

Indianapolis Classical Academy

Initial Proposal for a K-12 charter school in Indianapolis, Indiana

Respectfully submitted by Donald Eason on behalf of the
board of directors

July 30, 2018

Overview and Enrollment Projections

Please provide information for the applicant group’s **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from Education One, L.L.C. regarding the submitted proposal. Submit completed proposals to Lindsay Omlor, Managing Director of Education One, to: Lindsay@education1.org

IMPORTANT NOTE: *The full application, including this form, will be posted on the Education One, L.L.C. website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Legal name of group applying for charter(s):

Indianapolis Classical Academy

Names, roles, and current employment for all persons on applicant team:

Donald Eason – President and Senior Pastor, Fall Creek Church of Christ (Board Chair)
Tom Walsh – Partner at Ice Miller (Board Member)
Connie Eckert – Jugs Catering, former educator K-8 (Board Member)
Daryl Eason –Attorney, specialist in tax law, real estate law and general civil law (Board Member)
Ray Snider – Retired (2014) CEO Health Match Solutions, Multiple Professional contributions in health care industry (Board Member)
Peter Martin – Senior English Instructor, ELS Language Centers, Senior Minister Harding Street Church of Christ Board Member)
Terry Dove-Pittman – Founding Principal and Chief Strategist, the Gideon Group (Board Member)
Sanford Horn – Instructor Western Civilization and American History, University of Phoenix, Indianapolis, charter school founding experience, Washington, D.C. (Advisor)
Donald Eason
317-645-3084(office and cell)
donald.eason@outlook.com

Designated applicant representative:

Office and cell phone numbers:

Email address:

Provide the requested information for each school included in this proposal.
(You may add lines to the table if needed.)

Proposed School Name	Opening Year	School Model (e.g., Blended, STEM)	Geographic Community *	School District(s) in Proposed Location	Grade Levels at Full Enrollment
Indianapolis Classical Academy	2019-2020	Classical Liberal Arts BCSI School	Indianapolis	IPS	K-12

NOTE: * Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geography the operator intends to serve.

Proposed Grade Levels and Student Enrollment

Provide the following information for each charter school included in this proposal. Specify the planned year of opening for each, the grade levels served, and both the planned and maximum number of enrolled students by grade level for each year. (You may duplicate the table as needed.)

Proposed School Name:	Indianapolis Classical Academy	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)	K-6	300 / 378
Year 2	K-8	350 / 432
Year 3	K-9	450 / 540
Year 4	K-10	500 / 594
Year 5	K-11	550 / 648
At Capacity	K-12	600 / 702

Do any of the proposed schools expect to contract or partner with an Education Service Provider

(ESP) or other organization for school management/operation?* Yes No

If yes, identify the ESP or other partner organization:

Please note that Indiana Charters, LLC is an intended provider of services, but will not be in the managerial chain. This relationship is detailed in the initial proposal.

Will an application for the same charter school(s) be submitted to another authorizer in the near future?

Yes No

If yes, identify the authorizer(s):

NA _____

Planned submission date(s): NA

Please list the number of previous submissions for request to authorize this(ese) charter school(s) over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): NA

Submission date(s): NA

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Mission and Vision for Growth in Indiana

Mission Statement

To train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Mission

Indianapolis Classical Academy develops within its students the intellectual and personal habits and skills upon which responsible, independent, and flourishing lives are built, in the firm belief that such lives are the basis of a free and just society. The Academy strives to offer enrichment and to develop character through both curricular and extracurricular offerings, to nurture the child's humanity with a constant view to the potential adult. The time-honored liberal arts curriculum and pedagogy direct student achievement toward mastery of the fundamentals in the basic academic skills, exploration of the arts and sciences, and understanding of the foundational tenets of our Western heritage. The curriculum by purpose and design is a survey of the best intellectual and cultural traditions of the West as they have been developed and refined over many generations.

Vision Statement

To have a citizenry worthy of the legacy of our country's founders and the continuation of our American experiment, through a classical, great-books curriculum designed to engage the student in the highest matters and the deepest questions of Truth, Justice, Virtue, and Beauty.

Vision for Growth

Indianapolis Classical Academy's plan is to open with grades K-6 with 54 students at each grade level and 27 students per class; in year 2 the plan is to enroll 54 students in seventh grade and one section of 27 students in eighth grade. Though this two-year jump is unusual, even a small class of grade 8 students in year two will assist with the staff growth and licensing needs for secondary students. In year 3, we will expect two sections of each grade through the ninth grade. In year 4, Indianapolis Classical Academy will begin expansion into grade ten by offering seats to 54 grade 10 students, adding a grade level each year until becoming a K-12 school by its sixth year of operation.

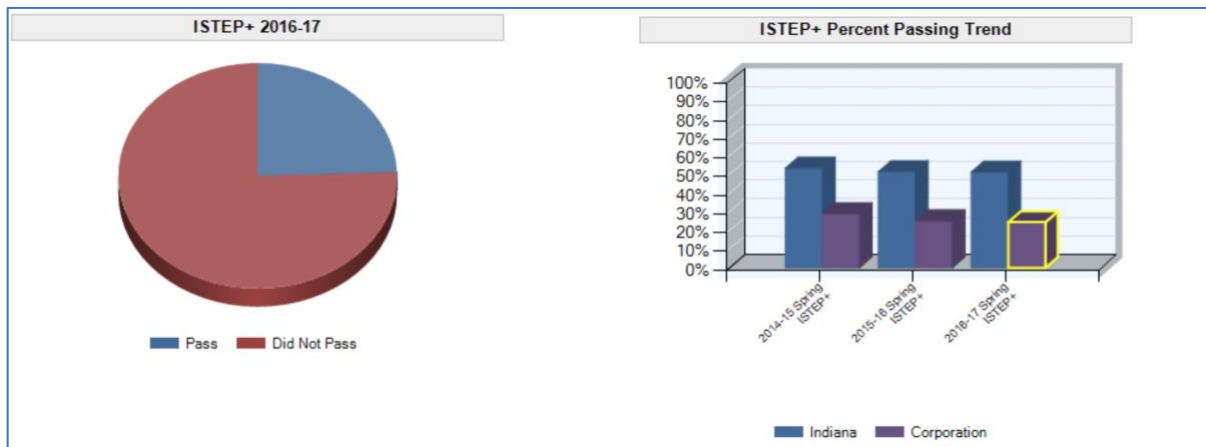
With strong recruitment efforts, we expect Indiana Classical Academy to be in high demand. It should be noted that five Hillsdale-affiliated schools have expanded at such a rate that there are 5,451 students wait-

listed out of the 17 schools, with all of the schools at or near their enrollment targets. Additionally, Indiana’s only other BCSI school, Seven Oaks Classical School located in Ellettsville, IN, is the fastest-growing A or B rated school in the state, growing by over 40% between 2016-2017 and 2017-2018.

Educational Need

Indiana, through passing its charter school law in 2001, sought to give its students access to high performing public schools. Community stakeholders continue to mobilize for the development and attraction of proven school models focused on high academic and cultural expectations, bringing innovative approaches to serve the needs of the community.

