

Exhibit A

Application Checklist - Renewal

#	Document	Page Limit	Format	Completed
	Renewal Proposal Overview	Use Template in <u>Exhibit B</u>	PDF	
	Renewal Application	30	MS Word or PDF	
1	Budget and Staffing Workbook	Template	MS Excel	
2	Budget Narrative	5 pages	MS Word or PDF	
3	Statement of Assurances (only one form required)	Use Template in <u>Exhibit C</u>	PDF	
4	Entire Application (including Exhibits)		PDF	

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: _____

Charter School Address: _____

Designated Representative and Contact Information (Phone & Email): _____

Mission Statement: Our mission is to ensure that each of our scholars meet high academic and social standards, and thrive as leaders at home, in their communities, and in the world.

School Leader/Principal: _____

Current Board of Directors	

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): _____

JRP HS Charter Renewal Application Narrative

SECTION I: PERFORMANCE REVIEW

1. **Specifically address all measures in the Performance Dashboard 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 year. Responses can include a root cause analysis, actions the school has taken to address deficiencies, supplemental or contextual information to augment the school’s record, or a timeline as to when the school expects to “meet standard.”**

We are proud to partner with the Indiana Charter School Board in supporting our scholars. Over the past four years, this collaboration has helped students on the Far Eastside of Indianapolis access a high-quality public education in a safe, nurturing environment. We are deeply grateful for this partnership, which is vital to the children and families we serve. James and Rosemary Phalen High School is located in a historically underserved and economically distressed neighborhood in Indianapolis. Of our student body, 95% are Black and Latino, 100% live in poverty, and 74% qualify for free meals. In addition to the extraordinary challenges our scholars face daily, our team continues to work hard supporting our scholars in recovering from the learning loss experienced during the pandemic.

While JRP High School’s achievements reflect promising steps, the Far Eastside’s complex challenges amplify the importance of JRP High School as a quality educational and cultural anchor. SAVI, a program of The Polis Center, a research unit at Indiana University, focuses on collecting and analyzing community data in Indianapolis. The most recent data from 2022 paints a stark picture: a 22% poverty rate, nearly double the metro area’s 12.3%; and a 9% unemployment rate that outpaces both county and state levels by several points. With only 17% of adults holding a bachelor’s degree or higher, educational advancement opportunities are limited, and violent crime incidents are 15.7 per 1,000 residents, compared to 13.3 in Marion County and 7.2 in the broader metro area.

These indicators are further reinforced by the CDC’s Social Vulnerability Index (SVI), where the Far Eastside scores a high 0.75 on a scale from 0 to 1. This rating reflects a heightened vulnerability to prolonged impacts from crises, like natural disasters or health emergencies, underscoring the area’s limited resilience and access to recovery resources. During the COVID-19 pandemic, these vulnerabilities meant longer recovery periods and more severe financial strain. The high SVI further highlights the critical need for JRP High School to foster educational attainment, community support, and pathways toward stability for local scholars and their families.

At JRP High School, we are committed to providing a high-quality, well-rounded educational experience that empowers our scholars to realize their vast potential. Below, you will find an analysis of JRP High School’s performance in Academic Achievement, Financial Health, and Organizational Compliance.

A. Academic Achievement

By implementing the evidence-based PLA model, JRP High School has made significant strides towards improving scholar achievement and high school graduation rates.

The ICSB Accountability Dashboard highlights steady, incremental growth on the SAT, particularly in EBRW (Evidence-Based Reading and Writing), where the percentage of students reaching benchmark increased from 7.14% in 2022 to 9.91% in 2024. A closer look at subgroup performance reveals that scholars receiving Free or Reduced Price Meals made consistent gains in EBRW, improving from 5.33% in 2022 to 8.86% in 2024. Our English Language Learners (ELL) also demonstrated promising growth, moving from 0% in 2023 to 3.33% in 2024, while Special Education (SPED) scholars saw a notable rise from 0% to 7.69%. General Education students continued their progress, with the percentage reaching benchmark in EBRW increasing from 6.58% in 2022 to 10.20% in 2024. Though math remains an area for further development, the positive movement—particularly among scholars receiving Free or Reduced Price Meals, whose math scores rose from 0% at benchmark in both 2022 and 2023 to 2.53% in 2024—demonstrates encouraging momentum. These outcomes reflect the strength of our evidence-based educational model, which leverages personalized, small-group learning and a robust school culture that fosters a growth mindset.

Internally, we utilize Beginning of the Year (BOY), Mid-Year (MOY), and End of Year (EOY), NWEA testing as

another indicator of proficiency and growth. During the 23-24 school year, our scholar proficiency in ELA doubled from 20% in Fall 2023, to 40% in Spring 2024. In Math, we saw almost 10% growth in proficiency, from 17% in the Fall to 26% in the Spring. This growth is consistent, when looking at year-to-year data as well; Spring 2023 showed 27.5% proficiency in ELA, and 24% in Math.

Moving forward, we will continue to deepen the integration of small-group instruction and academic support in our daily schedule to bolster proficiency rates. Our efforts are shaped by the broader challenges faced by the community we serve, the Far Eastside of Indianapolis, one of the most impoverished areas in the state and country. The high transiency of our student population presents ongoing challenges to sustained progress, but we are implementing retention strategies aimed at increasing stability and support.

In addition to SAT improvements, the ICSB Data Dashboard highlights significant progress in graduation rates. Our graduation rate saw a remarkable increase, rising from 64.81% in 2022 to 83.33% in 2023—a nearly 20% improvement that reflects our commitment to academic success and student support. In 2023, our school exceeded standards in High School Accountability Metric 1.7.b (four-year graduation rate compared to the school corporation average), with an 83.33% graduation rate—1.81% higher than the school corporation average. Our internal graduation data shows additional growth in 2024, with a graduation rate of 84.91%. Additionally, JRP High School is approaching standards in Metric 1.7.a (four-year graduation rate), being only 7.06% below the state average. These achievements demonstrate our dedication to helping all students reach their full potential, even in the face of extraordinary environmental challenges. Our scholars face significant barriers to success, including high levels of poverty and instability, yet their continued progress is a testament to their resilience and determination, as well as the unwavering support of our educators and school community.

The ICSB Dashboard also shows that in the domain of 1.1.a, Attendance Rates, we moved from Does Not Meet Standard in 2022 with only a 70.84% attendance rate, to Meets Standard in 2023, with an attendance rate of 91.06%. This growth of approximately 21% is a strong indicator of our positive climate and culture. Our internal data shows slight growth at the end of the 2024 school year, with an attendance rate of 92.5%. There has also been a marked decrease in chronic absenteeism, with the high rate of 82.96% of scholars being considered chronically absent in 2022, decreased to 33.71% in 2023, and finally dropped to 19.02% in 2024, a total decrease of over 60% in two years. In the Far Eastside, where poverty often requires high school students to work to support their families, balancing jobs with education can lead to challenges in attendance, focus, and academic engagement. Despite these pressures, our school has achieved notably high attendance rates, reflecting a strong, supportive school culture that prioritizes students' well-being. This culture and our targeted support systems enable students to remain engaged and committed to their education, even under the strain of financial and family responsibilities.

Continuous improvement is central to our mission, and a key factor in driving that improvement is ensuring implementation fidelity. As we move forward, our focus will be on further strengthening the implementation of the evidence-based PLA model, which has been instrumental in advancing our scholars' academic progress. The chart below outlines key performance areas and strategies for continued growth.

Key Performance Domains	Key Observations	Strategies for Improvement
SAT Benchmark Proficiency	<ul style="list-style-type: none"> ● Many students lack access to SAT prep courses or materials, where cost is often a barrier, and can limit their test readiness and familiarity with the exam's format. ● Most of our students who take the SAT only once, often when it's offered at school, are missing out on 	<ul style="list-style-type: none"> ● Adding a 30-minute zero period for all high school scholars specific to SAT prep ● Adding a 30-minute zero period for our Middle Schools focused on ELA/Reading to support long-term academic growth ● Incorporating after school tutoring

	<p>the improvement that can come from multiple practice tests or retakes, common in higher-income areas.</p> <ul style="list-style-type: none"> ● Without subsidies for additional testing, students may not have the chance to retake the SAT for higher scores. ● Part-time work and family obligations make dedicating time for SAT prep difficult, impacting performance. 	<p>opportunities</p> <ul style="list-style-type: none"> ● Provide Content Training and retraining to all teachers to better support effective implementation Stronger universal implementation of Tier II Instruction ● More structured data analysis built into the professional development process
Attendance	<ul style="list-style-type: none"> ● JRP High Schools has seen steady attendance growth year to year, beginning with low attendance in SY21-22 (70.84%) and increasing by over 20% in SY23-24 (92.5%). ● JRP High School also showed a steady and drastic decline in chronic absenteeism with 82.86% of scholars being considered chronically absent in SY21-22 and 19.02% being considered chronically absent in SY23-24. 	<ul style="list-style-type: none"> ● Focus on family engagement and identifying barriers to attendance through regular communication and the utilization of our open-door policy with families. ● Strengthening community partnerships to provide added support and wraparound services to help alleviate the barriers our families faced with attendance. ● Creating a welcoming and engaging climate and culture through intentional enrichment programs and extracurriculars that build a sense of belonging.

B. Financial Health

Financial sustainability remains a core operational goal for JRP High School, and while we have made strides in this area, several financial metrics indicate room for improvement. According to the ICSB Accountability Dashboard, our school consistently meets the standard for Annual Enrollment Change, reflecting stable student numbers since 2022. This is a critical factor for our long-term financial health, but positive enrollment growth must match our budget requirements to continue driving financial stability.

Several Near-Term indicators show areas where we currently do not meet the ICSB standards, including the Current Ratio, Days Cash on Hand, and Primary Reserve Ratio. These metrics highlight the need for immediate improvements in cash management and liquidity to strengthen our short-term financial position.

Our central office provides crucial support for staff training, professional development, HR, and student enrollment initiatives, all of which are essential for maintaining effective school operations. This investment enables our commitment to robust staffing, ensuring that scholars and staff have access to necessary resources, including technology and other essential tools for success. As a result, we’ve been able to provide services and resources to bolster scholar achievement, even though schools have operated at a deficit to do so. Despite these challenges, we continue to meet all performance indicators under Domain 2.1, which reflects our effective budget management and monitoring. Leveraging PLA’s resource allocation system alongside the support of our Finance and Development teams, we’ve coordinated multiple funding sources to maximize resources in line with grant guidelines, the schoolwide budget, and our educational priorities.

Moving forward, we are dedicated to strengthening our financial foundation through strategic investments in programmatic improvements, staff training, and long-term sustainability. By carefully reinvesting funds to expand

support for our scholars, we aim to meet their evolving academic needs with evidence-based strategies, even as we work to improve our financial metrics. Please refer to the chart below for a detailed analysis.

