1-4, every cohort has met or exceeded that goal.

Academic Progress. Right away from Year 1, we saw academic progress from our scholars. Although our Fall NWEA-MAP assessment revealed that 80% of our scholars came to us reading and performing math below grade level, from Winter to Spring, **100% of our scholars displayed growth across all four (4) reporting areas.** Figure 2 below show each cohort’s observed growth versus their projected growth and how that equates to school years’ worth of growth:

Figure 2:

5th Grade			
Reporting Area	Observed Growth	Projected Growth	Years of Growth
Math	8.6	8.1	1.1
Lang	6.2	6.3	1.0
Reading	4.3	6.0	0.7
Science	6.8	5.7	1.2
Average	6.5	6.7	1.0

Key Takeaway: Scholars grew on average one (1) school year across all reporting areas.

Figure 3:

6th Grade			
Reporting Area	Observed Growth	Projected Growth	Years of Growth
Math	9.5	7	1.4
Lang	8.5	4.8	1.8
Reading	0	4.9	0.0
Science	11.4	4.3	2.7
Average	7.4	5.3	1.4

Key Takeaways: (a) Scholars outscored their projected growth across ³/₄ reporting areas; (b) Scholars outscored their projected growth in science by more than 2.6; (c) Scholars gained almost two (2) years’ worth of growth in Language Usage; (d) Scholars earned nearly three (3) years’ worth of growth in Science.

Figure 4:

7th Grade			
Reporting Area	Observed Growth	Projected Growth	Years of Growth
Math	9.5	5.7	1.7
Lang	8.8	3.7	2.4
Reading	8	3.8	2.1
Science	6.8	3.6	1.9
Average	8.3	4.2	2.0

Key Takeaways: (a) This cohort averaged two (2) year’s growth across all reporting areas; (b) Scholars more than doubled their projected growth in Language Usage and Reading; (c) This cohort (100% scholars of color) scored highest in Math debunking national norms for scholars of color performance; (d) Scholars nearly doubled their average projected growth across all reporting areas. Another measure for scholar success is Indiana’s state assessment, Indiana Learning Evaluation Assessment Readiness Network (ILEARN). It measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses English/Language Arts (ELA) (Grades 3-8), Mathematics (Grades 3-8), Science (Grades 4 and 6), and Social Studies (Grade 5).

In 2019, only 37.1% of students across the state of Indiana passed both the English and math portions. Recognizing all scores were low, Vanguard Scholars managed to perform at a higher rate than many of their peers in Central Indiana. **Figure 5** below displays from top to bottom the schools with the highest 2019 overall passing results for both English and math:

Figure 5:

2019 ILEARN RESULTS			
Name of School	2019 ELA & Math	2019 ELA	2019 Math
Ernie Pyle School 90	22.0%	25.7%	37.6%
Vanguard Collegiate of Indianapolis	14.7%	20.6%	26.5%
Christal House Academy West	12.1%	20.0%	23.2%
H L Harshman Middle School	9.9%	25.7%	13.2%
Clarence Farrington School 61	6.4%	12.1%	14.6%
Global Preparatory Academy	6.0%	9.4%	12.9%
Matchbook Learning	4.6%	10.5%	7.2%
Stephen Foster School 67	3.7%	11.9%	5.8%
Northwest Community Middle School	2.1%	9.9%	2.5%

Key Takeaways: (a) In its first year of operation, **Vanguard Collegiate** scored higher than IPS School District, **all** stand-alone middle schools in the IPS District, higher than **all** neighboring Innovation Network Schools, and higher than all but one (1) school in 46222; (b) Our scholars scored more than three (3) times higher than their peers at our closest neighbor, Matchbook Learning (.5 miles away), and seven (7) times higher than our closest stand-alone middle school, Northwest Community Middle School (3.6 miles away); (c) our 7th Grade ELA proficiency is above the state average at 60%; (d) Our 7th Grade Math proficiency is above state average at 40%; (e) Our overall passage rate is the third highest in our authorizer, Indiana Charter School Board’s,

portfolio.