Indianapolis Public Schools (IPS) has a history of low performance and has been ranked a “D” for the last three years. The 2016-2017 ISTEP+ results confirm that IPS students lag far behind their state counterparts in English Language Arts and math proficiency: ≈ 40.8% of students passed the ELA exam, compared to 65.2% statewide; 30.2% passed the math exam, compared to 58.5% statewide.



Source [http:// compass.doe.in.gov](http://compass.doe.in.gov) 1

Literacy rates remain chronically low, and the research is clear: students not reading proficiently by the end of 3rd grade are four times more likely to leave high school without a diploma versus peers reading proficiently by the end of 3rd grade. Families in the Indianapolis and surrounding areas have limited choices to ensure students are on a path to college and life success.

Classical Education upholds a standard of excellence and has proven itself over the course of time. We believe Indianapolis Classical Academy’s high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel not only in learning but in character development. At Indianapolis Classical Academy, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition. Students will graduate Indianapolis Classical Academy as highly literate and ethical citizens who are well-prepared to advance into any life endeavor and to inspire others.

Indianapolis Classical Academy’s curriculum was selected specifically to meet the needs of the all students within the enrollment zone, and we expect a population of students from diverse backgrounds and with diverse learning abilities. Our curriculum is time-tested and research-based, and has been

successfully implemented for students from academically, socially, and economically varied backgrounds.

Target Population

As noted above, the target population includes students from Indianapolis Public Schools and, depending on final building choice, some students from adjacent school districts. With some variation possible, we anticipate a special education population of approximately 15%, with 70% Black and up to 15% Hispanic students. Approximately 10% of the enrollment may be English Language Learners (ELL).

In our first years, many students coming to Indianapolis Classical Academy will arrive behind state averages in performance. We anticipate that 60% of the original enrollment will have failed to meet ISTEP (ILEARN) or IREAD standards. As such, we are prepared, through BCSI curriculum and procedures, to provide remediation through multiple resources.

The founding board is comprised of a group of community leaders who strive to positively impact the future of students and families in the Indianapolis community. After consultation, study and preparation with the Barney Charter School Initiative (BCSI) staff, we believe an educational model with a mission to “develop the heart and minds” of its students along with a focus on “moral character and civic virtue” is an integral piece to long-term healing and recovery of an educational system that has failed to produce high quality results for its students.

The founding board has been involved with and has studied implementation of BCSI schools across the country. Though most BCSI schools open as K-8 schools, we have decided to narrow our opening grade level to K-6. We believe this will help mitigate some of the special challenges faced by our target population.

Community Engagement

The founding group’s original commitment to impact their community by building an innovative educational model began with discussions in 2008. Just three years ago in 2015, those discussions turned into positive action as the BCSI model was chosen. As indicated in “Network Governance and Leadership” the founding group has deep ties and support from a number of community organizations. The following organizations will continue to provide support for this project:

- 100 Black Men of Indianapolis
 - Mission: Men giving real time to positively impact the development and outcomes of youth in our communities
- Circles Indy
 - We build intentional relationships among people from all walks of life to help individuals build resources and achieve their unique goals and dreams. Over time, incomes improve, debt and public assistance decreases, and long-lasting transformational friendships are built that strengthen the entire community.
- Community Resurrection Partnership

- The purpose of the Community Resurrection Partnership (CRP) is to unite the churches of the Martindale-Brightwood community and work towards a partnership with other community organization and resources.
- Yeshua Society of Indianapolis

Though Indianapolis Classical Academy as a public charter school provides a secular education, we embrace the support of church communities in the Indianapolis area as well. We are also pleased to have the support from The Friends of Fall Creek Parkway Church of Christ and Affiliates, and the Harding Street Church of Christ.

Network Governance and Leadership

Donald Eason, as the primary contact of Indianapolis Classical Academy, led the formation of the Indianapolis Classical Academy leadership team. Donald holds a Master of Public Administration (MPA) from the City University of New York as well as Bachelor of Arts (BA) degrees in Religious Education and Business Administration. Selected in the 2011 class as a National Urban Fellow, Donald is committed to the betterment of his community and the nation. His professional affiliations include Outreach, Inc. (former board chair), Community Resurrection Partnership (board member), Indianapolis Urban League Young Professionals (former treasurer), and the National Forum of Black Public Administrators (former corporate chairman). Currently serving as the President and Senior Pastor of Fall Creek Parkway Church of Christ (2011-present), Donald's resume includes highly successful financial and business development positions with CH2M (Atlanta), and Mutual of America. He also currently serves as special assistant to the President of Hillsdale College (Hillsdale, MI).

Donald has recruited board members who share a belief that every child can learn and deserves an exceptional classical education in the liberal arts and sciences with development in moral character and civic virtue. The governance structure of the school will be composed of a board of directors and other standing committees that will have set duties and responsibilities as outlined in the by-laws. The standing committees will consist of, but will not be limited to, an executive committee, a finance committee, a building committee, and an education committee. Other responsibilities of the board of directors will include, but will not be limited to, final approval of the budget, the development of school policy, and dismissals and election of the board officers.

Indianapolis Classical Academy will also seek the advice of Hillsdale College's Barney Charter School Initiative (BCSI) in creating and implementing the school's academic program. The Barney Charter School Initiative is devoted to the education of young Americans. To advance the founding of classical charter schools, Hillsdale College works with school founding groups, which consist of parents and local citizens who care deeply about education.

A charter school fortunate to receive assistance from Hillsdale College is not charged a fee. Instead, in fulfilling its own mission, at no cost to the charter, the Barney Charter School Initiative offers guidance from professors and resources and guidance on the development and operation of a school's academic program, policies, curriculum and teaching practices, consistent with the terms and conditions of the school's approved charter application. Hillsdale also assists with the search and appointment of a principal.

In all instances, the terms and conditions of the school's approved charter application shall control all decisions. Hillsdale College may offer advice with respect to strategies for the operation of the school, such as improving the performance of students. However, the decision whether to implement any particular strategy will be made solely by the school. There is no partnership, employer-employee relationship, agency relationship or any relationship implying control over the school, the governance of the school, or the operations of the school. All decisions with respect to the curriculum and teaching materials of the school are made by the school and consistent with applicable laws and regulations, and the approved charter application. Hillsdale provides teacher education seminars, a Principal Boot Camp and other professional development. Hillsdale provides a model and does not replicate schools.