Key Performance Domains	Key Observations	Strategies for Improvement
<p>Near Term Financial Accountability Metrics</p>	<ul style="list-style-type: none"> • The current ratio and days of cash on hand are below target as the school is focused on providing continuity of services as well as ensuring that all scholars and staff have the resources necessary to succeed in order to strengthen academic proficiency and enrollment as we continue to recover from the pandemic. The current ratio and daily cash on hand will increase as enrollment grows and cash flow increases. • The PLA central office plays a vital role in supporting our school's success, providing resources for training and professional development, staff recruitment, enrollment efforts, and human resources management. This centralized support structure allows us to attract and retain skilled educators and staff, foster a culture of continuous learning, and ensure streamlined operations that align with our academic and organizational goals. 	<ul style="list-style-type: none"> • The increase in enrollment we are seeing at the school is expected to generate additional recurring revenue which will have a positive impact on near-term financial metrics. Key to this effort is ensuring strong student retention both within the year and across school years to sustain this positive financial impact. • We are committed to strong budget management practices that prioritize critical expenses. By closely evaluating our cost structures, we will implement cost-saving measures that reduce unnecessary expenditures without compromising essential services. • We will continue to closely manage all purchases including furniture and fixtures, technology, curriculum and materials to ensure that the school only needs to purchase for new enrollment growth and modest replacements.
<p>Long Term Financial Accountability Metrics</p>	<ul style="list-style-type: none"> • While our enrollment has shown steady, positive growth, it's essential that this growth remains aligned with our budgetary expectations to support financial stability. The past few years, we have been below the budget driver, however for the 24-25 school year, we have exceeded our budget driver. Continuing to utilize our enrollment strategies to maintain shit will help sustain long-term funding. • To support our scholars' success, we have continued to expand our services, including investing in robust staffing that meets the diverse needs of our students. Although these efforts have led to operating at a deficit, they reflect our commitment 	<ul style="list-style-type: none"> • Enrollment increase and retention we are seeing now is a reflection that the investment in the schools is working. Matching enrollment numbers with budget drivers ensures that we are optimizing resources and maintaining a balance between our funding and operational needs. This alignment is critical for sustaining and expanding our programs effectively. • Ensuring continuity of programming remains a priority even as we manage expenses. Strategic reinvestment will allow us to support key programs, staffing, and academic resources that directly impact student success. By focusing on high-impact investments and allocating funds toward essential

	<p>to providing essential academic and emotional support services that bolster student achievement. This investment in a well-staffed, supportive environment is a priority in our strategic planning.</p>	<p>services, we ensure that our school community's needs are met in a financially sustainable way.</p>
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C. Organizational Compliance

Viewing Organizational Compliance as a cornerstone to our school's success, we have placed great emphasis on meeting key benchmarks in this area. As a result of the robust support, we receive from the PLA Service Center and strong implementation at the campus level, we are pleased to observe that we have achieved a "Meet Standard" rating for all indicators on the "Organizational and Operational Accountability" Dashboard.

SECTION II: SCHOOL IMPROVEMENT

- 1. Describe the school's plans and strategies for sustaining and continuing to build academic, organizational, and operational success over the next charter term. Explain how the school will build and achieve long-term sustainability and success in a) the governing board; b) the leadership team; c) the teaching staff; and d) academic achievement.**

Building on the academic, financial, and operational progress we have made in the current charter term, our school has developed strong plans and strategies for sustaining our positive impact on scholars. We have analyzed and reflected authentically on our recent performance, identifying both strengths and areas of improvements as shown in our Accountability System Dashboard and other data sources. Below please find our plan for building long-term sustainability and success in our governing board, leadership team, teaching staff, and academic achievement.

A. Governing Board

James and Rosemary Phalen High School is governed by the PLA board. PLA currently has a strong board in place, with extensive experience in the areas of education, finance, business development, facilities management, organizational leadership, and change management. Please find their bios below:

Dr. Fernando Reimers, Professor of International Education and Director of the International Education Policy Program at Harvard Graduate School of Education: Dr. Reimers' research focuses on educational innovation and on the impact of education policy, education leadership and professional development of the quality and relevancy of education to develop twenty first century skills and expand opportunity for socially disadvantaged children and youth. He has designed and led several innovative graduate and executive education programs and curricula and participated in the evaluation of higher education programs and strategies, including the National Research Council evaluation of Title VI, Fulbright-Hays, and other Federally Funded Programs to promote the Internationalization of American Universities. He completed an Ed.M. and Ed.D. in Administration, Planning and Social Policy at the Harvard Graduate School of Education and an undergraduate degree in Psychology at the Universidad Central de Venezuela. He is a member of the Massachusetts Board of Higher Education, the Council of Foreign Relations, a Fellow of the International Academy of Education, as well as a member of the United States National Commission for UNESCO. He is currently serving on the Global Learning Leadership Council of the American Association of Colleges and Universities Project "General Education for a Global Century" focusing on some of the pressing issues related to global learning and undergraduate education. He serves on the board and advisory boards of several educational organizations. Dr. Reimers will lend his support and expertise in the development of the educational program, particularly in the area of English language education.

James S. Phalen, Vice Chairman at State Street Global Advisors (retired): Mr. Phalen retired from State Street Bank in 2017 as a vice chairman and member of the management committee. During his career, he managed the firm's international businesses, technology and operations, asset management business, and most recently led regulatory affairs

and compliance. Prior to State Street, Mr. Phalen was the chair and CEO of Citistreet, a private company that provided retirement and healthcare administrative services to firms in the U.S. and Australia. Before joining Citistreet, Mr. Phalen was the President and CEO of Boston Financial (BFDS), a private company providing shareholder record keeping services to Mutual Funds. Mr. Phalen is Chairman of the Boston Medical Center System Board. He is also a board member of Camp Harbor View and Phalen Leadership Academy. Jim holds a degree from Boston College and graduated from Stonier Graduate School of Banking. He also attended the executive development program at Massachusetts Institute of Technology's Sloan School of Management.

Kristopher Kingery, Chief Education Officer, Gibraltar Design: Mr. Kingery has served in various leadership and teaching positions in Pike Township in Indianapolis. He has been recognized for his initiatives and innovative solutions that have led to impressive outcomes for children. In addition, Mr. Kingery is largely recognized as the most successful Program Manager in Summer Advantage USA's history. Mr. Kingery earned his M.S. in Administrative Leadership from Indiana University Bloomington and his B.S. from Indiana State University. Mr. Kingery earned his M.S. in Administrative Leadership from Indiana University, Bloomington and his B.S. from Indiana State University. Born and raised in Indianapolis, Mr. Kingery continues to lend his support and expertise in the development of the educational program and leadership development of PLA.

Marlin Jackson, Super Bowl Championship Cornerback for the Indianapolis Colts; Executive Director at Fight for Life Foundation: Marlin Jackson grew up in extreme poverty in Sharon, PA, and became the first member of his family to attend college. Jackson attended the University of Michigan, where he played for coach Lloyd Carr's Michigan Wolverines football team from 2001 to 2004. As senior team captain in 2004, he was a first-team All-Big Ten selection, and a consensus first-team All-American, having received first-team honors from the Associated Press, American Football Coaches Association, Football Writers Association of American, The Sporting News, and ESPN. As a cornerback for the Indianapolis Colts, Jackson caught a crucial interception with 18 seconds left in the 2007 AFC Championship game to send them to Super Bowl XLI against the Chicago Bears, which they subsequently won. Since retiring from the NFL, Marlin has devoted his life to giving back to others through his foundation, the Fight for Life Foundation.

Earl Martin Phalen, Founder & CEO, George and Veronica Phalen Leadership Academies: Widely recognized as one of the nation's top social entrepreneurs, Earl Martin Phalen is the Founder and CEO of the George and Veronica Phalen Leadership Academies. While at Harvard Law School, Earl founded Building Educated Leaders for Life (BELL) in Boston, Massachusetts, which grew from a local community service project to a national non-profit educating 15,000 children annually and from an annual budget of \$12,000 to \$27.5M annually. Through his work in the out-of-school time sector, Earl and his team were encouraged to expand their 25-day summer program model to a year-round school model. The resulting network of K-12 public schools is called the George and Veronica Phalen Leadership Academies (PLA) in honor of his parents. Under Earl's leadership, PLA has grown from 1 school serving 300 students to a national network of 23 schools serving 10,000 students, while helping our most vulnerable communities achieve exceptional educational outcomes. In addition to transforming multiple F-rated schools into A-rated schools, PLA has empowered its scholars to consistently demonstrate educational growth each year. Beyond academics, PLA scholars have created original plays, delivered theatrical performances, and constructed their own submersible robots. Earl has been recognized by MSNBC, TIME, New York Times, Education Week, IndyStar, Black Entertainment Television, and Presidents Clinton and Obama. He holds a BA in Political Science from Yale University and a JD from Harvard Law School.

The impact of PLA, its leadership team and staff on the lives of children has earned recognition from numerous regional and national organizations and publications, including: Mr. Phalen's acceptance into the Pajara-Aspen Institutes' Education Fellows Program, a diverse group of leaders who are transforming America's public schools; and the Mitch Daniels Leadership Foundation's Daniels Leadership Prize, in which the former Indiana governor's foundation recognized Mr. Phalen as a leader who is making an exceptional impact across the state. PLA has also been recognized as the organization that was most outstanding in its contribution to education nationwide through the Make It Better Philanthropy Award.

We plan to bolster the board's capacity to further support key areas, including stakeholder management, operations, college and career readiness. We will utilize the following process to add new board members:

1. Hold an introductory meeting to determine candidate interest and alignment with mission.
2. Candidate submits curriculum vitae/resume and letter of interest.
3. Hold interview to determine the potential member's capacity to fulfill essential responsibilities, including a) attending regularly scheduled board meetings; b) reviewing and approving operating budgets; c) supporting educational programming for our scholars (i.e., serving as guest speakers, hosting career day visits, or supporting a college campus visit for our scholars); and d) engaging in efforts to raising the visibility of PLA.
4. Based on initial meetings and interest, invite prospective board members to visit our school.
5. Hold an additional meeting to share feedback on the candidate and reach a mutual decision regarding the candidate's interest level and commitment to serve.
6. Conduct formal selection process – at regular board meetings, the selection and hiring of a new board member is raised as a discussion item and voted upon.

Another area where we will plan on bolstering the effectiveness of the PLA board will be deeper integration and utilization of performance management systems and processes. JRP High School utilizes key systems such as the PLA Coaching Cycle, data dashboards, NWEA assessment reports, and staff evaluations. As a school and organization, we are working to improve implementation effectiveness of our key systems and processes; and embedding these data-driven practices more consistently into our regular touchpoints. During board meetings, we will more intentionally integrate opportunities for the board to review our performance dashboards, ask probing questions, and work in partnership with school and academic staff to devise meaningful solutions to address any performance gaps. Both announced and unannounced site visits are available to the board, in addition to performance reviews at the school level. We also support the board in effectively evaluating and supporting school performance through the following training opportunities:

1. External experts who will provide workshops: Key topics include organizational strategy, strategic planning, gathering, and presenting stakeholder feedback, developing a decision-making matrix, and more. Experts will also bolster board member knowledge by sharing best practices from the field for each topic.
2. Board members with functional expertise will provide training to fellow board members: For example, a board member with a strong academic background may walk others through understanding and drawing meaningful interpretations from NWEA assessments. Similarly, a board member with nonprofit financial management may train others on processes and systems to continually refine resource allocation.
3. Internal experts who will provide training at board meetings: For example, our academic team may train board members to view scholar data using the scholar data warehouse. Similarly, our compliance team may provide an overview of applicable state, federal and local laws by which our school abides.
4. Program partners: Will provide training on the specific ways they are supporting our school.

Through these strategies, we will ensure that each board member has a strong understanding of key school components such as academics, finance, and professional development. The overall goal is for our board members to work as a team with JRP HS in helping our scholars excel.