The years since have been dramatically impacted by Covid-19. The lack of continuity and instability caused by virtual learning was very evident in our scholars increased academic gaps, behavior, and family needs. We partnered with The Patachou Foundation to provide healthy meals for our families weekly. We partnered with Hawthorne Community Center and Taft Law Firm to provide utility and rental assistance to our families. Our Executive Director personally delivered laptops to every scholar's home to ensure they had access to school virtually. We partnered with Crossroads Education to provide hotspots to families that did not have internet access. Additionally, the staff conducted home visits for any scholar that missed two or more days in any given week. Despite our best efforts, we still saw a dramatic decrease in proficiency on both ILEARN and NWEA-Map. Our academic leadership shift our focus to growth in 2020-2021.

Working together with scholars, teachers, and parents we were able to accomplish the following:

- In spring of 2022 in NWEA Math (as compared to Fall 2021):
 - 6th graders grew 14 points, putting them in the 99th percentile for growth when compared to other schools (typical growth is 8.1)
 - 7th graders grew 7 points, putting them in the 64th percentile for growth when compared to other schools (typical growth is 6.5)
 - 8th graders grew 7 points, putting them in the 84th percentile nationally (typical growth is 5.4)
- In spring of 2022 in NWEA Language Arts/Reading (as compared to Fall 2021):
 - 6th graders grew 6 points, putting them in the 55th percentile when compared to other schools (typical growth is 5.2)
 - 7th graders grew 13 points, putting them in the 99th percentile when compared to other schools (typical growth is 4.2)
 - 8th graders grew 9 points, putting them in the 99th percentile when compared to other schools (typical growth is 3.7)
- In spring of 2022 in NWEA Language Arts/Language Usage (as compared to Fall 2021):
 - 6th graders grew 6 points, putting them in the 82nd percentile when compared to other schools (typical growth is 4.8)
 - 7th graders grew 6 points, putting them in the 94th percentile when compared to other schools (typical growth is 3.8)
 - 8th graders grew 7 points, putting them in the 97th percentile when compared to other schools (typical growth is 3.2)

Culture. We firmly believed that structure builds a safe learning environment, and our teachers are trained to lead structured and joyful classrooms. The pillars of school culture and foundation upon which the systems, routines, and procedures at Vanguard Collegiate are built include: (1) high expectations (2) accountability (3) support, and (4) joy. Much of our work beyond academics is grounded in Maslow's hierarchy of needs -- so long as basic needs necessary for survival were met (physiological - food and clothing; safety - job security; love and belonging needs – friendship; esteem, and self-actualization), we can begin to motivate behavior. When surveying scholars based on this scale, we saw the following on **Figure 6:**

Figure 6:

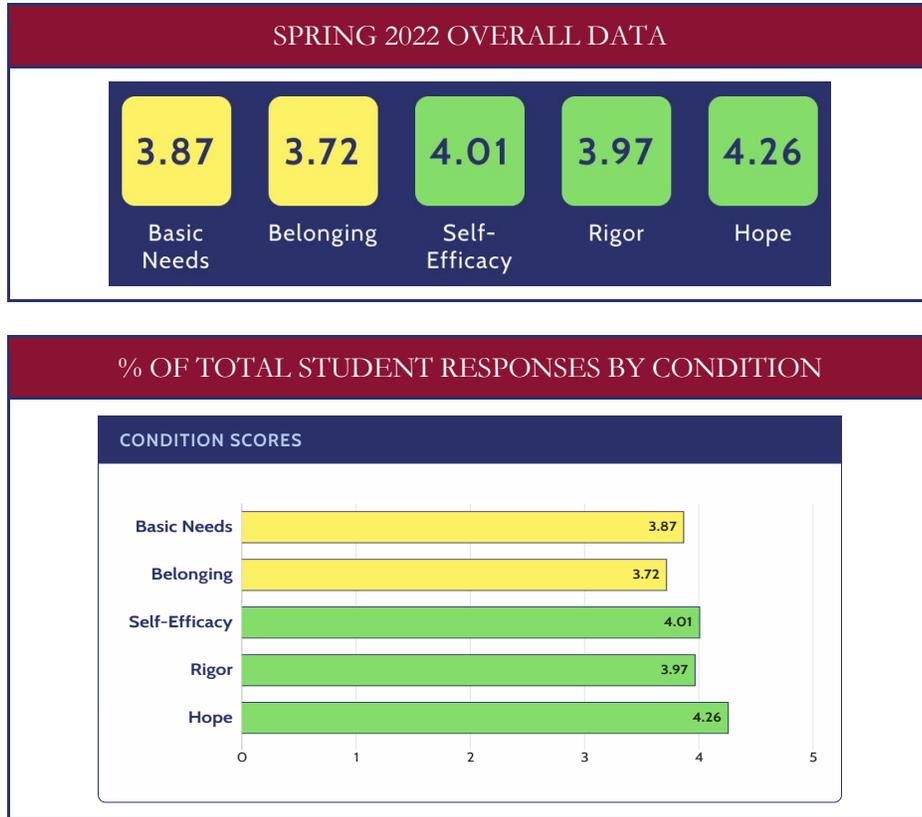


Figure 7:

- 69 total student responses in grades 5-8 out of 87 (79%).
- There are slightly more male students than female (40 to 27) with 2 students that would rather not say.
- Students that identify as Black/African American or Hispanic or Latino are the two largest student response groups by ethnicity (42 and 11 students responding respectively).
- 51% of students who responded have attended Vanguard for less than one year.
- 8 students who responded do not identify English as their first language.
- 8 students identify as LGBTQ+.
- Hope condition questions show the highest positive responses across grade levels.
- For all students, teachers asking about their interests to create a sense of belonging was a low scoring question from student responses.
- Overall, students' responses show they want to feel heard by their school administration and teachers - 25% of students Strongly Disagree or disagree that their opinion matters at their school.
- Students are showing that they are excited for what's to come - 66% of students Strongly Agree that they feel excited for their future.

Figure 8 displays the trends identified the data:

Figure 8:

<p><i>BASIC NEEDS</i></p>	<ul style="list-style-type: none"> ● 64% of Students strongly Agree or Agree their school is clean. ● 73% of students Strongly Agree or Agree that their teachers show they care for them. ● 71% of female students Strongly Agree or Agree that their school is a safe place to attend.
<p><i>BELONGING</i></p>	<ul style="list-style-type: none"> ● Only 36% of students Strongly Agree that their family’s culture is celebrated at their school. ● Only 20% of Black students Strongly Agree that their teachers ask them about their opinions ● 72% of ESL students Strongly Agree or Agree that their teachers ask about their interests
<p><i>SELF- EFFICACY</i></p>	<ul style="list-style-type: none"> ● 65% of students Strongly Agree or Agree that they can handle anything that comes their way. ● 60% of students whose parents did not receive advanced degrees Strongly Agree or Agree they can think of a solution when in trouble. ● Only 30% of Hispanic or Latino students Strongly Agree they can overcome obstacles to get what they want.
<p><i>RIGOR</i></p>	<ul style="list-style-type: none"> ● 81% of students who have attended Vanguard for less than 1 year Strongly Agree or Agree that their teacher gives them time to practice skills that are difficult. ● 66% of male students Strongly Agree that their teachers assign them challenging work. ● Only 10% of students who have attended Vanguard 3 or more years Strongly Agree that they are regularly asked to explain their thinking on complicated tasks.
<p><i>HOPE</i></p>	<ul style="list-style-type: none"> ● 96% of Black/African American male students Strongly Agree or Agree that they have a plan to reach their goals. ● 83% of students whose parents did not receive advanced degrees Strongly Agree or Agree that they think they are doing well. ● 76% of students who identify as LGBTQ+ Strongly Agree or Agree that they are excited about their future.

Section III: Proposed Changes

In this section, please specify any changes the school would like to see in any of the material terms in the Charter Agreement. Please note that any request for a material change, such as switching service providers, school location, grade configuration, etc., may result in a request for supplemental information from ICSB staff.

There are no proposed changes requested at this time.

Instructions for Renewal Budget Projections Workbook

 = Information should be entered into light gray shaded cells.