Following is a list of BCSI schools across the country:

First Year of Operation:

2012

- Founders Classical Academy of Lewisville (Lewisville, TX)
- Estancia Valley Classical Academy (Moriarty, NM)

2013

- Savannah Classical Academy (Savannah, GA)
- Northwest Arkansas Classical Academy (Bentonville, AR)

2014

- Atlanta Classical Academy (Atlanta, GA)
- Mason Classical Academy (Naples, FL)
- Founders Classical Academy of Leander (Leander, TX)
- Founders Academy of Las Vegas (Las Vegas, NV)

2015

- Pineapple Cove Classical Academy of Palm Bay (Palm Bay, FL)
- Founders Classical Academy of Dallas (Dallas, TX)
- Founders Classical Academy of Flower Mound (Flower Mound, TX)
- Founders Classical Academy of Mesquite (Mesquite, TX)
- Golden View Classical Academy (Golden, CO)

2016

- Livingston Classical Academy (Whitmore Lake, MI)
- Seven Oaks Classical School (Ellettsville, IN)
- Founders Classical Academy of Schertz (Schertz, TX)

2017

- St. Johns Classical Academy (Fleming Island, FL)

2018

- Pineapple Cove Classical Academy of West Melbourne (West Melbourne, FL)
- Liberty Tree Academy (Falcon, CO)

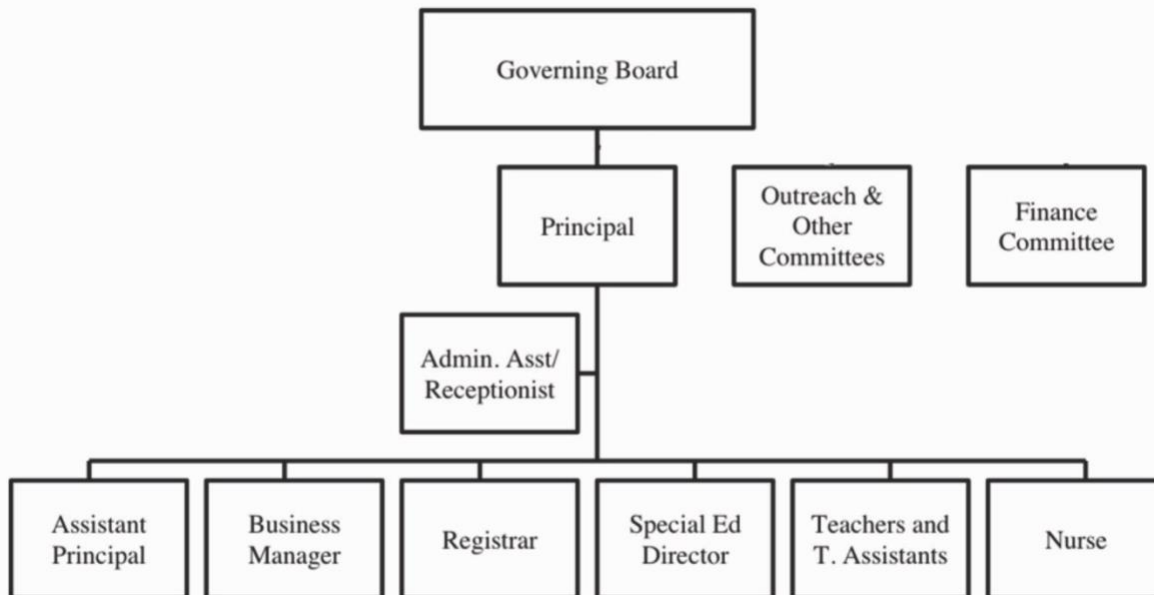
- Hozho Academy (Gallup, NM)
- Ascent Classical Academy of Douglas County (northern Douglas County, CO)

Indianapolis Classical Academy will receive additional support through a unique educational service provider, Indiana Charters LLC, to provide back-office and support services as well as operational knowledge, experience, and expertise. The Indiana Charters team will provide start-up services and on-going support specifically designed to complement and enhance the skillsets of chosen staff. Indiana Charters has partnered in this way with several Indiana Charter Schools including Mays Community Academy (opened in 2015), Indianapolis Classical Academy (2016), Circle City Prep (2017) and Otwell Miller Academy (2017).

Indiana Charters serves to provide consultation and direct operational services only as chosen by ICA’s board of directors. Indiana Charters may provide advice and consultation with respect to strategies for the effective operation of the school; however, the decision whether to implement any particular strategy will be made solely by the school. There is no partnership, employer-employee relationship, agency relationship or any relationship implying control over the school, the governance of the school, or the operations of the school. All decisions with respect to the operations of school are made by the school and consistent with applicable laws and regulations, and the approved charter application.

The Board of Directors has been meeting regularly for the past year and a half. Meetings have included board training on the Indiana Charter School law, and representatives from BCSI traveled to Indianapolis twice to provide basic information and specific board governance training. Board members have been attending sessions, including board training by Dr. Brian Carpenter, held at Hillsdale College since 2015.

Organizational Chart



The board is well aware that the facility choice is a primary concern of authorizers. The board has discussed several options, but it will not make a final decision until after the Unused Facility List (IC 20-26-7-1) is updated on August 31, 2018. To move forward prior to the release of this information, the board has focused on one ideal facility available for lease.

The former Carpe Diem Building, 5345 W. Pike Plaza Rd., is the current focus for the Indianapolis Classical Academy. Recently renovated, and with ample space (38,000 sf), the building was brought up to code when it opened as a charter school in 2015.

The board is working with Cushman and Wakefield on the possible lease of this property. The primary associate has indicated a willingness to work with Indianapolis Classical Academy to provide an affordable solution which is highly discounted during the first three years of operation. This allows for a balanced budget as the school expands.

It is important to note that this site, like others that may be considered, is located in an area we believe to be ideal for our charter school model. The Northwest side has lost two charter schools including Carpe Diem, and Indiana Life Sciences Academy West. Though Indiana Life Sciences Academy was closed, their enrollment was relatively high as compared to many Indianapolis charter schools. We believe this new academic model fits well with other offerings in the immediate neighborhood. This location is also ideal for the possible influx of students and families who reside in Plainfield, Avon and Brownsburg communities searching for a high quality, classical education model.

The facility will remain the board's highest priority until a decision is made.

Education Plan/School Design

Educational Framework

Explicit and Systematic Phonics Instruction - Through the direct teaching of letter-sound relationships through a specified sequence, the foundation for literacy is established and provides students the ability to decode the printed word. Scientific research supports this method (Source: K.K. Stuebing, A.E. Barth, P.T. Cirino, D.J. Francis, and J.M. Fletcher, "A response to recent re-analyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant," *Journal Of Educational Psychology*, 100(1), 2008: 123-134).

Explicit English Grammar Instruction - Using tools such as diagramming and the study of root words, students will be equipped to speak and write with a high degree of communicative competence. As students learn to identify parts of speech and seek to develop syntax, they are able to communicate more clearly on all levels. The more they learn about the English language and its structure, their ability to easily and fluently express more complex thoughts becomes evident.

Ability Groupings - Instructional supports and strategies are most effective through the use of flexible Ability Groupings in the core subjects of Reading, Writing and Math. To best differentiate instruction, providing individualized supports for all learners while maintaining the same expectations of outcome, ability groupings will allow Indianapolis Classical Academy to tailor instructional techniques and class

time to meet the needs of all students. Students will be placed into Ability Groupings upon admission using initial assessments that indicate strengths and weaknesses. Students will be moved across groupings as additional assessments suggest. Students are responsible for mastery of the same skills and concepts and are required to take the same assessments regardless of grouping. Using differentiated instructional strategies will enable teachers to optimize the learning of all students.

Utilization of Primary Source Documents- Primary sources are materials that were created by those who participated in or witnessed the events of the past. They can include letters, reports, photographs, drawings, sound recordings, motion pictures, and artifacts, as well as books. Although sometimes life lessons (e.g., motives, ethics, and “cause and effect”) are not necessarily obvious or easy to define, primary sources can bring them to life. They reflect events and experiences that actually occurred and introduce students to the individuals who lived them.