B. Leadership Team

James and Rosemary Phalen High School has a strong leadership team in place, both who have been in their roles at JRP High School since it opened. Our leaders have worked for decades in Indianapolis to improve educational outcomes for children. They are deeply committed to our scholars and bring to the school a proven track record of improving educational outcomes. Below please find bios for our key school leaders:

Nicole Fama, School Leader: Nicole Fama is a seasoned educator with over 15 years of district, education, and innovation experience, along with a track record of success in urban school turnaround. Before coming to PLA, she taught for 12 years with IPS at various levels (third, sixth, and tenth grades at Title I schools). She also served as an IPS Dean of Student Discipline and Culture for six years before transitioning to her role as a building principal. During her

time with IPS, she was part of the leadership team at Arlington Woods High School that founded Project RESTORE; she created, wrote, and coordinated all discipline policies and procedures under the new program. As part of this effort, Nicole has led turnaround efforts at three Indianapolis schools, improving their state ratings from Fs to As. She has gone on to build positive student, parent, and community relationships to sustain the academic results Project RESTORE creates. Nicole has been a principal for eight years and is currently serving as school leader at both JRP Middle School and High School. Both of these schools have earned and are maintaining an A-rating. While teaching Nicole was voted teacher of the year twice and was named a Hubbard Top 10 Outstanding Educator in 2014. She has also received the Above and Beyond the Call of Duty award, the Indianapolis Peace in the Streets award, and the Senator Richard Lugar Patriot award. Nicole served in 2016-17 as the committee chair of the Indiana Education and Testing Reform Panel after being directly appointed by former Governor Mike Pence. In 2017, Nicole was awarded with the highest honor the Indiana Governor can bestow, the Sagamore of the Wabash Award. Nicole has a BS in Elementary Education from Indiana University and a M.Ed. in Educational Leadership from Indiana Wesleyan University. Nicole continues to strive for excellence through her commitment to ensuring that as many scholars as possible have access to the PLA model.

Troy Lane, Assistant Principal: Troy has been in education for 16 years and is now in his eighth year with Phalen Leadership Academies. Working at James and Rosemary Phalen Leadership Academy has been an extremely rewarding experience for him as he has been a part of building the school from the ground up. Each year has provided him with new opportunities and challenges as the school has grown from 120 scholars to over 800 in the 2024-2025 school year. Troy values the team he works with at JRPLA as he is committed to making sure all stakeholders feel as though they are empowered to positively impact the school as a whole. Troy cannot wait to see what the future holds for JRPLA and is constantly looking for ways to make it a better place for all of their scholars and families.

In addition to a strong school-based leadership team, we have the support of a robust leadership team at the PLA Service Center. PLA leaders have devoted their careers to improving the lives of children in underserved communities. The PLA team includes over 100 leaders. They bring decades of classroom experience, school and instructional leadership track record, project management expertise, and substantial knowledge in key operational aspects, including compliance, reporting, and program management. PLA's senior leadership team offers exceptional experience in a wide range of functional areas, allowing our school leaders and teachers to focus fully on the academic success of our scholars. The team includes our Founder and CEO, Earl Martin Phalen, who has more than 30 years of education leadership and executive experience; our Academics department led by our Chief Academic Officer who has over 25 years of experience in teaching, professional development, and education leadership; our Talent department led by our National Director of Recruitment who is an experienced nonprofit recruitment executive with over 20 years of experience in data-driven talent recruitment; our Human Resources team led by our Chief Human Assets Officer who has more than 20 years of experience in leading schools and developing educators; our Operations team led by our VP, Operations who has successfully supported thousands of educators and scholars in his two-decade long career; our Finance Department led by our Chief Financial Officer who has over two decades of experience in finance and accounting, including payroll and benefit management, internal and external reporting, annual budgeting, and audit management; and our Legal and Compliance department led by our Chief of Compliance, Legal and External Partners who has more than 20 years of experience supporting schools maintain compliance with applicable standards.

Please find below bios for some of our key leaders:

Earl Martin Phalen, Founder & CEO: Widely recognized as one of the nation's top social entrepreneurs, Earl Martin Phalen is the Founder and CEO of Summer Advantage and the George and Veronica Phalen Leadership Academies. While at Harvard Law School, Earl founded Building Educated Leaders for Life (BELL), which grew from a local community service project to a national non-profit educating 15,000 children annually and from an annual budget of \$12,000 to \$27.5M annually. Earl then founded Summer Advantage USA, a summer reading program that has served 20,000 children in six states since its inception in 2009. Both BELL and Summer Advantage are among the very few expanded learning time programs in the country to be scientifically proven to raise scholar achievement. As a result of this track record, Earl and his team were encouraged to expand their 25-day summer program model to a year-round school model. The resulting network of K-12 public schools is called the George and Veronica Phalen Leadership

Academies (PLA) in honor of his parents. Under Earl's leadership, PLA has grown from 1 school serving 300 scholars to a national network of 23 schools serving 10,000 scholars, uplifting children from our most vulnerable communities. In addition to transforming multiple F-rated schools into A-rated schools, PLA consistently helps its scholars achieve outstanding growth. Beyond academics, PLA scholars have created original plays, delivered theatrical performances, built mobile apps, and constructed their own submersible robots. Earl has been recognized by MSNBC, TIME, New York Times, Education Week, IndyStar, Black Entertainment Television, and Presidents Clinton and Obama. He holds a BA in Political Science from Yale University and a JD from Harvard Law School.

Andrea Robinson, Chief Academic Officer: Andrea has 23 years of working in the field of education as an educator, instructional coach, building leader, and state DOE employee. She received her BA from Indiana University in elementary education and her master's degree from Indiana Wesleyan University. Andrea worked as a teacher in the intermediate grades in a Title I elementary building. She received the Sallie Mae First Class teacher award and Olin Davis Award. She was also recognized for her passion in teaching when she was honored with the district-wide Indiana Teacher of the Year award in 2009. She eventually became the instructional coach for her K-5 building where she used her knowledge of best practices to lead other educators in professional development, classroom management, differentiation, PBIS, tiers 1-3 instruction/intervention and data analysis to drive effective classroom instruction. As a building leader, she helped lead her building from an accountability grade of an F to an A in two years. Andrea has also provided professional development for the University of Indianapolis' elementary education program and for educational webinars with Kappa Delta Pi. Andrea most recently worked at the Indiana Department of Education in the Office of School Improvement as an Outreach Coordinator for Marion County, working closely with schools and districts to develop best practices for schools in turnaround status. After conducting classroom walk-throughs and leadership/staff interviews, she worked with the school leadership team to develop the next steps that met the needs of each individual school. She often provided differentiated professional development for each school for this process. Andrea also served as the IDOE case manager for a district in the State Development Network (SDN) to ensure the development of district system alignment and improve student achievement.

JoAnn Gama, Chief Human Assets Officer: JoAnn has more than twenty years of experience serving in various roles at educational nonprofits and school districts. In her most recent employment at IDEA public schools, JoAnn served in leadership positions including school leader, Chief of New Schools, Chief Operating Officer, Superintendent, and a CEO. As CEO for IDEA, JoAnn managed 130 schools and more than 68,000 scholars across Texas and Louisiana. Prior to IDEA Public Schools, JoAnn served as a classroom teacher at Aldine ISD, in Texas. As the Chief Human Assets Officer at PLA, JoAnn focuses on meeting data-driven KPIs for several key HR priority areas, which include recruiting and onboarding talented educators and staff; providing opportunities for ongoing teacher development and retention; and maintaining a strong school leadership pipeline. JoAnn graduated with a Liberal Arts degree in International Relations from Boston University and obtained her master's degree in educational leadership from the University of Texas.

Javier Dimas, VP of Operations: Javi has more than 20 years of experience in sales, strategy, operations and management. Javi's career began in the classroom teaching History and Government to High school students. He then transitioned into higher education to help young adults gain technical working skills. As an Executive Director at STVT, he led the successful launch and sustained growth of a new campus along with several satellite campuses. He was promoted to Vice President of Operations and led the growth and acquisition of campuses throughout the state of Texas. After 6 successful years, Javi transitioned into the CMO space with IDEA Public Schools, first as the VP of Auxiliary Services and then VP of Student Operations and led IDEA's regional directors and student recruitment teams. Javi transitioned over to Achievement First as the VP of Operations. While at AF, he strengthened operating mechanisms, introduced wage models and reimagined student recruitment and enrollment for 36 schools throughout New York, Connecticut and Rhode Island. After several years, Javi returned to Texas to work with H-E-B, the sixth largest private company in the US. During the pandemic, he joined Uncommon Schools as the Associate Chief of Operations for Camden, NJ. He was recruited by Chick-Fil-A as the Director of Operations to increase sales, open and refresh several stores in south Texas. Javier is a first-generation graduate. He graduated with a Bachelor of Arts degree from Baylor University in Political Science and a minor in business and obtained his Masters in Government from University of Texas.

Amber Deckard, National Director of Recruitment: Amber is an accomplished Executive in the nonprofit industry. She has over 20 years of experience in nonprofit leadership including human resources and talent management. Amber first joined the team in 2010 as a Regional Director for Summer Advantage where she was instrumental in helping the program reach thousands of scholars across the country. In 2014 Amber was called to serve as a Regional Vice President for a national nonprofit charged with improving birth outcomes and health equity for moms and babies in the US. During her tenure, Amber was successful in building teams across 26 Markets in the Midwest, supporting a reduction in both premature birth and health equity disparities – both critical focuses for the Foundation.

Nicole Scott, Chief of Compliance, Legal and External Partners: Nicole Scott joined PLA with over 10 years of experience as an attorney and leader in the education/charter school industry. Most recently, Nicole served as Chief of Employee Solutions & Legal Affairs for KIPP Los Angeles Schools. In this role, Nicole served as General Counsel and led the human resources department for all school sites operated by KIPP LA. Nicole also managed the relationship between KIPP L.A. and Los Angeles Unified School District, the organization’s authorizer. She was instrumental in getting a K-8 charter school approved through Compton Unified School District for KIPP as well. Prior to joining the KIPP team, Nicole worked with the Inner-City Education Foundation as SVP of Talent and General Counsel where she was instrumental in getting the first charter middle school approved through Inglewood Unified School district. Before committing her career to education, Nicole was an associate at a leading law firm in Los Angeles and worked for various entertainment companies such as Sony Pictures and the William Morris Agency. Nicole is a proud alumna of Spelman College and the UC Berkeley School of Law, Boalt Hall.

Eva Spilker, Chief Financial Officer: Eva has served as Controller and Finance Director at Diamondback Direct, an international division of Quadriga Direct Mail Holdings—a leading global provider of direct marketing services. Her responsibilities included all finance and accounting functions as well as short- and long-term forecasting, payroll and benefit management, internal and external reporting, executive team and board presentations, margin and audit management, and annual budgeting. Eva’s career in finance began in the Corporate Financial Consulting Division of Ernst & Young in Baltimore, Maryland. She then transitioned to the Economics Group of CSX Intermodal where she developed long term planning models as well as all capital expenditure justifications and analyses. After CSX, Eva transitioned to a partner role in a regional advertising agency where she managed all finance and operations functions. Eva holds an economics degree from the University of North Carolina at Chapel Hill.

Johnny Jin, Chief Strategy & Development Officer: Johnny brings over 15 years of leadership experience creating large-scale social impact. As a member of the founding team, Johnny has worked closely with the Founder and across functional areas to help grow Summer Advantage and launch Phalen Leadership Academies, a national school network serving 10,000 children in some of our most underserved communities. Johnny has consulted with companies and initiatives around early childhood literacy, arts education, US history, and professional development. He earned his BA in Economics from UC Berkeley (where he graduated in two years), and a Master’s in Education Policy and Management from Harvard.