Name of Charter School: Vanguard Collegiate of Indianapolis

Location: Indianapolis Public Schools

First Year of New Charter (Renewal Year): 2023 - 24 SY

<p>1. Instructions</p>	<ul style="list-style-type: none"> All organizers submitting a Charter Renewal Application to the Indiana Charter School Board must complete worksheets 1 through 4 of the Renewal Budget Projections Workbook. No information is required to be entered into WHITE cells, they will autofill as information is entered into GREY cells. Column and Row references in these instructions are to the Excel spreadsheet Column or Row.
<p>2. Enrollment Projection</p>	<ul style="list-style-type: none"> Please complete the enrollment table for the school's current year, and provide enrollment projections for the next five (5) years beginning with the Renewal Year.
<p>3. Staffing Plan</p>	<ul style="list-style-type: none"> Please provide a list of administrative, instructional, and other staff along with estimates of proposed salaries and benefits. Please include both full and part-time employees and contractors. Projected salary and benefits should align with current and 5-Year budgets. The estimated "average salary" for each position should include all taxable amounts (including taxable fringe benefits, stipends, bonuses, awards, and allowances). "Other Insurance" includes health care, long-term care, life, disability. "Other Benefits" are non-taxable benefits (e.g., educational assistance, dependent care assistance, transportation benefits, non-taxable fringe benefits, etc.).
<p>4. 5-Year Budget</p>	<ul style="list-style-type: none"> Please provide budget projections for the Current Year and the next 5 years. Note that the information provided in Tab 3 must align with the personnel expenses provided in Tab 4 or Tab 4 will throw an ERROR.
<p>Notes:</p>	<ul style="list-style-type: none"> Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro-forma budget, reflecting all components - including the regional back office/central office - of the Indiana network. This template is not intended to be exhaustive. If it is unclear to which line a particular item of revenue or expense belongs, add it to the closest approximation or to one of the "other" categories and make a note in the budget narrative.

School Enrollment Projections

(must align with Renewal Application Enrollment Plan)

School Name: Vanguard Collegiate of Indianapolis
 Location: Indianapolis Public Schools
 Renewal Year: 2023 - 24 SY

Is the school an Adult High School (please see instructions): Do not complete Row 32.

Enrollment	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5	Notes & Instructions
	2022 - 23 SY	2023 - 24 SY	2024 - 25 SY	2025 - 26 SY	2026 - 27 SY	2027 - 28 SY	
Kindergarten	0	0	0	0	0	0	<p>Please complete the enrollment table for the school's current year, and provide enrollment projections for the next five (5) years beginning with the Renewal Year.</p> <p>1) An "adult high school" is a charter school that has a majority of enrolled students that: (1) belong to a graduation cohort that has already graduated; or (2) are over the age of eighteen (18) years of age; at the time the student was first enrolled at the school. <u>If you are an adult high school, complete Rows 32, and 37-40 only.</u></p> <p>2) A "virtual student" is defined as a student for whom at least fifty percent (50%) of the instructional services received from the school is virtual instruction. Virtual instruction means instruction that is provided in an interactive learning environment created through technology in which students are separated from their teacher by time or space, or both. Students receiving more than 50% of their instruction virtually generate eighty-five percent (85%) of the foundation formula amount rather than 100%. The analysis is applicable on a per student basis.</p> <p>3) The "basic" tuition support grant for K-12 schools is equal to the following formula: (Foundation Amount X ADM) + ((Complexity Multiplier X Complexity Index) X ADM)</p> <p>The Distribution calculations are an estimate based on projected enrollment multiplied by basic tuition support in the amounts as set forth in the most recently passed (2021-23 FY) budget- Foundation = \$5,995 for the 2021-22 SY and \$6,235 for the 2022-23 SY (and beyond) and Complexity Multiplier = \$3,775. The school's actual distribution will be based on the school's ADM count of eligible pupils enrolled in the school on two count dates (in September and February) multiplied by the basic tuition support calculation. The calculation uses the Complexity Index for the school corporation in which the proposed charter school will be located- the school's actual Complexity Index amount will likely differ. The Special Education Grant amount is calculated on Tab 4 and uses the grant amount for mild/moderate disabilities (\$2,657 for the 2022-23 SY). The grant amount for severe disabilities is \$10,575 for the 2022-23 SY).</p> <p>4) The Adult Learner Grant amount for adult high schools is \$6,750. The Adult Distribution is calculated by multiplying Total Enrollment by the Adult Grant.</p>
Grade 1	0	0	0	0	0	0	
Grade 2	0	0	0	0	0	0	
Grade 3	0	0	0	0	0	0	
Grade 4	0	0	0	0	0	0	
Grade 5	10	20	20	20	20	20	
Grade 6	20	30	30	30	30	30	
Grade 7	30	30	35	50	50	50	
Grade 8	30	30	40	50	50	50	
Grade 9	0	0	0	0	0	0	
Grade 10	0	0	0	0	0	0	
Grade 11	0	0	0	0	0	0	
Grade 12	0	0	0	0	0	0	
Total K-12 Enrollment:	90	110	125	150	150	150	
Adult Learners (1)							
Total Adult Enrollment:	0	0	0	0	0	0	
Estimated % of Students:							
Special Education	17%	17%	18%	20%	20%	20%	
English Learners	12%	12%	13%	15%	15%	15%	
Free/Reduced Priced Lunch	98%	98%	98%	98%	98%	98%	
Virtual Students (2)	0%	0%	0%	0%	0%	0%	
K-12 Distribution (3)	\$ 693,040.95	\$ 847,050.05	\$ 962,556.88	\$ 1,155,068.25	\$ 1,155,068.25	\$ 1,155,068.25	
Adult Distribution (4)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