Teaching of Study Skills - Time management, organizing, memory techniques, notetaking, and outlining will be emphasized throughout Indianapolis Classical Academy and integrated throughout the curriculum to equip students for higher learning. Developing stamina for challenging and complex work is imperative for the promotion of a strong work ethic.

The Socratic Method - The use of direct, intentional questions to guide students’ understanding of problems and their solutions will be a fundamental part of instruction, particularly in literature and history courses.

Indianapolis Classical Academy will fully participate in all aspects of the state testing and other assessments as required by state statute. The school will also conduct its own data analysis of student learning by any other proven assessment tools deemed necessary and appropriate, including, but not limited to, Riggs and Singapore math student inventories, DIBELS and DRA as diagnostic reading assessments in our tiered interventions, teacher-created assessments, portfolios, and observation. This data will be used to identify students not making adequate progress toward the State Standards to implement an individualized program to improve measurable learning outcomes. The school will seek to analyze reports from different perspectives to maximize the usefulness of information gained from the accountability process. Such analysis may include viewing student-learning results by age groups, grade levels, previous academic experiences, gender, attendance and any other aspects of the student population that will enhance the school’s knowledge about student learning needs.

A key goal of the school’s learning measurement process will be to provide results of findings and outcomes by way of communication and feedback to students and overall stakeholders. Students, parents, staff and board members will receive published reports of student achievement on an individual and collective basis with the intention of encouraging community ownership of learning outcomes and increased accountability for the teaching and learning practices the school espouses. These practices will be re-evaluated on an annual basis to allow for adjustment of techniques, strategies, other relevant programs with the intention of more significantly affecting learning outcomes.

Evidence-Based Components of the Curriculum

The curriculum of Indianapolis Classical Academy will be based on the curriculum devised by the Barney Charter School Initiative at Hillsdale College. That curriculum is based in part on the curriculum and the

success of Ridgeview Classical School in Fort Collins, Colorado, a nationally-recognized leader in charter schools. Dr. Terrence Moore helped to develop the curriculum at Ridgeview Classical School (as school principal) prior to bringing his experience and curricular insight to the Barney Charter School Initiative. Since that time, BCSI has collaborated with 21 charter schools throughout the nation, these schools being in Florida, Texas, Colorado, New Mexico, Arkansas, Michigan, Indiana, Georgia, and Nevada. Their experience with these schools continues to inform the curriculum and any curricular changes.

BCSI provides initial teacher training in their curriculum, continuing professional development each summer, and annual update to their curricular and resource recommendations. Their collaboration offers schools the kind of information and experience that is ordinarily available only to large charter management organizations, but without the bureaucratic costs and institutional inertia that accompany CMOs and similar organizations. The collaboration between Indianapolis Classical Academy and BCSI will focus on curriculum and consultation. BCSI is primarily interested in helping charter schools to develop and use good curriculum and instruction and has no direct financial interest in Indianapolis Classical Academy or any other affiliated schools. The curriculum devised by BCSI is not intended as a standards-based curriculum, but BCSI-affiliated schools have generally performed well on state assessments.

The “curricular choices” are highly-tested and proven to be effective. These are highlighted in the next section.

Curricular Choices

The curriculum for Kindergarten through 8th grade will be the Core Knowledge Sequence published by the Core Knowledge Foundation. The Sequence is distinguished by a planned progression of specific knowledge in world history and geography, American history and geography, mathematics, science, language arts, visual arts and music. The Core Knowledge Sequence will be supplemented with the Riggs literacy program and Singapore Math. The Riggs program is supported by the curriculum *The Writing and Spelling Road to Reading and Thinking*. Riggs is a multi-sensory, brain-based approach to teaching explicit phonics, reading, language arts, and composition. It focuses on teaching students the “code” of the written English language, thereby giving students a strong foundation in the fundamentals of literacy.

BCSI, in concert with other classical charter schools and the math faculty at Hillsdale College, has found Singapore Math to be the best curriculum-provider for a curriculum that lays a strong foundation in mathematical concepts; furthermore, BCSI has found this combination of Singapore Math resources to be the best arrangement of Singapore resources. The curriculum is based on the math program used throughout the country of Singapore, and international math scores show very high student outcomes based on it.

The Core Knowledge Foundation has produced some curricular resources to support the use of the Core Knowledge Sequence in grades K-8. Indianapolis Classical Academy will make selected use of these resources, especially in history, literature, music, and art. Though the Core Knowledge Foundation provides some resources for science, the BCSI has supplemented these with a series of curricular elements. These include, but are not limited to, the Science Explorer series from Prentice Hall, ScienceSaurus from Houghton Mifflin Harcourt, and Delta Science Content Readers from Delta Education.

Our choice of curriculum, including the full high school curriculum, comes from The Barney Charter School Initiative of Hillsdale College. They have searched the marketplace for the best platform and materials for a classical education and have effectively used this curriculum in 21 other successful charter schools.

Instructional Strategies

The basis of the Indianapolis Classical Academy curriculum is a collaboration between the school and the Barney Charter School Initiative (BCSI), an initiative of Hillsdale College. BCSI works as a curricular advisor and has a complete set of curricular and resource recommendations from Kindergarten through 12th grade. The basis of that curriculum in K-8 is the Core Knowledge Sequence, prepared by the Core Knowledge Foundation and used widely across the United States for well-over twenty years. Following BCSI recommendations, Indianapolis Classical Academy will supplement the Core Knowledge Sequence with the literacy program developed by the Riggs Institute—*The Writing and Spelling Road to Reading and Thinking*. BCSI, in collaboration with literacy experts at Access Literacy, LLC, recommends a few minor adaptations to the Riggs Program to improve implementation of the program; Indianapolis Classical Academy will make use of these adaptations and this overall program. Indianapolis Classical Academy will supplement the Core Knowledge Sequence in mathematics by using the Singapore Math curriculum from grades K-7. Indianapolis Classical Academy will also include instruction in Latin, beginning on a formal basis in 6th grade, preceded by the teaching of Latin and Greek roots in grades 4 and 5. *The Well-Ordered Language* curriculum will be the basis for formal grammar instruction in the upper elementary grades. In high school, Indianapolis Classical Academy will follow the BCSI course sequence. This includes four and a half years of history; four years of literature, math, and science; three years of foreign language; one year of composition, and a semester each of government, economics, and moral philosophy.

The two primary instructional strategies employed at Indianapolis Classical Academy will be the lecture and the Socratic method/discussion. The Socratic discussion is the ideal mode of classical instruction, but the founders of Indianapolis Classical Academy are under no illusion that young and inexperienced students can immediately partake in or profit from such a discussion. Rather, the guiding principle for most K-12 instruction will be that instruction be “teacher directed.” Most of the time teacher-directed instruction will take the form of a lecture, story, read-aloud, or teacher-led discussion. Teacher-led discussion will help to model inquiry and analysis for students as a way of preparing them to engage in more open Socratic discussion in high school.

Projects, student-led discussion, student-led inquiry, and other popular modes of instruction will have a limited place at Indianapolis Classical Academy, and only within the broader context of the mission, curriculum, and school culture. Teachers will receive training and feedback about when best to employ these and other methods, with an emphasis placed on teacher-led, content-rich instruction in all subjects. This emphasis is consistent with the tradition of classical education and with the content-rich curriculum from Core Knowledge (and other sources) that the school will employ.