C. Teaching Staff

Our school’s cadre of teachers is a diverse group of 37 educators and 17 administrators, including deans and counselors, who possess a wealth of experience and expertise providing strong support to scholars from underserved communities. Leveraging a comprehensive professional development framework consisting of several data-driven, personalized feedback systems and training opportunities, we work hard to support the retention of our highest performing educators. JRP High School’s frequent use of intentional, personalized feedback through data-driven systems such as the PLA Coaching Cycle has also allowed us to reach strong educator effectiveness.

We also have in place sustainable capacity and processes to ensure that the school has a strong teaching staff each year. As we shared earlier, we have a talent recruitment office dedicated to working with school leadership to staff the school with strong teachers. PLA’s rigorous, multi-stage process for identifying and screening talent also ensures that students have access to high-quality teachers from the start of the school year. During the first phase of the interview process,

candidates complete an online application. If the candidate meets minimum position qualifications, they will participate in a phone interview with PLA’s recruitment office. Screening questions focus on the following:

- Learning about the candidate’s teaching experience.
- Assessing the extent to which a candidate shares similar experiences with our scholars.
- Examining how the candidate is able to articulate his/her student achievement data.
- Ensuring the candidate possesses proper credentials and content expertise.
- Understanding previous employment experiences and reasons for leaving their previous job.

If Recruitment determines that the candidate’s values and experiences are in line with PLA’s culture, the candidate will be passed on to the school-based academics and leadership teams for a final in-person interview. The final interview is designed to assess an applicant’s alignment with our Academic Priorities for Success. In addition, teaching candidates are required to complete a lesson demonstration, ideally to a live class. Ultimately, our school leadership team determines whether the applicant fits the needs of our campus.

Selection Criteria

In addition to technical ability, staffers must possess a deep philosophical alignment that supports high performance, consistent achievement, and advocacy for our scholars. We regard these skills, knowledge and abilities as non-negotiables and drivers for success. This professional profile is unique, and as a result, we have developed tailor-made selection criteria, which serve as a blueprint to ensure we select leaders, teachers, and support staff with targeted skills. Below are the key qualities we seek:

Belief	All educators believe that all scholars/children can learn and should be given the opportunity to reach their highest potential.
Personal Responsibility	Educators possess relentless self-efficacy; holding themselves and other team members accountable for the achievement of our scholars/children.
Results-Driven	Has a track record of achieving goals and results.
Communication & Interpersonal	Has the ability to establish impactful relationships across diverse and various groups.
Teacher Proficiency	High instructional aptitude.
Classroom Management	Ability to set a positive tone, culture and expectations.
Collaboration	Understands the value of teamwork.

We understand the value of high-quality educators and know that providing opportunities for their growth means passion, innovation, and results for scholars.

D. Academic Achievement

While education remains the best pathway for change, children from the community we serve face tremendous challenges that make it difficult for them to access high quality education. Over 95% of JRP HS scholars are children of color, with 100% living in households experiencing poverty. As we shared earlier, we are proud of the growth that our scholars have made. Additionally, we are supported by the PLA network, and below please find highlights of PLA scholar achievement from the 2023-24 school year:

- PLA ICSB Schools' rate of proficiency recovery on ILEARN is nearly double that of IPS for both ELA and Math
- PLA ICSB schools have increased ILEARN ELA proficiency by 3.9% since 20-21 while IPS has increased by 2.2%
- PLA ICSB schools have increased ILEARN Math proficiency by 9.5% since 20-21 while IPS has increased by 5.6%
- This trend continued during school year 23-24 when PLA ICSB schools increased their ILEARN proficiency for both subjects compared to 22-23 while IPS decreased in both subjects
- Higher Institute of Arts and Technology increased their proficiency dramatically in school year 23-24 with a 9.9% increase in ELA and a 4.5% increase in math on the state accountability assessment. HIAT's increase on ELA Proficiency was by far the highest increase of surrounding charter schools and public districts. HIAT also had the highest increase in math of neighboring charter schools and districts.

The foundation of our school's sustainable academic improvement is the PLA educational model. There are six pillars of the PLA educational model, collectively referred to as the PLA Academic Priorities for Success. These include:

- a) Effective Leadership
- b) Strong Culture and Climate
- c) Collaborative Staff
- d) Effective Instruction
- e) Curriculum, Assessments and Interventions
- f) Strong Support Systems

As we move forward, we will focus on improving quality implementation of these key priorities:

(a) Effective Leadership

PLA has developed several data-driven systems that are designed to support the success of our school leaders. Some of these systems include the PLA Coaching Cycle for Leaders, a process that systematically supports the growth of our school leaders; our Leadership Evaluation Assessment, a rubric outlining the successful behaviors of turnaround school leaders; and the PLA Leadership Institute, a week-long intensive leadership training institute for school leaders. Weekly tactical meetings with peers, monthly webinars, and tailored professional development also support the success of our school leaders. Lastly, PLA also supports the development of future leaders through our Principal-in-Residence Program, which is a uniquely designed fellowship program tailored to building capacity for aspiring school leaders.

(b) Climate and Culture

Having a school that is safe, loving and nurturing is critical to the success of scholars. PLA serves all students by creating a school culture that gives scholars a sense of belonging and emphasizes academic rigor and comprehensive social-emotional development. One of the ways that PLA schools will support the intellectual and social emotional development of scholars is by cultivating a growth mindset through implementing intentional strategies and tools like Progress Feedback Cycles, Progress-Based Internal Incentives, and Explicit Reflection. These strategies are embedded into PLA's framework for climate and culture management, which is structured around the Positive Behavioral Intervention and Supports (PBIS) model, family engagement, real-time behavioral management, and structured recognition of student progress. We view families as key partners in their child's success, and families play an integral role in facilitating our school culture. We regularly communicate with families regarding their child's academic progress. JRP High School implements an open-door policy, encouraging families to connect with us directly, and in real-time as any barriers to success arise. PLA has developed a scientifically validated method for partnering with parents; and ensure that our school leaders and teachers are trained in how to effectively engage parents.

Additionally, JRP offers Career and Technical Education (CTE) pathways in fields like Cosmetology, Business Entrepreneurship, Education, CNA (Nursing), and Computer Science, alongside electives like Spanish, Choir, Visual and Theater arts, Weightlifting, and Psychology. These classes provide both a graduation pathway and practical career preparation, enriching students' academic and personal development.

(c) Collaborative Staff

Staff must work together to promote strong professional growth. Our Peer Mentoring Program, Coaching Cycle, Summer Book Club, and Differentiated Professional Development are just some of the ways we build collaborative staff. Our operating methods for high-impact PLCs and Instructional Learning Rounds, and our Staff Appreciation framework also support collaboration.

(d) Effective Instruction

The most important component of effective instruction is hiring strong teachers. PLA also believes that school structure matters, and we have developed a targeted staffing model. Another key to effective instruction includes the implementation of evidence-based curriculum with fidelity. Our professional development program helps ensure that JRP HS is both implementing an evidence-based curriculum, and that we have sufficient training to implement that curriculum with fidelity.

(e) Curriculum, Assessments and Interventions

For scholars to succeed, educators need to have the instructional materials needed to teach, assess, and inform instruction. Another critical element of the PLA model is our weekly formative assessment. Using weekly assessments, our school is able to gauge scholar progress in vocabulary, grammar, cold reads and math, and then use this data to inform instructional decisions. This data helps educators address both scholar needs and small-groups for Tier II instruction and peer tutoring, and the specific targeted interventions that will help scholars both catch up and move ahead.

(f) Support Systems

PLA believes in the importance of collaboration between schools, families, and communities to ensure scholars' success. JRP High School actively fosters this partnership through family engagement events that bring the community together, such as large holiday gatherings like the community-accessible Christmas Store and the Thanksgiving turkey giveaway. Family participation is also encouraged at school sporting events and at monthly "Top 10" recognition nights, where students are celebrated for achievements in GPA, attendance, academic improvement, and behavior. Celebrations like Hispanic Heritage Week foster a sense of belonging and engagement, while student-led clubs like the Film, Explorers, and Haitian Caribbean Club provide valuable outlets for diverse interests and skills, enhancing the overall school experience.

JRP High School is also intricately woven into its community, leveraging a robust network of partnerships that profoundly impact scholars and their families. Our partnerships with organizations like Gallahue ensure that students receive essential mental health support, promoting emotional well-being and resilience. The Boys & Girls Club offers mentorship for our middle schoolers and valuable job opportunities for our high schoolers, equipping students with the skills needed for future success, and deepening their connection to the community. Additionally, Teen Works provides critical job training and summer employment opportunities, helping our students gain valuable experience while encouraging community involvement and leadership development. The Community Alliance of the Far Eastside (CAFE) plays a pivotal role, offering wraparound services that help families access critical resources such as housing assistance, health care, and educational support. Our partnership with Mt. Carmel Baptist Church allows us to utilize its facilities for sporting events and community gatherings, fostering collaboration and support within the local community, including an annual Juneteenth celebration.

Another vital support system that scholars and families in the PLA network benefit from is PLA University, which offers transformative, tuition-free vocational training designed to foster economic stability. By providing in-demand

career skills, direct access to hiring partners, and comprehensive wraparound services, PLA University empowers both students and their families to achieve lasting success and contribute to the growth of their communities.

Through these partnerships, JRP High School creates a nurturing ecosystem that empowers students to overcome challenges, thrive academically, and develop into confident, community-oriented leaders. This collective effort ensures that every scholar has the support necessary to succeed both in school and in life.

You will find more information in the following section regarding strategies for ensuring strong implementation.

2. Identify weaknesses, challenges, and areas for improvement, and detail the school's plans for addressing each of these needs.

While we have made strong strides in supporting the achievement of our scholars and the effectiveness of our educators, we have identified three key areas of improvement in partnership with ICSB. These include academic performance, financial health, and enrollment. Overall, we believe that year-round, consistent implementation of PLA's data-driven systems and processes will be a key vehicle for sustainable progress.

A. Academic Performance

Proficiency on the SAT Benchmark remains a priority area of improvement for our school as well as seeing academic growth on our internal indicator of our NWEA testing. We will implement the following evidence-based academic supports to ensure that our scholars have the tools and interventions necessary to make adequate academic progress.

Daily implementation of Tier II instruction:

To meet the needs of our scholars, JRP High School is committed to using academic performance data to drive decision-making and adjust the design and execution of classroom instruction. To help us accurately assess scholar progress and needs, the PLA Service Center is building out data warehousing infrastructure so that our school staff can see how scholars are performing. This performance dashboard provides real-time scholar achievement and behavior data, empowering our teachers to assess areas of need and design intentional, differentiated groupings to provide evidence-based Tier II interventions. Prior to the pandemic, Tier II interventions were reserved for scholars needing moderate remediation. Recognizing the impact of learning loss on our scholars overall, we now offer this added layer of personalized support to all scholars to both remediate and accelerate learning where needed. In the 2024-2025 school year, we will continue to tighten up our school leaders and educators' day-to-day use of data-driven insights from the Student Data Dashboard, so we can collectively work towards raising scholar performance.

After using this data to evaluate the needs of scholars and teachers, we have also updated its ELL strategy to provide additional targeted, responsive support across the school. This enhanced approach prioritizes classrooms with the highest ELL populations, ensuring that resources are allocated effectively. ELL staff will now integrate into general education settings with a combination of push-in and pull-out support, offering six periods per week in core classes and three in non-core classes to foster language development and academic success school-wide.