5-Year Projected Annual Operating Budget (Fiscal Year July 1-June 30)

School Name: Vanguard Collegiate of Indianapolis
 Renewal Year: 2023 - 24 5Y

Special Instructions for Schools Contracting with a Management Company:

Please include a note in the assumptions column and budget narrative if any of the listed amounts include additional service, consulting, facility, or licensing fees paid to a management company or affiliate of a management company that are not included in Line 97 (CMO/EMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state whether your facility is leased or purchased from a management company or affiliate of a management company.

If a line item is completed that includes the words "please describe" a specific description of the item must be provided in the appropriate box in Column L.
 Failure to provide a description as requested will result in rejection of the submission.

REVENUES	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5	Additional Information
State Revenue - See Footnotes							
Basic Tuition Support / Adult Grant - From Tab 2	\$ 693,040.95	\$ 847,050.05	\$ 962,556.88	\$ 1,155,068.25	\$ 1,155,068.25	\$ 1,155,068.25	Other State Grants (Row 29)
Special Education Grant - From Tab 2	\$ 40,652.10	\$ 49,685.90	\$ 59,782.50	\$ 79,710.00	\$ 79,710.00	\$ 79,710.00	
Honors Diploma Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
CTE Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter and Innovation Network School Grant	\$ 87,500.00	\$ 137,500.00	\$ 156,250.00	\$ 187,500.00	\$ 187,500.00	\$ 187,500.00	
Formative Assessment Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
State Matching Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
High Ability (Gifted and Talented) Program	\$ 18,605.00	\$ 22,740.00	\$ 25,841.00	\$ 31,009.00	\$ 31,009.00	\$ 31,009.00	
Textbook Reimbursement	\$ 5,600.00	\$ 8,800.00	\$ 10,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	
Remediation Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Teacher Appreciation Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other State Grants (please describe) (1)	\$ 8,195.00	\$ 9,015.00	\$ 9,916.00	\$ 10,908.00	\$ 11,998.00	\$ 13,198.00	
Total State Revenue:	\$ 853,593.05	\$ 1,074,790.95	\$ 1,224,346.38	\$ 1,476,195.25	\$ 1,477,285.25	\$ 1,478,485.25	
Federal Revenue - See Footnotes							
Public Charter School Program Grant (2)	\$ -	\$ 250,000.00	\$ 250,000.00	\$ 200,000.00	\$ 200,000.00	\$ -	Other Federal Revenue (Row 41)
Charter Facilities Assistance Program Grant (2011)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
IDEA- Part B Grant (Special Education)	\$ 28,240.00	\$ 32,991.00	\$ 39,589.00	\$ 39,589.00	\$ 39,589.00	\$ 39,589.00	
Title I	\$ 100,191.00	\$ 119,386.00	\$ 146,128.00	\$ 149,051.00	\$ 152,032.00	\$ 155,073.00	
Title II	\$ 8,349.00	\$ 9,949.00	\$ 12,177.00	\$ 12,421.00	\$ 12,669.00	\$ 12,923.00	
Federal Lunch Program	\$ 115,560.00	\$ 135,000.00	\$ 162,000.00	\$ 162,000.00	\$ 162,000.00	\$ 162,000.00	
Federal Breakfast Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Federal Revenue (please describe)	\$ 253,340.00	\$ 3,980.00	\$ 4,871.00	\$ 4,968.00	\$ 5,068.00	\$ 5,169.00	