One instructional strategy that is more peculiar to the classical school is the use of primary sources for teaching history. Especially in the upper grades, history instruction at Indianapolis Classical Academy will depend upon primary source documents—artifacts, documents, recordings, or other sources of information created at the time under study. In the high school, for example, teachers of American

history will introduce students to historical works that contributed to the formation of American society and culture such as George Washington’s “Farewell Address” and Martin Luther King Jr.’s “Letter from Birmingham Jail.” Such primary sources will bring history to life and equip students with essential insight and analytical skills.

The school will automatically provide differentiated instruction in at least two main areas, with the possibility of providing differentiated instruction in other areas on a case-by-case basis. In math, the first of these areas, the school will group students by ability. This will require a common math period for all K-6 students and possible schedule changes for 7-12 students. Students will be assessed after several weeks of math instruction, and this assessment will provide teachers with both a baseline of student learning and a significant metric for placing students into ability groups. Ability grouping is a significant complement to the Singapore Math program and helps to ensure that students receive the foundation in math that is necessary for understanding upper-level math.

Indianapolis Classical Academy will also provide some differentiated instruction in its literacy and reading curriculum. The Riggs program is quite similar to the Orton-Gillingham and Spalding programs employed by many schools for reading remediation. By using this program with all students, we expect to meet many student literacy problems before they develop. And students who are reading and writing at a slower pace than their grade cohort will be automatically trained in the language of instruction used in reading remediation—and they will receive remediation as problems are identified. Indianapolis Classical Academy will develop a program to provide struggling students with additional literacy instruction, likely through flexible scheduling blocks or classroom pull-outs. Additionally, students will receive differentiated instruction in the course of reading practice, wherein students will be grouped by ability and/or led through a reading practice regimen designed to meet each student at his or her ability level.

Outside of mathematics and literacy, Indianapolis Classical Academy will use differentiated instruction on a case-by-case basis. The Core Knowledge Sequence allows for a significant amount of latitude with regard to particular topics and works of literature. Students who are capable of work above their grade level may be given the option to read additional works of literature, read adapted works in an original or longer form, or study history and science content in a more comprehensive form (e.g., by reading upper-level texts or receiving instruction from upper-level teachers). Students who are behind their grade cohort will certainly receive whatever instructional aids are called for by an Individualized Education Program. Students with or without an IEP may also receive various instructional helps identified by the teacher, administrator, and student services such as adapted reading assignments, additional tutoring, oral exams, etc. In all cases where differentiated instruction is offered to students performing below grade level, the intent of the differentiated instruction will be to bring student performance up to grade level standards. Highly effective teachers will intentionally use all these strategies to engage students including those performing below grade level in maximizing their benefit from the curriculum.

Financial Plan

A Five-year budget overview is included as an attachment. The narrative below provides additional detail.

Revenue Overview

A. Per Pupil Funding

To help protect against budget shortfalls, we have elected to base our budget on 300 students in year one. Subsequent years are also budgeted below the expected enrollment.

This funding source may also be termed "basic tuition support" in some references throughout this application. Revenue from this source includes the foundation funding amount combined with the complexity grant. Initial numbers are based on the estimated enrollment reported to the Indiana Department of Education in April of 2019. Indianapolis Classical Academy plans on full enrollment (350 students), but has chosen to use 300 students to calculate the budget. Should the estimated enrollment not match the September ADM count, the funding is "trued up" for the final two payments in the 2019-2020 school year. It is assumed that per-pupil distributions will occur on the 15th of each month.

The following explains the two components of the per-pupil funding:

Foundation Funding: \$5,432 per pupil (This assumes a small increase in the next budget cycle – current funding is \$5,352)

Complexity Grant: Complexity multiplier is estimated as .50. This multiplier is based on an assumption that 50% of students will be recipients of governmental services TANF or food stamps.

The complexity grant is determined by the product of \$3,489 and the "multiplier" (.50) listed above. This number may be raised in the next budget cycle, but we have chosen to use this number in all years of our budget.

$$\begin{array}{r} \$ 3,539 \\ \times \quad .50 \\ \hline \$1,770 \end{array}$$

This combination expected per pupil funding at \$7,202 for the 2019-2020 school year. Subsequent years reflect a conservative increase that follows funding trends over the past two budget cycles.

$$\begin{array}{r} \$5,432 \\ +\$1,770 \\ \hline \$7,202 \end{array}$$

B. Special Education Funding

Based on a Dec. 1 count of special education students, a monthly distribution is made at the same time the state pays the basic tuition support. The revenue amount used in this budget reflects a

conservative estimate in our enrollment of 5 students with severe disabilities, 12 students with mild and moderate disabilities and 15 students receiving support for communication disorders.

The special education per-pupil funding amounts, which were adjusted in the 2017 General Assembly are listed below: (It is expected that these numbers will also be adjusted up)

Severe Disabilities	\$ 9,156	x	5 students	\$ 45,780
Mild and Moderate Disabilities	\$ 2,300	x	12 students	\$ 27,600
Communication Disorders	\$ 500	x	15 students	<u>\$ 7,600</u>
				\$ 80,800

Catch-up distribution occurs in February with 1/12 of the total in each month thereafter.

C. Charter and Innovation Network Schools Grant

This funding source enacted with the 2015 budget bill provides \$ 500 per student. The budget assumes distribution in the same manner and on the same schedule as funds were distributed to operating schools during the past four school years.

\$ 500
<u>x 300</u>
\$150,000

D. Charter School Program Quality Counts Grant (CSP)

This is a competitive grant for which Indianapolis Classical Academy will apply as part of Cohort 3. The grant provides up to \$900,000 over a three-year period. ICA is using \$725,000 for this number. We understand the competitive nature of this grant and have discussed contingency plans if our Cohort 3 application is unsuccessful.

E. Walton Family Foundation Grant

The Walton Family Foundation grant targets high-quality schools in Indianapolis. The spring 2019 cycle will be our application target. We have elected to use \$250,000 as an estimate for this grant. We do realize that some Indianapolis schools may not be funded with WFF funds. We are prepared with contingency plans should we not receive this money.

F. Part B IDEA

Part B of the Individuals with Disabilities Education Act provides reimbursement for the "excess costs" of providing education to students with special needs. The federal funding formula requires states to consider multiple criteria to determine equitable distribution for all LEAs, which includes charter schools. The components of the federal funding formula include: base payment amounts (the number of students with special needs enrolled during the first year of operation for new charter schools), total school population, and poverty factors, based off of free and reduced lunch counts from the October DOE-PE report. It is often difficult to predict the outcome of this formula for new charter schools. For new charter schools, these processes should be complete by January of their first year of operation. In

subsequent years, Part B IDEA grants are submitted in late summer with access to reimbursement in October. This budget uses \$25,000 as a conservative estimate for this revenue source in year one.

F. Title I

Since charter schools do not have their own census poverty data, the IDOE's multi-step approach to determining eligibility will take some time. Based on charter schools opening recently with similar populations, we have estimated \$40,000 from this source with initial availability of funds estimated in January of 2020.

Expenses Overview

A. Staffing

The primary expense for any school is staffing. The staffing model is based on the BCSI model which is thoroughly explained throughout this initial proposal. Employee salaries and benefits comprise about 47% of the budget.