We implement a rotational model which enables extensive small-group instruction and provides multiple learning modalities to target each student's zone of development, combining research-based instruction with mastery-paced work on adaptive learning software. PLA has a proprietary framework for making use of adaptive learning technology to complement high quality instruction. Our program incorporates adaptive learning software and technology to support data-driven personalized learning for our scholars. Through blended learning rotations, scholars work through both educator-guided interventions and self-paced adaptive learning modules all working in concert to target academic gaps based on real-time performance data.

Customized training opportunities: At JRP HS, we are committed to providing our teachers and school staff with the professional tools they need to excel. Our core systems are designed to replicate best practices and distribute knowledge in a way that is effective in real-time. For example, one of our core systems, the PLA Coaching Cycle, embeds real-time feedback through biweekly classroom observations to support continuous knowledge-sharing and

improvement. Similarly, one of our key processes, our weekly Professional Learning Communities, provides opportunities for educators to share their knowledge and best practices in real-time. This strategic process of refinement through continued knowledge-sharing allows us to build the strength of classroom instruction at our school. Below, please find detailed descriptions of the evidence-based professional development opportunities that we plan to implement with greater fidelity going forward:

The PLA Coaching Cycle: Our primary platform for staff development and retention, the PLA

Coaching Cycle consists of weekly observational walkthroughs, personalized coaching, and progressive goal setting aligned to scaffolded instructional domains. The PLA Coaching Cycle's six domains or focused areas of observations are based on Charlotte Danielson's framework. Each domain includes eight indicators for success, creating a very quick and efficient walk-through form for each domain. The six domains are as follows:

- Culture and Behavior Management
- Classroom Management and Environment
- Scholar Engagement
- Effective Lesson Component
- Level 1 Instructional Execution
- Level 2 Instructional Execution

The first step of the Coaching Cycle is to conduct intentional 10–12-minute walk-throughs, looking for evidence of best practices. Instructional coaches will then offer side by side guidance, give positive feedback, and ask leading questions that guide teachers to identify their areas for growth. During this conversation, the teacher and coach will collaboratively create a bite-sized goal for change that will be focused on in subsequent observations. Through this process, teachers have the opportunity to systematically improve their abilities, receiving individualized coaching on specific, actionable strategies that strengthen classroom instruction.



To further support teachers, the PLA Coaching Cycle also has an online platform that allows leaders at both the network level and the school level to identify strengths and opportunities for improvement, both holistically for the school and individually for the teachers. Teachers immediately receive observation feedback through email following the walk-through. The sophisticated analytics provided by our online platform provide leaders with feedback to ensure we are coaching up our teachers and providing our scholars with the high-quality instruction they all deserve. A toolbox of strategies and resources for each coaching area is also available within the Coaching Cycle online platform. This toolbox allows the coach to click directly on the link and share relevant resources with the teacher. The coach will then review the resource with the teacher to increase the likelihood of implementation. The toolbox provides short video clips, activities, articles, book recommendations, and PLA Learning Institute modules to assist with teacher growth.

Moving forward, we will focus on strengthening the implementation of the Coaching Cycle by providing every instructional coach with office hours, as well as monthly training provided by the PLA Academics Team. Providing additional training for managers will ensure that the feedback our teachers receive is consistent and of high quality. Additionally, our school will share weekly fidelity reports with the PLA Service Center so that they can evaluate the extent to which the Coaching Cycle, as well as its online resources are being utilized on our campus. The PLA Service Center will then use these reports to offer differentiated on-site training and implementation support. These learning opportunities will help JRP HS's school leaders to efficiently and effectively support the instructional development of their educators, and therefore, the academic success of their scholars. Through the consistent execution of our evidence-based system, our teachers will also be able to build strong collaborative partnerships with their coaches, which in turn will increase their job satisfaction and support retention.

Professional Learning Communities: Professional Learning Communities (PLCs) are weekly strategy meetings that allow our educators to collaboratively develop interventions and learn new approaches to implementing best practices that empower scholar achievement. These meetings support the continuous improvement of our educators by offering them a chance to: (a) collaboratively analyze student data and identify areas in need of improvement; (b) compare and share instructional strategies and resources; (c) collaborate and design appropriate interventions, including the incorporation of content literacy across subjects within a grade; (d) develop and refine curriculum mapping; and (e) organize model lessons on specific strategies and standards so that teachers can learn from their peers to improve their own practice. PLCs include focused workshops, planning time, and data deep-dives. The meetings also help to build a positive professional culture on our campus, as they serve as an opportunity for teachers to seek support from each other as they grow in their profession. To strengthen the impact of our PLC's, the PLA Academic Team provides ongoing support facilitating PLCs and building the culture of learning that is essential to ensuring the success of these communities.

PLA Teacher Institute: To ensure teachers feel well-prepared for their first day, we offer targeted summer training sessions for new teachers alongside additional training for all teachers. New teachers engage in sessions covering key areas such as the PLA Model and curriculum standards, effective instructional practices, classroom management, parent engagement, and scholar engagement strategies. They also receive training on curriculum development, small group instruction, and data-driven goal setting.

This framework for pre-school-year professional development helps to create a seamless transition into our ongoing professional development systems and processes for the school year.

PLA Leadership Institute: PLA offers targeted professional development (PD) for school leaders through the Leadership Institute. Based on the research-backed leadership levers outlined in *Leverage Leadership 2.0* by Paul Bambrick-Santoyo, the training covers critical skills such as data-driven instruction, instructional planning, feedback strategies, fostering positive student and staff cultures, and managing leadership teams. Leaders also receive training on time management and planning tools to enhance their effectiveness.

The Leadership Institute expands on these concepts through sessions on topics like the PLA Model and Learning Institute process, coaching for academic priorities, SMART goal development, and teacher evaluation methods. Each day of the institute will begin and end with interactive work sessions focused on understanding, applying and receiving feedback on the seven key effective leadership levers outlined above. Through this thoughtful design, the PLA Leadership Institute will support our school leaders in gaining mastery of the seven research-based key leadership levers prior to the start of the school year.

Data-driven instruction and school management: We recognize that to be implemented effectively, a data-driven approach to school management must include a strong accountability framework that begins with school leaders. Our leadership team will consistently use surveys and student performance data to monitor our progress towards these goals and make intentional adjustments to our management strategies. Instructional Coaches oversee data analysis to further implement teaching best practices into their coaching cycles. In addition to introducing more accountability, we will implement strong quality assurance mechanisms on the school level that ensure that we can meet our goals:

- **Scholar achievement controls:** These include a strategic mix of diagnostic, interim, formative, and summative assessments to monitor progress and inform interventions.
- **Staff development controls:** These include weekly Professional Learning Communities, bi-weekly observations of the PLA Coaching Cycle, quarterly step backs, annual teacher training institutes, and self-paced modules of the PLA Learning Institute, which collectively allow the PLA team and school leaders to assess staff success with the implementation of the PLA model.
- **Leadership effectiveness controls:** These include weekly calls with PLA's Academic Team; Bi-weekly Instructional Review to provide data analysis and reporting to measure growth; Bi-weekly onsite reviews with leadership to report Academic Priorities for Success status; BOY/MOY/EOY Leadership Coaching Reviews; PLA Leadership Professional Learning Communities; and the PLA Leadership Institute.

- **Climate and culture controls:** These include weekly site visits and BOY, MOY, and EOY climate and culture audits to determine each school's success with implementing PLA's framework of Positive Behavioral Interventions and Supports (PBIS); structured recognition of scholar progress in daily small-group instruction and bi-weekly check-ins; and a scientifically validated parent engagement framework.

With these quality-driven systems in place, we plan to make strong improvements to support scholar achievement and educator effectiveness at JRP HS in the years to come.

B. Financial Health

At JRP High School, financial responsibilities have been consistently managed with success, including budget development and management; state and federal grants; financial forecasting and long-term strategic planning. As a result, our school has met all auditing requirements. With ICSB's partnership, we will continue to build the financial health and sustainability of our school. We have identified three main areas where we can further fortify the school's financial strength:

- Budget management:** A key driver of our school's financial health is strong budget management. Through the implementation of effective budget management processes, we will work to ensure that our school will become financially sustainable on recurring government funding for the core operating budget. Key strategies that we will implement to strengthen budget management at JRP HS include:
 - Accurate cash planning forecast - Maintaining a strong cash reserve is essential for the Financial Health of all charter schools, allowing adequate preparation for any unforeseen changes that can yield budgetary impacts. To ensure our school maintains a healthy cash reserve, we will work to ensure accounting actuals are tied closely to cash flow forecasts.
 - Improving position control - We will ensure all personnel expenditures are tightly linked to our core operating budget by strengthening position control, the capability that links our Human Resources Information System, which tracks employment and job openings, with our Finance and Accounting systems. By improving this interdepartmental capacity, we will ensure all new hires are budgeted for and aligned with our cash planning forecast.
 - Tighter coordination between finance, enrollment, and school leadership - Strong budget management is a cross-functional process that requires collaboration between finance, enrollment, and school leadership. Our expansion of our enrollment team's capacity will strengthen essential linkages across the three departments coordinating to support our school's financial health.
- Internal controls for expenditure management:** To ensure a sound financial system at JRP HS, we will implement a comprehensive internal financial control framework, as well as strong financial controls over expenditures. Our school's financial control system is designed to track and safeguard all assets; ensure all financial practices are in accordance with generally accepted accounting principles (GAAP); assign all grant expenses according to the requirements of the approved grant budgets; and maintain appropriate records, financial management systems and individual time distribution records to disburse funds and track program expenditures according to federal, state and grant requirements. We will work to further strengthen implementation fidelity of the following processes:
 - Authorization and approval controls for expenditures: Our school's Operations Manager and School Leader are responsible for reviewing and approving invoices for grant expenditures. Invoices for expenditures aligned to the grant budget are specially marked for tracking and reporting purposes. Our Office Manager first reviews the invoices to confirm that the goods were received, or the services were provided. The School Leader completes final review and approval, and then the expenditure is entered into our school's accounting system.
 - Intentional delegation of duties and controls for expenditures: Our school ensures that Accounts Payable listings are reviewed and approved by two distinct individuals to maintain clear delegation of

duties and ensure accuracy against the approved invoices. We file a copy of the check along with the invoice, voucher, and any supporting documentation at our school.

- Payroll and benefits controls for expenditures: Our Office Manager is responsible for preparing the school payroll, which is then reviewed and approved by our School Leader. Payroll expenses that are part of the grant will be specially marked for tracking and reporting purposes. Approved payroll is submitted to our payroll provider for processing and entered into our accounting system. Monthly payroll reports are included in the Financial Report packet for our Governing Board's regular Financial Review process.
- Expense controls for expenditures: Our school ensures that all expenses are approved prior to the expense being incurred. Staff members must first submit an expenditure request, providing information such as a plan for how the expenditure will be used, a vendor quote, a justification for improving the school or scholar experience, etc. Before expenditures for the grant are approved, they will be reviewed against the final grant budget to ensure suitability against the item description. All expenses must be supported by an invoice or receipt and submitted to the School Leader for approval. Once approved, the expenditure will be entered into our school's accounting system.
- Review and reconciliation controls for expenditures: Our Office Manager and School Leader are responsible for reviewing and confirming vendor statements. Approved statements are reconciled against the AP Aging report. Our school leader reviews bank statements on a monthly basis. Any disbursements are submitted to our Governing Board for review and approval during their regular meetings.