Total Federal Revenue:	\$ 505,680.00	\$ 551,306.00	\$ 614,765.00	\$ 568,029.00	\$ 571,358.00	\$ 374,754.00	
Other Revenue							
Contributions and Donations from Private Sources	\$ 100,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 100,000.00	\$ 100,000.00	Other Revenue (Row 50)
Student Fees	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 5,000.00	\$ 5,000.00	
Other Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Revenue (please describe)	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	
Total Other Revenue:	\$ 112,000.00	\$ 62,000.00	\$ 62,000.00	\$ 67,000.00	\$ 120,000.00	\$ 120,000.00	
TOTAL REVENUE:	\$ 1,471,273.05	\$ 1,688,096.95	\$ 1,901,111.38	\$ 2,111,224.25	\$ 2,168,643.25	\$ 1,973,239.25	
EXPENSES							
Administrative Staff - See Footnote (3)							
Executive Administration: Office of Superintendent	\$ 110,000.00	\$ 110,000.00	\$ 112,200.00	\$ 114,444.00	\$ 116,732.88	\$ 119,067.54	Other Support Staff (Row 78)
School Administration: Office of the Principal	\$ 85,000.00	\$ 86,700.00	\$ 88,434.00	\$ 90,202.68	\$ 92,006.73	\$ 93,846.87	
Other School Administration	\$ 75,000.00	\$ 76,500.00	\$ 78,030.00	\$ 79,590.60	\$ 81,182.41	\$ 82,806.06	
Business Manager/Director of Finance	\$ 36,500.00	\$ 37,230.00	\$ 37,974.60	\$ 38,734.09	\$ 39,508.77	\$ 40,298.95	
Total Administrative Staff:	\$ 306,500.00	\$ 310,430.00	\$ 316,638.60	\$ 322,971.37	\$ 329,430.80	\$ 336,019.42	
Instructional Staff							
Teachers - Regular	\$ 265,000.00	\$ 270,300.00	\$ 374,321.75	\$ 381,808.19	\$ 389,444.35	\$ 397,233.24	Other Support Staff (Row 78)
Teachers - Special Education	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Substitutes, Assistants, Paraprofessionals, Aides	\$ 38,000.00	\$ 38,760.00	\$ 39,535.20	\$ 40,325.90	\$ 41,126.84	\$ 41,938.14	
Summer School Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Instructional Staff:	\$ 303,000.00	\$ 309,060.00	\$ 413,856.95	\$ 422,134.09	\$ 471,709.19	\$ 481,143.38	
Non-Instructional/Support Staff - See Footnotes							
Social Workers, Guidance Counselors, Therapists	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Support Staff (Row 78)
Instructional Support Staff (4)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Support Staff (please describe) (5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Total Facilities Expenses:	\$ 179,400.00	\$ 166,700.00	\$ 177,836.00	\$ 202,578.08	\$ 169,931.52	\$ 172,401.87	
Other Expenses - See Footnotes							Other Expenses (Row 167)
Indiana Charter School Board Administrative Fee (6)	\$ 5,197.81	\$ 6,352.88	\$ 7,219.18	\$ 8,663.01	\$ 8,663.01	\$ 8,663.01	
Management Fee (7)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Bank Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Escrow	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ -	
Other Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Other Expenses:	\$ 5,197.81	\$ 16,352.88	\$ 17,219.18	\$ 18,663.01	\$ 18,663.01	\$ 8,663.01	
TOTAL EXPENSES:	\$ 1,340,199.06	\$ 1,399,757.11	\$ 1,637,804.22	\$ 1,703,169.50	\$ 1,753,313.06	\$ 1,752,441.86	
CHANGE IN NET ASSETS:	\$ 131,073.99	\$ 288,339.84	\$ 263,307.15	\$ 408,054.75	\$ 415,330.19	\$ 220,797.39	

Footnotes:

- (1) Including, but not limited to: alternative education program grants (IC 20-30-8); educational technology plan grants (IC 20-20-13); school safety plan grants (IC 5-2-10.1-6); secured school fund grants (IC 10-21-1-2); dual language pilot program grants (IC 20-20-41-2); teacher and student achievement fund grants (IC 20-20-43-3); student and parent support services grants (IC 20-34-9); etc.
- (2) This is a competitive grant. Funding is not guaranteed. The funding for the PCSF grant is distributed through a reimbursement process. Contact IDOE's Office of Title Grants and Support for more information.
- (3) Office of Superintendent includes the Head of School, School Leader, Executive Director, Chief Executive Officer, as well as associate or assistant executive positions; Office of the Principal includes Vice- and Assistant Principals; Other School Administration includes Chief Academic Officers; Directors, Deans, and Coordinators of: Curriculum, Instruction, Faculty, Students, Assessment, Student Affairs, Student Achievement, and similar positions.
- (4) Includes Staffing for Instruction and Curriculum Development, Instructional Staff Training, etc.
- (5) Secretary, Receptionist; Attendance Clerk; Office Manager, Cafeteria Worker, and other full or part-time employees not specifically described.
- (6) Three quarters of one percent (0.75%) of the basic tuition support or adult learner grant amount received by the school.
- (7) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All amounts separate from a specific "management fee" paid to a management company or an affiliate of the management company must be included elsewhere in the worksheet (e.g., lease payments, instructional supplies, software, technology, etc.) and described in the "Other Expenses" Column and/or in the Budget Narrative.

Attachment 2: Budget Narrative

To remain faithful and good stewards of the public and private funds entrusted to the school, Vanguard Collegiate operates under internal financial management systems that adhere to **Generally Accepted Accounting Principles (“GAAP”)**, uses the accrual-basis method of accounting, and follow all relevant policies as required under Indiana statute by the Indiana State Board of Accounts. All systems are timely, executed with fidelity, and produce accurate information. Accounting. Our accounting system is designed to collect, store, manage, process, retrieve and report its financial data so that it can be used by accountants, consultants, business analysts, managers, auditors and regulatory and tax agencies. The information reported is used to evaluate the organization’s overall financial health and stability, cash flows, and inform decisions. such as but not limited to purchasing, accountability, and budgeting.

State & Federal Funding. Funding levels are assumed to remain steady as populated in the ICSB budget template. The assumptions used are conservative in this area and throughout the budget. In our first three years of operation, we were part of Cohort 1 of the charter school program grant (\$899k). Our plan is to apply as part of Cohort 6, which supports capacity building and growth for charter schools.

Facility. In Year 1, the financial pitfalls of being drastically under enrolled we compounded with a bad lease that was more than double what we originally negotiated that we have since exited. This has been incredibly difficult to overcome, but we stayed the course and with the help of our Treasurer, Accountant, and Charter School Capital, we have seen continuous improvement. Our team began meeting bi-weekly in Year 2 to build financial strategy and continue to do so presently. With the assistance of COVID-19 relief dollars (CARES Act, ESSER II, and ESSER II), the school was able to further improve its financial health.

Vanguard Collegiate has built a strong cohabitation relationship with Hawthorne Community Center. This partnership provides Vanguard Collegiate with affordable, state of the art facilities that meet our most immediate needs. The lease includes but is not limited to:

- Capital Improvements
- Insurance (Facility)
- Shared Furniture, Fixtures, & Equipment
- Electric & Gas
- Water & Sewage

In addition, the financial relief the current lease provides, the partnership extends to Vanguard Families, as they are automatically enrolled in services such as rental assistance, employment assistance, food security support, housing assistance, and free tax services through Hawthorne’s Center for Working Families.

We enter Year 1 of our five-year strategic plan in solid position to enter strategic facility planning efforts to deem appropriate timing of building ownership, trading a lease payment for a lower mortgage payment. Vanguard Collegiate and IFF have undergone a year-long facility acquisition and growth study – should we need more space based on enrollment increases. Our current lease caps enrollment at 125. Although Hawthorne is willing to explore expansion of Vanguard Collegiate’s space, our board is keeping all options on the table. Over the course of a renewed charter, the Governing Board and school leadership will work together to time the facility purchase when clear financial measures are met.