B. Facility Costs

As explained throughout this initial proposal, several facility options are being explored. This primary budget assumes the most expensive facility scenario. All facility costs are targeted to average at or below 20% of the total revenue.

As with all budget models, salary and facility costs consume most of the revenue. The board believes it has addressed instructional material and technology cost based on specific data from BCSI network schools.

Contingency Plan

The board of Indianapolis Classical Academy has identified four major variables when assessing financial planning. These include: enrollment, building acquisition, CSP grant funding, WFF grant funding. These variables are necessarily unknown at this early stage. With that in mind, the board of Indianapolis Classical Academy has looked at multiple financial models with and without some of those key components in place.

The board of Indianapolis Classical Academy has begun preparing for several start-up support sources. These include the Charter School Program Quality Counts Grant (CSP), support from the Walton Family Foundation (WFF) start-up grant, and a revenue loan program from Charter School Capital. We believe we will be successful in securing CSP and WFF grants; however, we are prepared to start the school through using more traditional startup funding, such as the Charter School Capital program.

If grant revenue sources fall short of our expectation, the following principles can enable the design of our school financial model maximizing key elements of revenue and minimizing key elements of cost while still supporting the philosophy and mission of the school:

Each grade's total student census will not exceed 60 with a working target in the middle 50s. This total is best divided into two sections, each having a size in the mid-to-high 20s. This design has several advantages.

1. A class of 25-27 students is feasible to teach effectively given several key features of a good classical school: The culture is one of discipline, decorum, and order; the students are self-motivated or strongly encouraged and guided by the teacher and parent to be diligent in their studies; the teacher is focused on fostering a climate of serious academic accomplishment; and the curriculum is rich, robust, and interesting to the students.
2. A class of 25-27 students generates more total revenue than a smaller class.
3. The class size remains short of the psychological barrier of 30 in the minds of many people.
4. It permits the grade to be divided into only two sections instead of three, which will therefore require fewer teachers (2) than would otherwise be needed (3).

Please refer to facility plan to see other financial options involving facility choice and the possible use of an unused facility under IC 20-26-7-1.

Innovation

Indianapolis Classical Academy seeks to provide a content-rich curriculum that uses time-tested instructional approaches with proven track records of success. The term "innovative learning methods" refers to new ideas and new manners of delivering instruction to students. While schools should always have the worthy goal of improving student learning outcomes and concrete methods of self-evaluation, Indianapolis Classical Academy believes the greater goal is to produce students who communicate effectively, are virtuous, possess cultural literacy, and are active and productive members of American society. In order to accomplish this valuable goal, we propose to use time-honored instructional methods that may not fit the standard definition of "innovative", but whose results speak volumes. These methods are the cornerstone of classical education and support mastery of the State Standards. They are as follows:

Several unique innovations characterize Indianapolis Classical Academy:

1. All students in grades four and five will be informally introduced to Latin roots which have been demonstrated to improve reading comprehension and vocabulary and bolster performance in all subjects. Formal study of Latin will begin in grade six.
2. Upper level students will study history mainly through primary source documents to foster analytical skills and essential insight into their culture and heritage.
3. All students will be trained in study skills such as time management, organization, and note taking that are essential for building stamina for further academic pursuits.
4. The program will introduce and seek to instill virtues of character in the lower grades through these pillars of character education: responsibility, respect, courage, courtesy, honesty and citizenship. Instruction in the classical virtues (prudence, justice, temperance, and fortitude) will

be introduced in the upper grades as a continuance of the elementary character program and a necessary support of the classical curriculum.

5. Teacher aides are utilized for additional support, especially in the lower grade levels.

To achieve our mission Indianapolis Classical Academy will emphasize an education in the humanities, the sciences, and the arts in several current and research-based curricula/programs in the elementary and middle schools, which include:

- The Core Knowledge Sequence (a specific, grade-by-grade core curriculum of common learning)
- Riggs Institute's *The Writing & Spelling Road to Reading & Thinking* as supplemented by content from Access Literacy, LLC (for teaching "explicit" phonics, reading, and language arts)
- Singapore Math (a conceptual approach to mathematical skill building and problem solving)

In high school, students will receive a content-rich classical liberal arts education by studying literature, math, history, civics, the sciences, music and art that will align with and exceed State Standards. Teachers will be equipped to train upper level students in Socratic Seminars to encourage intelligent, logical, and independent thinking. Indianapolis Classical Academy's curriculum has proven to be successful for all students, including special needs students as well as English Language Learners (ELL).

Classical Education upholds a standard of excellence and has proven itself over the course of time. We believe Indianapolis Classical Academy's high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel not only in learning but in character development. At Indianapolis Classical Academy, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition. Students will graduate from Indianapolis Classical Academy highly literate and ethical citizens who are well-prepared to advance into any life endeavor and to inspire others.

Indianapolis Classical Academy's curriculum was selected specifically to meet the needs of the all students within the enrollment zone, and we expect a population of students from diverse backgrounds and with diverse learning abilities. Our curriculum is time-tested and research-based, and has been successfully implemented for students from academically, socially, and economically varied backgrounds.

Core Knowledge, Riggs and Singapore Math were selected because these programs are designed to build foundations of knowledge in the elementary years. Because children learn by building on what they already know, this curriculum will benefit students with varying learning abilities. Emphasizing foundational skills and rich content, teachers can not only effectively bring students with academic problems up to grade level but also strengthen the knowledge base and challenge the academic potential of every student at or above grade level.

In 2011, the Mayo Clinic released a study of almost 6,000 students on the incidence of learning disabilities in students. The study concluded that over 80 percent of children identified as having learning disabilities have their primary academic problem in reading. The World Federation of Neurology defines reading disability as a disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence, and sociocultural opportunity. The actual incidence of reading disability representative of the total population is estimated to be at 5.3 percent to 11.8 percent, depending on the definition used to establish it, and more common in boys than girls. "These data

demonstrate that reading disability is common among children and should be included among the differential diagnoses considered in children having problems with learning.” (Source: Mayo Clinic. “Mayo Clinic Study Finds Higher Incidence Rate of Reading Disability Among Boys.” *ScienceDaily*, 15 Nov. 2001. Web. 11 Feb. 2013.)

So what does our curriculum do to address this issue?

Students presenting academic difficulty need programs that address remediation directly and target specific deficiencies. The time-tested, multi-sensory, brain-based approach that addresses multiple student learning styles is the Riggs method, *The Writing & Spelling Road to Reading & Thinking*. Riggs is appropriate for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Riggs provides a strong foundation for students who exhibit academic progress and will be an effective remedial program for students with academic challenges. ELL students will also benefit because Riggs provides limited concepts at a given time and is practiced until students achieve mastery. We believe one of the best forms of remediation is through a solid phonics program.

Indianapolis Classical Academy will have at least a 90-minute morning period in kindergarten through 5th grades focusing on the various aspects of English language study: phonics, reading, vocabulary, study of Latin roots, spelling, grammar, handwriting, and composition, with differentiated instruction for specific student learning needs, timely and specific feedback, and high student engagement to ensure the greatest impact. This morning period will be supplemented with brief periods of punctuated practice throughout the day.