By strengthening fidelity in the implementation of our budget management and expenditure controls, we look forward to continuing to build financial sustainability for JRP HS in the years to come.

C. Enrollment

One of the primary drivers of our school's financial health is scholar enrollment. We have seen persistent growth; according to the accountability tracker, JRP High School, we saw 21% growth in the 21-22 school year, 14% in 22-23, and 9% in 23-24. Based on our internal tracking, we see approximately a 23% increase for this 24-25 school year, exceeding our budget driver number. As we develop plans for JRP High School to sustain enrollment levels, we are centering our efforts around three key strategies. First, we are enhancing our communication with current and prospective families by employing data-driven, personalized messaging that emphasizes the school's academic programming, extracurricular options, and student achievements. This includes both traditional and social media outreach, as well as targeted text, email, and phone campaigns to ensure families are fully aware of JRP's offerings. Second, we are strengthening our outreach through partnerships with community organizations, youth programs, and local leaders to build trust and connect more deeply with prospective families. We are collaborating with Teen Works to increase visibility and provide professional support and job opportunities to our scholars. To support all families effectively, we are also expanding bilingual support to ensure language is never a barrier to access. Additionally, we're opening the building over the summer for credit recovery programs, creating more accessible pathways for students to succeed. Finally, we plan to expand before- and after-school programs that align with community needs, creating relevant opportunities for engagement and support that make JRP an even more attractive option for families. Parents want a portfolio of activities such as art, music, robotics, as options for their children. We are in the process of building a new gym, which will enhance our athletic programs, boost community engagement, support other extracurricular activities, strengthen school infrastructure and attractiveness to potential scholars, as well as improve school safety. Through these targeted efforts, JRP High School is well-positioned to maintain robust enrollment levels, offering a comprehensive and supportive educational experience that continues to attract families and foster long-term community investment. To strengthen scholar enrollment, we will implement the following key strategies:

Reinforcing Training & Development: JRP HS is also supported by PLA's robust Enrollment Department, with decades of experience in data-driven community engagement, working to meet student recruitment goals, and successful conversion of families from the inquiry to the enrollment stage of the recruitment process. We are committed to continue to provide our School Enrollment Coordinator with ongoing training and development. This includes continuing to build expertise with targeted enrollment strategies, communication skills, and stakeholder engagement.

Specifically, we will continue to develop a comprehensive training repertoire that will equip our SEC with tailored talking points and engagement strategies. Additionally, we will refine our use of data analytics to identify trends, prioritize outreach efforts, and adjust strategies dynamically, ensuring that our approach is continually optimized to attract and retain students.

Strengthening Community Outreach: While we've been focusing on community outreach, we will amplify our efforts by building stronger partnerships with local community organizations, youth programs, and other educational partners. We plan to deepen our connections with community leaders to tap into more networks and build trust within key communities. By leveraging existing community and school events, we'll ensure JRP High School has a strong presence in spaces where families are seeking educational alternatives. These events will provide valuable opportunities to enroll new students while also strengthening relationships and retention with current families. We will also continue to work with local media outlets to highlight the achievements, successes, and positive initiatives of PLA and its students.

Enhanced Communication Strategy: Our team is continuing to develop more personalized and data-driven communication strategies, utilizing insights from previous enrollment periods to tailor our messages to potential families. This includes:

- Sharing success stories of current students to build trust and rapport.
- Engaging alumni to advocate for JRP High School in their networks.
- Continue to develop our targeted nurturing campaigns to engage with families throughout the enrollment process.
- Robo Calls, Text Messages, Email Campaigns
- Generate list CRM to generate family contacts who didn't move forward with registration
- Continue to utilize email marketing, social media, and personalized communications to provide valuable information, address concerns, and build relationships with prospective families.

Targeted and measured Digital Marketing: We will expand our digital footprint by incorporating more localized and personalized digital marketing efforts, such as:

- Geo-targeted ads focused on areas with declining enrollment.
- A/B testing different messaging and offers to see what resonates most with prospective families.
- Optimizing our social media presence by partnering with community figures who align with our mission and continue to highlight our success stories, academic achievements, and unique offerings to showcase the value of enrollment.

Parent and Student Ambassador Programs: We are looking to formalize and expand our ambassador program, recruiting current students and families. This will involve offering incentives for referrals and developing structured talking points for ambassadors to use when discussing their experience with others in the community.

Additional Admissions and Enrollment/Marketing Initiatives: We want to further enhance the school's online presence through a user-friendly website and our social media platforms. We also will continue to collaborate with organizations that can serve as feeders to increase referrals and reach a broader audience of prospective families. It is important to increase our online visibility by increasing our virtual information sessions that provide prospective families with opportunities to learn more about our campus and engage with school staff.

Overall, PLA's approach to enrollment places quality assurance and capacity-building at the forefront. These systems will also help us to support continued academic growth and satisfaction overall, which we expect will have a continued positive impact on scholar enrollment and retention at JRP HS.

3. **Present any additional evidence, beyond the data contained in the final performance report for the charter school, supporting the school's case for renewal.**

Beyond the data provided in our final performance report, we can demonstrate additional evidence of success at JRP High School through key metrics in post-secondary achievements, as well as teacher quality and retention, all of which highlight our effectiveness and positive impact on students and the community.

Student Achievement and Postsecondary Success: Our graduating classes have achieved success, earning a combined \$4.6 million in scholarships over the 2023 and 2024 academic years. The 2024 graduating class reflects diverse postsecondary pathways, with 31% attending 4-year institutions, 39% attending 2-year institutions, 25% directly entering the workforce, and 5% enlisting in the military. This range of post-graduation paths underscores our commitment to supporting a variety of student goals and equipping graduates for success in college, career, and beyond.

Teacher Quality and Effectiveness: The results of our Coaching Cycle showcase our commitment to high-quality educators. In the SY23-24 cycle, our teachers received an average score of 3.23 out of 4 in Coaching and Behavior Management, with 100% also being rated as Effective in Classroom Management and Environment. Out of 40 staff members observed, 39 were rated Effective or Highly Effective overall, with only one rated as Needs Improvement. These ratings underscore our strong culture of staff development and success, fostering a supportive and productive learning environment.

Teacher and Leadership Retention: We are proud of the stability we've achieved with our teachers and our administrative team. Both Principal Nicole Fama and Assistant Principal Troy Lane have been with JRP since its founding, providing steady leadership that strengthens our school climate and culture. In SY23-24, we retained 100% of our effective teachers, and in SY24-25, we have achieved 100% retention of all staff. This high retention rate further reflects a positive work environment and an engaged, committed faculty, both essential for maintaining instructional quality and continuity.

This additional evidence highlights our effectiveness in preparing students for postsecondary success, fostering an environment of high-quality teaching, and sustaining a dedicated team and stable leadership. Together, these factors strengthen our case for renewal and underscore our ongoing positive impact on students and the community.

4. **Please provide, as Attachment 1, a detailed five-year-pro-forma budget for the school, including the current school year, by competing ICSB's Budget Projections Workbook.**
Please see attached.
5. **Please provide, as Attachment 2, a detailed budget narrative providing a high-level summary of the budget and how the budget aligns with the five-year business plan. The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for per-pupil revenue projections, staffing levels, facilities expenses, and technology costs.**
Please see attached.
6. **Please provide, as Attachment 3, a single complete Statement of Assurances form, attached hereto as Exhibit C, signed by an authorized representative of the applicant group.**
Please see attached.

Section III - Proposed Changes

1. **In this section, please specify any changes the school would like to see in any of the material terms in the Charter Agreement.**

Currently, we do not anticipate requesting material changes to provisions of the relevant charter agreement. However, if unforeseen circumstances arise, JRP High School reserves the right to modify and/or seek material revisions (pursuant to ICSB's process and procedures) to ensure compliance with all other provisions of the charter agreement.

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 Indiana Code ("IC") § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board ("ICSB") and the Indiana Department of Education. 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 receiving federal Charter School Program Grant funds 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*, 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 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 the 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 the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals, fiscal management, or legal and operational responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

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.

Name



Signature

Title

Date

JRP HS Budget Narrative

The budget is a conservative view of enrollment, revenue, and expenses to ensure that the school is sustainable on State and Federal funds for each of the five years projected.

Enrollment is only expected to grow modestly in yr 1, at which point it will have reached the school's maximum capacity of 600.

Staffing is based on current average salaries and benefits, plus an allowance for 3% annual increases.

Staff ratios are based on 25 scholars per class.

All expenses are aligned to funding available based on annual enrollment.

JR HS 5 Year Budget - Key Assumptions:	FY25	FY26	FY27	FY28	FY29	FY30
Enrollment	594	600	600	600	600	600
Annual Enrollment Growth		1%	0%	0%	0%	0%
Average Basic State Funding Per Scholar	8,434	8,434	8,434	8,434	8,434	8,434
Charter School Facility Grant Per Scholar	1,400	1,400	1,400	1,400	1,400	1,400
Average Other State Funding Per Scholar	1,146	1,146	1,146	1,146	1,146	1,146
Federal Funding Per Scholar (excl Nutrition)	1,286	729	729	729	729	729
Avg Nutrition per Scholar	713	713	713	713	713	713
Comp. Gr & Philanthropy per Scholar	-	-	-	-	-	-
Other Revenue Per Scholar	127	-	-	-	-	-
Total Funding Per Scholar	13,106	12,423	12,423	12,423	12,423	12,423
	-	-	-	-	-	-
Total Full Time Staff (FTE)	44.0	44.0	39.0	36.0	37.0	37.0
Annual Salary Increase	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%
Facility Lease	312,708	322,089	331,752	341,704	351,956	362,514
Total Expenses per Scholar	13,099	12,415	12,415	12,415	12,414	12,414
Net Surplus	4,586	4,717	4,772	4,793	5,040	5,091

Proposed Amendment to Enrollment Plan

1. Please submit as part of your original Enrollment Plan worksheet. Existing information will be autofilled.
 2. Approved amendments will be reflected on your official Enrollment Plan on Sheet 1.

Name of Charter School:

Current Grade Span:

Proposed Grade Span:

Proposed Maximum Enrollment:

Year 1 of Change (Format: "YYYY"):


Current Yearly Enrollment By Grade Level

Grade Level	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	Maximum Enrollment
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	160	160	160	160	160	
10	160	160	160	160	160	
11	147	147	147	147	147	
12	133	133	133	133	133	
Yearly Enrollment:	600	600	600	600	600	650

Proposed Yearly Enrollment By Grade Level

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Maximum Enrollment
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Yearly Enrollment:						

Instructions for Renewal Budget Projections Workbook

 = Information should be entered into light gray shaded cells.

Name of Charter School: James and Rosemary Phalen Leadership Academy High School

Location: Indianapolis Public Schools

First Year of New Charter (Renewal Year): 2025 - 26 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.

(4) **Other Compensation** - Includes any other benefits not otherwise classified above, including payments made to independent contractors. This cell should reflect the sum total of all Other Compensation for the year.