Enrollment. Although enrollment has not met our aspirations, there has been steady increase – 27% in 2020 and 15% in 2021. This increase allowed us the capital to pay off our line of credit and pay down our debt. However, we have missed our own internal targets, which had a direct impact on our ability to meet the near term and long-term financial standards (current ration, days cash on hand, primary reserve ration, change in net assets, aggregated three-year margin, debt asset ratio, and cash flow). Although we continue to strive for “exceeds standards” on all measures of the accountability framework, we recognize the challenges in operating a micro-school lie in lower than common enrollment. Our goal is to continue to grow.

The enrollment scenarios in this budget do feel high considering current realities; however, they were crafted as part of our strategic plan. We have replaced our recruitment team with contractors with a proven track records of success in scholar recruitment for other local schools. We have secured financial support for their work over the next year, as they build and codify new recruitment systems. One of our major barriers to recruitment was our unique grade configuration. With Indianapolis Public Schools (IPS) moving away from traditional k-12 systems to building middle schools, we believe this creates an opportunity for us to claim a large portion of the market. IPS does not include a middle school within six (6) miles of our school. Additionally, two of our largest feeder schools will return to k-5 potentially generating an additional 50-75 prospects.

We wholeheartedly believe these targets will be hit. We will continue to adjust our budget as needed based on enrollment.

Private Contributions. In Indianapolis, many local funders such as United Way of Central Indiana, The Arthur Dean Foundation, and the Lilly Endowment have policies restricting them from giving to individual schools. Many earmarked education funds to The Mind Trust. Vanguard Collegiate did not have a relationship with The Mind Trust until Year 4 when they financially supported a project to improve instruction. We have successfully continued to build that relationship resulting in a \$30,000 grant for Year 5. In August of 2022, we hired a grant writer. We have already applied for \$1.1 million dollars in grants and have targeted another \$1 million in grant opportunities.

Vanguard Collegiate has built its individual giving programming and annually increased giving. In Years 1-4, 100% of our board members have donated to the school. In Year 4, the largest individual donation was \$5,000 to a campaign that netted over \$10,000. We are poised to eclipse that mark, having already raised \$5,000 in the first quarter of Year 5.

Inflation. Inflation is expected for certain expenses over the duration of the budget; however, we kept most flat with the exception of salaries and wages mentioned below. Increases to certain line items were made based on increased enrollment and not always due to inflation. We built in larger increases to contingency to safeguard against any potential future fiscal challenges and support any future programmatic plans.

Salaries and Wages. As noted above, salaries and wages are assumed to increase approximately 2% per year. Vanguard Collegiate strives to provide a complete and livable wage to its teachers as well as performance incentives that do not impact cashflow such as additional paid time off and self-care support provided by a local sorority that has adopted our school. Historically, few staff members have taken advantage of our retirement package (only three in 2022-2023), which has resulted in some cost savings for the school. Additionally, the Executive Director’s salary was held static in three of the first five years operation. The budget reflects our plan to continue that practice until we reach a stronger financial standing.

Other Financial Accountability Indicators. The Board of Vanguard Collegiate and school leadership hold the fiduciary responsibilities of operating our school to the highest regard and work hard to make financial decisions that support the long-term stability. The path to financial stability is clear and while resting primarily on enrollment, it also includes continued tight oversight by the board on budget management and cash reserves and day-to-day ownership of expenses by the school leadership. Both parties have always stived to operate transparently and will continue to do so with the sharing of all required financial statements during monthly board meetings. In Year 1, we hired an accounting firm that was relatively new to school accounting. The vendor and our leadership struggled build strong financial practices together. Recognizing the greater impact this could have, the board of directors worked with the leadership to secure a more experienced and smaller accounting firm that was better suited to handle our unique needs. Since hiring Milestone Accounting & Bookkeeping, Inc., Vanguard Collegiate has meet standards 2.1a-2.1d.

ICSB Fees. On the budget template provided, these fees are calculated automatically.

Exhibit C

Statement of Assurances

The charter school agrees to comply with the following provisions: *(Read and check)*

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by ICSB and IDOE. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 ("ESSA")*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act ("FERPA") and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

- 10. Recipients will indemnify and hold harmless ICSB, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.
- 11. Recipients understand that ICSB may revoke the charter if ICSB deems that the recipient is not fulfilling the academic goals, fiscal management, or legal and operational responsibilities outlined in the charter.

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

Robert Marshall

Name



Signature

10/20/2022

Date