Low performing students will also be identified through the use of our assessment and diagnostic tools. Students who score below grade level will be given extra support to reach grade level within the classroom, such as small group setting and differentiated instruction, as well as pull out instruction.

Homework and classwork help will be offered during specific study hall hours throughout the week to assist students in need of extra practice. Teachers will make themselves available during a time that is outside of the instructional block. This additional contact with the student can help provide structured practice and further feedback. When learning gains are not progressing at an appropriate rate, we will provide for tutoring.

A 2007 longitudinal study led by Dr. Greg Duncan of Northwestern University concluded that early literacy and math skill acquisition is the greatest predictor of later learning. (Source: Duncan, G.J., et. al., “School Readiness and Later Achievement” *Developmental Psychology*, Vol. 43, No. 6: 2007.) By choosing sound research-based programs like Riggs and Singapore math, coupled with a classical curriculum that, by definition, is a literacy-focused curriculum, we propose to provide students with these skills early on to ensure a successful academic future.

Thank you for this opportunity to submit an initial proposal. We look forward to our opportunity to present a full proposal in the very near future.

Attachment 1

Five Year Budget Plan

Budget Summaries - Cash Basis

Model: With CSP and WFF / Building Lease

School Name: Indianapolis Classical Academy

		Pre-operational	First Fiscal Year	Second Fiscal Year	Third Fiscal Year	Fourth Fiscal Year	Fifth Fiscal Year
Dates Covered		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Projected Enrollment	Intentionally projected 50 students under enrollment		300 of 350	350 of 400	400 of 450	450 of 500	500 of 550
CARRY OVER			\$ 83,999	\$ 237,631	\$ 420,887	\$ 368,836	\$ 493,263
I. CASH IN (INCOME):	Comments						
Donations/Gifts (Please Describe)							
Investment Earnings							
CSP Grant	Assumed for this budgeted	\$ 275,000	\$ 225,000	\$ 225,000			
Title I	Estimated		\$ 40,000	\$ 50,000	\$ 55,000	\$ 60,000	\$ 65,000
State Basic Tuition Support	Foundation amount plus		\$ 2,136,450	\$ 2,520,623	\$ 2,898,716	\$ 3,333,524	\$ 3,833,553
Special Education Funding (State)			\$ 80,880	\$ 86,480	\$ 92,534	\$ 99,011	\$ 105,942
Part B IDEA			\$ 25,000	\$ 30,000	\$ 35,000	\$ 40,000	\$ 40,000
Charter and Innovation Network School Grant	Assumed at \$500 per student		\$ 150,000	\$ 175,000	\$ 200,000	\$ 225,000	\$ 250,000
Other: Walton Family Foundation Grant	Assumed for this budget	\$ 100,000	\$ 150,000				
Other (Allowable Inst. Materials fees)	Curricular materials		\$ 10,000	\$ 12,000	\$ 14,000	\$ 16,000	\$ 18,000
TOTAL CASH IN (INCOME):		\$ 375,000	\$ 2,817,330	\$ 3,099,103	\$ 3,295,250	\$ 3,773,535	\$ 4,312,494
II. EXPENDITURES:							
A. Employee Salaries	Comments						
Director/Principal		\$ 35,000	\$ 75,000	\$ 77,250	\$ 79,568	\$ 81,955	\$ 84,413
Assistant Principal					\$ 66,950	\$ 68,959	\$ 71,027
Other Administration							
Classroom Assistants	Includes Title I admin and		\$ 46,240	\$ 83,982	\$ 85,662	\$ 87,375	\$ 89,123
Clerical		\$ 10,000	\$ 30,000	\$ 30,600	\$ 31,212	\$ 31,836	\$ 32,473
Consultants							
Librarians							
Overtime Expense							
Social Workers							
Substitute Teachers			\$ 10,000	\$ 12,000	\$ 14,000	\$ 16,000	\$ 18,000
Teachers			\$ 800,000	\$ 988,800	\$ 1,145,772	\$ 1,311,272	\$ 1,350,610
Technicians							
Temporary Salaries		\$ 5,000	\$ 12,000	\$ 15,000	\$ 25,000	\$ 27,000	\$ 30,000
Other Human Resource Expense	School Nurse		\$ 12,000	\$ 15,000	\$ 25,000	\$ 27,000	\$ 30,000
Total Employee Salaries		\$ 50,000	\$ 985,240	\$ 1,222,632	\$ 1,473,164	\$ 1,651,397	\$ 1,705,646
B. Employee Benefits							
Group Dental Insurance			\$ 34,483	\$ 42,792	\$ 51,561	\$ 57,799	\$ 59,698
Group Health Insurance			\$ 147,786	\$ 183,395	\$ 220,975	\$ 247,709	\$ 255,847
Group Life Insurance							
Long-Term Disability Insurance							
Public Employee Retirement			\$ 4,624	\$ 8,398	\$ 8,566	\$ 8,738	\$ 8,912
Social Security & Medicare			\$ 75,371	\$ 93,531	\$ 112,697	\$ 126,332	\$ 130,482
Teacher Retirement			\$ 80,000	\$ 98,880	\$ 114,577	\$ 131,127	\$ 135,061
Unemployment Compensation							
Workers Compensation							
Other Employee Benefits							

Total Employee Benefits		\$ -	\$ 342,264	\$ 426,997	\$ 508,376	\$ 571,705	\$ 590,000
C. Rental of Facilities & Utilities	Comments						
Electricity		\$ 20,000	\$ 140,000	\$ 145,000	\$ 150,000	\$ 155,000	\$ 160,000
Gas, Oil, or Steam Heat			NA	NA	NA	NA	NA
Grass and Tree Services		\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Internet Access	ERATE applies after year 1	\$ 5,000	\$ 50,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Mortgage		\$ 1					
Rent			\$ 350,000	\$ 400,000	\$ 450,000	\$ 450,000	\$ 450,000
Repair & Maintenance Services	Building Prep and Safety	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Telephone Long Distance							
Trash Removal		\$ 3,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
Utilities							
Water & Sewer		\$ 3,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Other Facilities & Utilities Exepnse			\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Total Rent and Utilities		\$ 46,001	\$ 598,000	\$ 623,000	\$ 678,000	\$ 683,000	\$ 688,000
D. Insurance	Comments						
Board Errors and Omissions			\$ 3,000	\$ 3,200	\$ 3,400	\$ 3,600	\$ 3,800
General Liability Insurance			\$ 4,000	\$ 4,400	\$ 4,500	\$ 4,600	\$ 4,800
Health Insurance		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Property & Casualty Insurance			\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100
Property & Inland Marine		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Theft Insurance		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Treasurer Bonds		\$ -	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Umbrella/excess Liability			\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Vehicle Insurance	Non-owned		\$ 800	\$ 800	\$ 800	\$ 800	\$ 800
Worker's Compensation Insurance			\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Other Insurance Expense		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Insurance		\$ -	\$ 15,600	\$ 16,200	\$ 16,500	\$ 16,800	\$ 17,200
E. Service Contracts	Comments						
Accounting & Payroll Services	Through Indiana Charters	\$ 10,000	\$ 20,000	\$ 22,000	\$ 24,000	\$ 26,000	\$ 28,000
Consulting Services	Through Indiana Charters	\$ 20,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Data Processing Services	Through Indiana Charters	\$ 5,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Equipment Rental & Lease	Office Copier	\$ 5,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Food Service Contract			\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Legal Services		\$ 10,000	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
Professional & Technical Services		\$ 5,000	\$ 12,000	\$ 12,500	\$ 13,000	\$ 13,500	\$ 14,000
Pupil Transportation Contract			\$ 110,000	\$ 130,000	\$ 150,000	\$ 170,000	\$ 190,000
Security Services			\$ 15,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Staff Development	Pre-service training not	\$ 5,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Other Service Contracts	Special Education Director Services (shared, provided by Idnaian Charters)	\$ 5,000	\$ 21,000	\$ 22,000	\$ 23,000	\$ 24,000	\$ 25,000
Other Service Contracts	Title I Consultant Services		\$ 10,000	\$ 10,000	\$ 12,000	\$ 12,000	\$ 12,000
Other Service Contracts	Business Management		\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Other Service Contracts	Custodial and maintenance	\$ 15,000	\$ 50,000	\$ 55,000	\$ 60,000	\$ 65,000	\$ 70,000
Total Service Contracts		\$ 80,000	\$ 317,500	\$ 336,000	\$ 366,500	\$ 395,000	\$ 423,500
F. Supplies & Materials	Comments						
Advertising		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Computer Software			\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Custodial Supplies		\$ 10,000	\$ 10,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000