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

School Name: James and Rosemary Phalen Leadership Academy High School
 Renewal Year: 2025 - 26 SY

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 (C/MO/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 Learners Grant - From Tab 2	\$ 4,842,630.62	\$ 4,891,546.08	\$ 4,891,546.08	\$ 4,891,546.08	\$ 4,891,546.08	\$ 4,891,546.08	Other State Grants (Row 29) difference between our basic grant forecast (based off of actual FY24) & ICSB spdsht calc (which seems 20% low)
Special Education Grant - From Tab 2	\$ 167,080.32	\$ 168,768.00	\$ 168,768.00	\$ 168,768.00	\$ 168,768.00	\$ 168,768.00	
Honors Diploma/Academic Performance Grant	\$ 26,784.00	\$ 27,054.55	\$ 27,054.55	\$ 27,054.55	\$ 27,054.55	\$ 27,054.55	
Career and Technical Education	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Non-English Speaking Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter and Innovation Network School Grant (\$1,400 per student)	\$ 831,600.00	\$ 840,000.00	\$ 840,000.00	\$ 840,000.00	\$ 840,000.00	\$ 840,000.00	
Formative (Interim) Assessment Grant	\$ 4,416.00	\$ 4,460.61	\$ 4,460.61	\$ 4,460.61	\$ 4,460.61	\$ 4,460.61	
State Matching Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
High Ability (Gifted and Talented) Program	\$ 12,288.00	\$ 12,412.12	\$ 12,412.12	\$ 12,412.12	\$ 12,412.12	\$ 12,412.12	
Curricular Material Reimbursement Program (\$150 per student)	\$ 84,040.00	\$ 84,888.89	\$ 84,888.89	\$ 84,888.89	\$ 84,888.89	\$ 84,888.89	
Remediation Testing Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Teacher Appreciation Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other State Grants (please describe) (1)	\$ 553,267.50	\$ 558,856.06	\$ 558,856.06	\$ 558,856.06	\$ 558,856.06	\$ 558,856.06	
Total State Revenue:	\$ 6,522,106.44	\$ 6,587,986.31	\$ 6,587,986.31	\$ 6,587,986.31	\$ 6,587,986.31	\$ 6,587,986.31	
Federal Revenue - See Footnotes							
Public Charter School Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Federal Revenue (Row 41) ESSER (\$250k); CFG (\$80k), both ending after current yr
Charter Facilities Assistance Program Grant (2011)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
IDEA- Part B Grant (Special Education)	\$ 65,000.00	\$ 65,656.57	\$ 65,656.57	\$ 65,656.57	\$ 65,656.57	\$ 65,656.57	
Title I	\$ 315,000.00	\$ 318,181.82	\$ 318,181.82	\$ 318,181.82	\$ 318,181.82	\$ 318,181.82	
Title II	\$ 53,188.00	\$ 53,725.25	\$ 53,725.25	\$ 53,725.25	\$ 53,725.25	\$ 53,725.25	
Federal Lunch Program	\$ 296,580.00	\$ 299,575.76	\$ 299,575.76	\$ 299,575.76	\$ 299,575.76	\$ 299,575.76	
Federal Breakfast Reimbursement	\$ 127,104.00	\$ 128,387.88	\$ 128,387.88	\$ 128,387.88	\$ 128,387.88	\$ 128,387.88	
Other Federal Revenue (please describe)	\$ 330,436.00	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Federal Revenue:	\$ 1,187,308.00	\$ 865,527.27	\$ 865,527.27	\$ 865,527.27	\$ 865,527.27	\$ 865,527.27	
Other Revenue							
Contributions and Donations from Private Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Revenue (Row 50) City Connects grant (ending after current yr)
Student Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter School Capital Grants Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Common School Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Property Tax Sharing (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Operating/Safety Referendum Sharing (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Indiana Bond Bank	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Revenue (please describe)	\$ 75,684.00	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Other Revenue:	\$ 75,684.00	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL REVENUE:	\$ 7,785,098.44	\$ 7,453,513.58	\$ 7,453,513.58	\$ 7,453,513.58	\$ 7,453,513.58	\$ 7,453,513.58	
EXPENSES							
Administrative Staff - See Footnote (3)							
Executive Administration: Office of Superintendent	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
School Administration: Office of the Principal	\$ 302,737.69	\$ 311,819.82	\$ 321,174.42	\$ 330,809.65	\$ 340,733.94	\$ 350,955.96	
Other School Administration	\$ 686,862.00	\$ 636,721.07	\$ 655,822.71	\$ 675,497.39	\$ 618,455.39	\$ 637,009.05	
Business Manager/Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Administrative Staff:	\$ 989,599.69	\$ 948,540.89	\$ 976,997.12	\$ 1,006,307.04	\$ 959,189.32	\$ 987,965.00	
Instructional Staff							
Teachers - Regular	\$ 1,181,061.89	\$ 1,216,493.75	\$ 1,252,988.56	\$ 1,290,578.22	\$ 1,329,295.56	\$ 1,369,174.43	

Teachers - Special Education	\$ 175,054.00	\$ 180,305.62	\$ 185,714.79	\$ 191,286.23	\$ 197,024.82	\$ 202,935.56
Substitutes, Assistants, Paraprofessionals, Aides	\$ 744,041.26	\$ 656,882.14	\$ 676,588.61	\$ 696,886.26	\$ 717,792.85	\$ 708,521.36
Summer School Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Total Instructional Staff: \$ 2,100,157.15 \$ 2,053,681.51 \$ 2,115,291.95 \$ 2,178,750.71 \$ 2,244,113.23 \$ 2,280,631.35

Non-Instructional/Support Staff - See Footnotes

Social Workers, Guidance Counselors, Therapists	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Support Staff (4)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Support Staff (please describe) (5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Nurse	\$ 152,530.13	\$ 157,106.03	\$ 161,819.21	\$ 166,673.79	\$ 171,674.00	\$ 176,824.22
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Information Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)	\$ 45,654.96	\$ 47,024.61	\$ 48,435.35	\$ 49,888.41	\$ 51,385.06	\$ 52,926.61
Security Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Athletic Coaches	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Total Non-Instructional/Support Staff: \$ 198,185.09 \$ 204,130.64 \$ 210,254.56 \$ 216,562.19 \$ 223,059.06 \$ 229,750.83

Subtotal Wages and Salaries: \$ 3,287,941.93 \$ 3,206,353.04 \$ 3,302,543.63 \$ 3,401,619.94 \$ 3,426,361.62 \$ 3,498,347.19

Payroll Taxes and Benefits - From Tab 3

Social Security/Medicare/Unemployment	\$ 333,726.11	\$ 325,444.83	\$ 335,208.18	\$ 345,264.42	\$ 347,775.70	\$ 355,082.24
Health Insurance	\$ 358,153.89	\$ 346,764.60	\$ 357,167.53	\$ 367,882.56	\$ 370,856.93	\$ 377,830.65
Retirement Contributions	\$ 185,396.00	\$ 179,500.41	\$ 184,885.42	\$ 190,431.98	\$ 191,971.64	\$ 195,581.55
Other Compensation (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Total Payroll Taxes and Benefits: \$ 877,276.00 \$ 851,709.84 \$ 877,261.13 \$ 903,578.97 \$ 910,604.28 \$ 928,494.44

Total Personnel Expenses: \$ 4,165,217.92 \$ 4,058,062.88 \$ 4,179,804.76 \$ 4,305,198.91 \$ 4,336,965.89 \$ 4,426,841.63

Instructional Supplies and Resources - See Footnotes

Textbooks	\$ 17,154.38	\$ 17,847.49	\$ 18,382.91	\$ 18,934.40	\$ 19,502.43	\$ 20,087.51
Library/Media Services (Other than Staff)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology Supporting Instruction (computers, tablets, etc.)	\$ 570,823.79	\$ 228,329.52	\$ 102,748.28	\$ 105,830.73	\$ 109,005.65	\$ 112,275.82
Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Software	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ 4,011.15	\$ 4,173.22	\$ 4,298.42	\$ 4,427.37	\$ 4,560.19	\$ 4,697.00
Enrichment Programs (athletics or extra-curricular activities)	\$ 108,636.39	\$ 113,025.74	\$ 116,416.51	\$ 119,909.01	\$ 123,506.28	\$ 127,211.47
Other Instructional Supplies (please describe)	\$ 69,306.18	\$ 72,106.43	\$ 74,269.62	\$ 76,497.71	\$ 78,792.64	\$ 81,156.42

Total Instructional Supplies and Resources: \$ 769,931.89 \$ 435,482.39 \$ 316,115.74 \$ 325,599.22 \$ 335,367.19 \$ 345,428.21

Administrative Resources

Administrative Technology - Computers & Software (not SIS)	\$ 121,200.00	\$ 84,840.00	\$ 72,114.00	\$ 74,277.42	\$ 76,505.74	\$ 78,800.91
Other Administrative Expenses (please describe)	\$ 19,848.00	\$ 20,443.44	\$ 21,056.74	\$ 21,688.45	\$ 22,339.10	\$ 23,009.27

Total Administrative Resources: \$ 141,048.00 \$ 105,283.44 \$ 93,170.74 \$ 95,965.87 \$ 98,844.84 \$ 101,810.19

Governing Board Expenses

Legal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Governing Board Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Total Governing Board Expenses: \$ - \$ - \$ - \$ - \$ - \$ -

Purchased or Other Services (do not include staff expenses)

Audit Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Payroll Services	\$ 37,700.47	\$ 38,831.49	\$ 39,996.43	\$ 41,196.32	\$ 42,432.21	\$ 43,705.18
Financial Accounting	\$ 27,985.51	\$ 28,825.08	\$ 29,689.83	\$ 30,580.52	\$ 31,497.94	\$ 32,442.88
Printing, Publishing, Duplicating Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Telecommunication & IT Services	\$ 20,976.00	\$ 21,605.28	\$ 22,253.44	\$ 22,921.04	\$ 23,608.67	\$ 24,316.93
Insurance (non-facility)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ 2,214.28	\$ 2,280.71	\$ 2,349.13	\$ 2,419.61	\$ 2,492.19	\$ 2,566.96
Mail Services	\$ 1,562.63	\$ 1,609.50	\$ 1,657.79	\$ 1,707.52	\$ 1,758.75	\$ 1,811.51
Special Education Administration	\$ 23,772.00	\$ 24,485.16	\$ 25,219.71	\$ 25,976.31	\$ 26,755.60	\$ 27,558.26
Student Information Services or Systems	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food Services	\$ 423,689.41	\$ 440,808.17	\$ 454,032.42	\$ 467,653.39	\$ 481,682.99	\$ 496,133.48
Transportation Services	\$ 873,144.00	\$ 899,338.32	\$ 926,318.47	\$ 954,991.95	\$ 980,641.71	\$ 1,007,060.96
Marketing Expenses	\$ 1,372.00	\$ 1,413.16	\$ 1,455.55	\$ 1,499.22	\$ 1,544.20	\$ 1,590.52
Other Services (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Total Professional Purchased or Other Services: \$ 1,412,416.30 \$ 1,459,196.87 \$ 1,502,972.78 \$ 1,448,945.88 \$ 1,492,414.26 \$ 1,537,186.69

Facilities Expenses (do not include staff expenses, e.g. custodian)

Facility Lease/Mortgage Payments (please describe)	\$ 312,708.00	\$ 322,089.24	\$ 331,751.92	\$ 341,704.47	\$ 351,955.61	\$ 362,514.28
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Other Support Staff (Row 78)

Other Compensation (Row 94)

Other Instructional Supplies and Resources (Row 108)

Other Administrative Expenses (Row 114)

office supplies

Other Governing Board Expenses (Row 120)

Other Services (Row 138)

Lease, Mortgage, & Other Facilities (Rows 143, 158)