Attachment 2

Budget Assumptions and Staffing Levels

Grade 3 section 2	\$	40,000	\$	41,200	\$	42,436	\$	43,709	\$	45,020	
Grade 4 section 1	\$	40,000	\$	41,200	\$	42,436	\$	43,709	\$	45,020	
Grade 4 section 2	\$	40,000	\$	41,200	\$	42,436	\$	43,709	\$	45,020	
Grade 5 section 1	\$	40,000	\$	41,200	\$	42,436	\$	43,709	\$	45,020	
Grade 5 section 2	\$	40,000	\$	41,200	\$	42,436	\$	43,709	\$	45,020	
Grade 6 section 1	\$	40,000	\$	41,200	\$	42,436	\$	43,709	\$	45,020	
Grade 6 section 2	\$	40,000	\$	41,200	\$	42,436	\$	43,709	\$	45,020	
Specials 1	\$	40,000	\$	41,200	\$	42,436	\$	43,709	\$	45,020	
Specials 2	\$	40,000	\$	41,200	\$	42,436	\$	43,709	\$	45,020	
Special Education 1	\$	40,000	\$	41,200	\$	42,436	\$	43,709	\$	45,020	
Special Education 2								\$	43,709	\$	45,020
Language Instruction 1	\$	40,000	\$	41,200	\$	42,436	\$	43,709	\$	45,020	
Secondary English			\$	41,200	\$	42,436	\$	43,709	\$	45,020	
Secondary math			\$	41,200	\$	42,436	\$	43,709	\$	45,020	
Secondary science			\$	41,200	\$	42,436	\$	43,709	\$	45,020	
Secondary social studies			\$	41,200	\$	42,436	\$	43,709	\$	45,020	
Secondary English 2					\$	42,436	\$	43,709	\$	45,020	
Secondary math 2					\$	42,436	\$	43,709	\$	45,020	
Secondary science 2							\$	43,709	\$	45,020	
Secondary social studies 2							\$	43,709	\$	45,020	
Language Instruction 2					\$	42,436	\$	43,709	\$	45,020	
TOTAL TEACHING STAFF	\$	800,000	\$	988,800	\$	1,145,772	\$	1,311,272	\$	1,350,610	
Classroom Aid (initially @ \$14.00 per hour)	\$	15,120	\$	15,422	\$	15,731	\$	16,045	\$	16,366	
Classroom Aid (initially @ \$14.00 per hour)	\$	15,120	\$	15,120	\$	15,422	\$	15,731	\$	16,045	
Classroom Aid (initially @ \$14.00 per hour)			\$	15,120	\$	15,422	\$	15,731	\$	16,045	
Title I paraprofessional	\$	16,000	\$	16,320	\$	16,646	\$	16,979	\$	17,319	
Title I administrator			\$	22,000	\$	22,440	\$	22,889	\$	23,347	
TOTAL INSTRUCTIONAL AIDS	\$	46,240	\$	83,982	\$	85,662	\$	87,375	\$	89,123	
Principal	\$	75,000	\$	77,250	\$	79,568	\$	81,955	\$	84,413	
Office Administration (clerical)	\$	30,000	\$	30,600	\$	31,212	\$	31,836	\$	32,473	
School Nurse (part time year 1 and 2)	\$	12,000	\$	15,000	\$	25,000	\$	27,000	\$	30,000	
Assistant Principal			\$	65,000	\$	66,950	\$	68,959	\$	71,027	
TOTAL ADMINISTRATION	\$	117,000	\$	187,850	\$	202,730	\$	209,749	\$	217,913	

Instructional Supplies	Textbooks and Instructional Supplies make up totla curricular materials	\$ 10,000	\$ 80,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
Library Books			\$ 20,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Office Supplies & Expense		\$ 10,000	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Postage		\$ 2,000	\$ 3,000	\$ 3,400	\$ 3,800	\$ 4,200	\$ 4,600
Printing		\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -
Subscriptions			\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Testing & Evaluation Supplies			\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Textbooks	Textbooks and Instructional Supplies make up totla curricular materials	\$ 15,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Other Supplies & Materials		\$ 5,000					
Total Supplies & Materials		\$ 67,000	\$ 154,000	\$ 106,400	\$ 106,800	\$ 107,200	\$ 107,600
G. Capital Outlay	Comments						
Computer Hardware		\$ 5,000	\$ 40,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Computer Software	SIS and Accounting	\$ 30,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Office Furniture & Equipment		\$ 5,000	\$ 10,000	\$ 5,000	\$ 5,000	\$ 6,000	\$ 6,000
Instructional Furniture & Equipment			\$ 90,000	\$ 40,000	\$ 40,000	\$ 50,000	\$ 40,000
Vehicles							
Land Purchases							
Improvements & Alterations		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Other Capital Outlay							
Total Capital Outlay		\$ 45,000	\$ 155,000	\$ 75,000	\$ 75,000	\$ 86,000	\$ 76,000
H. Other Expenditures	Comments						
Audit Expense		\$ 2,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Dues & Fees							
Judgements							
Debt Services							
Travel Expense/Mileage		\$ 1,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Reimbursement			\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Field Trips			\$ 20,000	\$ 22,000	\$ 24,000	\$ 26,000	\$ 28,000
Payment to an EMO	NA						
Trine Administrative Fee			\$ 64,094	\$ 75,619	\$ 86,961	\$ 100,006	\$ 115,007
Total Other Expenditures		\$ 3,000	\$ 96,094	\$ 109,619	\$ 122,961	\$ 138,006	\$ 155,007
TOTAL EXPENDITURES		\$ 291,001	\$ 2,663,698	\$ 2,915,848	\$ 3,347,301	\$ 3,649,107	\$ 3,762,953
REMAINING CASH BALANCE (DEFICIT)	Includes carry-over	\$ 83,999	\$ 237,631	\$ 420,887	\$ 368,836	\$ 493,263	\$ 1,042,805