All PLAs Combined - FY25 to FY30

48, 103, JRHS, VS, GV, 93, JRMS, & Promise Prep

	Enrollment:	2,910	2,999	3,066	3,109	3,155	3,203
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FY25	FY26	FY27	FY28	FY29	FY30
State Revenue							
Basic Tuition Support / Adult Learners Grant - From Tab 2		25,118,810	25,976,623	26,664,008	27,142,783	27,660,747	28,211,129
Special Education Grant - From Tab 2		167,080	168,768	168,768	168,768	168,768	168,768
Honors Diploma/Academic Performance Grant		26,784	27,055	27,055	27,055	27,055	27,055
Career and Technical Education		-	-	-	-	-	-
Non-English Speaking Program		-	-	-	-	-	-
Charter and Innovation Network School Grant (\$1,400 per student)		3,665,200	3,782,800	3,834,600	3,872,400	3,913,000	3,955,000
Formative (Interim) Assessment Grant		4,416	4,461	4,461	4,461	4,461	4,461
State Matching Funds for School Lunch Program		-	-	-	-	-	-
High Ability (Gifted and Talented) Program		26,730	27,287	27,734	28,193	28,667	29,154
Curricular Material Reimbursement Program (\$150 per student)		445,959	460,760	472,511	480,111	488,236	496,702
Remediation Testing Grant		-	-	-	-	-	-
Teacher Appreciation Grant		48,329	50,558	52,945	54,789	56,709	58,708
Other State Grants (please describe) (1)		947,166	794,434	803,288	812,822	823,038	833,253
Total State Revenue:		30,450,474	31,292,746	32,055,369	32,591,381	33,170,679	33,784,229
Federal Revenue - See Footnotes							
Public Charter School Program (CSP) Grant		-	-	-	-	-	-
Charter Facilities Assistance Program Grant (2011)		-	-	-	-	-	-
IDEA- Part B Grant (Special Education)		609,696	627,491	640,146	649,046	658,600	668,512
Title I		2,435,895	2,535,833	2,623,525	2,676,397	2,732,869	2,792,107
Title II		396,937	411,317	423,226	431,156	439,642	448,464
Federal Lunch Program		1,658,702	1,723,392	1,775,385	1,821,756	1,871,054	1,922,576
Federal Breakfast Reimbursement		726,323	754,052	776,206	796,131	817,322	839,421
Other Federal Revenue (please describe)		2,808,955	850,000	300,000	-	-	-
Total Federal Revenue:		8,636,509	6,902,085	6,538,488	6,374,487	6,519,487	6,671,080
Other Revenue - See Footnotes							
Contributions and Donations from Private Sources		550,000	-	-	-	-	-
Student Fees		-	-	-	-	-	-
Other Fees		-	-	-	-	-	-
Interest Income		-	-	-	-	-	-
Charter School Capital Grants Fund		-	-	-	-	-	-
Common School Fund		-	-	-	-	-	-
Property Tax Sharing (2)		-	-	-	-	-	-
Operating/Safety Referendum Sharing (2)		-	-	-	-	-	-
Indiana Bond Bank		-	-	-	-	-	-
Other Revenue (please describe)		5,832,585	5,727,483	5,903,053	6,081,244	6,264,873	6,454,099
Total Other Revenue:		6,382,585	5,727,483	5,903,053	6,081,244	6,264,873	6,454,099
TOTAL REVENUE:		45,469,568	43,922,314	44,496,910	45,047,112	45,955,040	46,909,407
EXPENSES							
Administrative Staff - See Footnote (3)							
Executive Administration: Office of Superintendent		-	-	-	-	-	-
School Administration: Office of the Principal		1,838,694	1,773,855	1,947,070	2,005,482	2,088,147	2,215,791
Other School Administration (please describe)		2,840,499	2,854,968	2,940,617	2,878,309	2,787,352	2,870,972
Business Manager/Director of Finance		-	-	-	-	-	-
Total Administrative Staff:		4,679,193	4,628,822	4,887,687	4,883,792	4,875,498	5,086,763
Instructional Staff							
Teachers - Regular		9,570,074	9,857,177	10,216,947	10,523,456	10,907,116	11,299,329
Teachers - Special Education		1,989,577	1,995,320	2,055,179	1,945,146	2,003,500	2,063,605

All PLAs Combined - FY25 to FY30

48, 103, JRHS, VS, GV, 93, JRMS, & Promise Prep

	Enrollment:	2,910	2,999	3,066	3,109	3,155	3,203
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Substitutes, Assistants, Paraprofessionals, Aides		3,586,974	2,245,684	2,012,323	1,912,641	1,807,516	1,756,586
Summer School Staff		-	-	-	-	-	-
	-						
Total Instructional Staff:		15,146,625	14,098,180	14,284,450	14,381,243	14,718,132	15,119,520
	-						
Non-Instructional/Support Staff - See Footnotes							
Social Workers, Guidance Counselors, Therapists		-	-	-	-	-	-
Instructional Support Staff (4)		-	-	-	-	-	-
Other Support Staff (please describe) (5)		-	-	-	-	-	-
Nurse		285,530	294,096	302,919	312,006	321,367	331,008
Librarian		-	-	-	-	-	-
Information Technology		69,144	71,219	73,355	75,556	77,823	80,157
Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)		234,126	241,150	248,385	255,836	263,511	271,417
Security Personnel		-	-	-	-	-	-
Athletic Coaches		-	-	-	-	-	-
	-						
Total Non-Instructional/Support Staff:		588,801	606,465	624,659	643,399	662,701	682,582
	-						
Subtotal Wages and Salaries:		20,414,619	19,333,467	19,796,795	19,908,433	20,256,331	20,888,865
	-						
Payroll Taxes and Benefits - From Tab 3							
Social Security/Medicare/Unemployment		1,931,411	1,866,724	1,898,703	1,907,640	1,939,622	1,987,992
Health Insurance		2,851,097	2,756,438	2,803,410	2,811,811	2,856,216	2,927,342
Retirement Contributions		1,251,726	1,193,993	1,209,909	1,213,967	1,233,389	1,263,409
Other Compensation (please describe)		-	-	-	-	-	-
	-						
Total Payroll Taxes and Benefits:		6,034,234	5,817,155	5,912,022	5,933,418	6,029,227	6,178,743
	-						
Total Personnel Expenses:		26,448,853	25,150,622	25,708,817	25,841,851	26,285,558	27,067,608
	-						
Instructional Supplies and Resources - See Footnotes							
Textbooks		213,910	227,629	241,686	256,439	272,226	303,890
Library/Media Services (Other than Staff)		-	-	-	-	-	-
Technology Supporting Instruction (including computers, tablets, etc.)		1,222,280	817,698	620,050	564,002	586,872	625,874
Student Assessment		-	-	-	-	-	-
Instructional Software		248,557	263,154	276,065	288,137	300,973	314,465
Professional Development		57,911	44,658	46,714	48,910	51,254	53,694
Enrichment Programs (athletics or extra-curricular activities)		124,331	129,707	133,993	138,232	142,620	147,165
Other Instruction Supplies (please describe)		267,124	283,420	298,447	312,581	327,678	343,559
	-						
Total Instructional Supplies and Resources:		2,134,113	1,766,267	1,616,955	1,608,300	1,681,623	1,788,647
	-						
Administrative Resources							
Administrative Technology - Computers & Software (not SiS)		355,723	326,399	320,920	330,547	340,464	350,678
Other Administrative Expenses (please describe)		524,921	542,858	455,485	440,140	454,841	470,116
	-						
Total Administrative Resources:		880,644	869,257	776,405	770,688	795,305	820,794
	-						
Governing Board Expenses							
Legal Services		5,172	5,328	5,487	5,652	5,822	5,996
Other Governing Board Expenses (please describe)		-	-	-	-	-	-
	-						
Total Governing Board Expenses:		5,172	5,328	5,487	5,652	5,822	5,996
	-						
Purchased or Other Services (do not include staff expenses)							
Audit Services		-	-	-	-	-	-
Payroll Services		230,364	237,275	244,394	251,725	259,277	267,055

All PLAs Combined - FY25 to FY30

48, 103, JRHS, VS, GV, 93, JRMS, & Promise Prep

	Enrollment:	2,910	2,999	3,066	3,109	3,155	3,203
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Financial Accounting		164,109	169,033	174,104	179,327	184,706	190,248
Printing, Publishing, Duplicating Services		1,500	1,545	1,591	1,639	1,688	1,739
Telecommunication & IT Services		315,533	324,999	334,749	344,791	355,135	365,789
Insurance (non-facility)		-	-	-	-	-	-
Travel		14,163	14,588	15,026	15,477	15,941	16,419
Mail Services		12,343	12,713	13,095	13,488	13,892	14,309
Special Education Administration		654,760	680,288	717,945	748,985	781,887	816,752
Student Information Services or Systems		-	-	-	-	-	-
Food Services		2,451,764	2,589,991	2,711,559	2,828,399	2,952,490	3,082,562
Transportation Services		2,635,376	2,714,437	2,795,870	2,780,630	2,864,049	2,949,971
Marketing Expenses		139,854	124,245	113,676	103,163	106,258	109,446
Other Services (please describe)		427,983	440,823	454,048	467,669	481,699	496,150
	-	-	-	-	-	-	-
Total Professional Purchased or Other Services:		7,047,749	7,309,937	7,576,056	7,735,293	8,017,024	8,310,440
	-	-	-	-	-	-	-
Facilities Expenses (do not include staff expenses, e.g. custodian)							
Facility Lease/Mortgage Payments (please describe)		3,047,431	3,138,854	3,233,020	3,330,010	3,429,911	3,532,808
Capital Improvements		-	-	-	-	-	-
Other Principal Payments		-	-	-	-	-	-
Operating Leases		-	-	-	-	-	-
Interest Expense (as accrued)		209,014	209,014	209,014	209,014	209,014	209,014
Depreciation Expense		490,023	504,723	519,865	535,461	551,525	568,071
Insurance (Facility)		450,259	463,767	477,680	492,010	506,770	521,974
Purchase of Furniture, Fixtures, and Equipment		89,594	92,282	95,050	97,902	100,839	103,864
Electric & Gas		418,973	431,542	444,488	457,823	471,557	485,704
Water & Sewage		28,722	29,583	30,471	31,385	32,326	33,296
Repair and Maintenance Services (include supply costs)		658,197	677,943	698,281	719,229	740,806	763,030
Custodial Services (include supply costs)		809,097	833,370	858,371	884,122	910,645	937,965
Waste Disposal		41,137	42,371	43,642	44,952	46,300	47,689
Security Services		202,541	208,617	214,876	221,322	227,962	234,800
Other Facility Expenses (please describe)		5,016	5,166	5,321	5,481	5,646	5,815
	-	-	-	-	-	-	-
Total Facilities Expenses:		6,450,003	6,637,232	6,830,079	7,028,711	7,233,302	7,444,030
	-	-	-	-	-	-	-
Other Expenses - See Footnotes							
Indiana Charter School Board Administrative Fee (6)		92,024	226,578	237,137	243,718	250,864	258,605
Management Fee (7)		2,257,888	1,887,196	1,673,432	1,738,240	1,608,772	1,134,743
Bank Fees		26,813	27,617	28,446	29,299	30,178	31,083
Escrow		132	136	140	144	149	153
Other Expenses (please describe)		87,188	-	-	-	-	-
	-	-	-	-	-	-	-
Total Other Expenses:		2,464,045	2,141,528	1,939,154	2,011,401	1,889,963	1,424,584
	-	-	-	-	-	-	-
TOTAL EXPENSES:		45,430,580	43,880,172	44,452,953	45,001,896	45,908,597	46,862,100
	-	-	-	-	-	-	-
CHANGE IN NET ASSETS:		38,989	42,142	43,957	45,216	46,443	47,307