

CIRCLE CITY PREPARATORY CHARTER SCHOOL



APPLICATION FOR CHARTER RENEWAL

Respectfully submitted to the Indiana Charter School
Board on October 21, 2021



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: Circle City Preparatory, Inc. (DBA Circle City Prep)

Charter School Address: 4002 N Franklin Road
Indianapolis, IN 46226

Designated Representative and Contact Information (Phone & Email): Megan Murphy, Founder & Head of School
mmurphy@circlecityprep.org (317) 643-4209

Mission Statement: Through excellence in academic instruction and character development, Circle City Preparatory Charter School ensures all K-8 students are ambitious, powerful learners and responsible, positive leaders on the path to college a life of opportunity.

School Leader/Principal: Megan Murphy, Founder & Head of School

Current Board of Directors	
Alex Moseman	Shareyna Chang
Chad Miller	Mandy Parris
Leslie Tarble	Drew Rosenbarger
Alexis Sowder	Jinee L. Majors
Roberty Grimm	David Fischer

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): NA



EXECUTIVE SUMMARY

Circle City Preparatory Charter School (Circle City Prep) is a college-prep charter school on the Far Eastside of Indianapolis. Founded in 2017 with 78 Kindergarten and First Grade Scholars, Circle City Prep currently serves 270 Kindergarten – 5th Grade students. We deeply believe in the potential of all our Scholars to be lifelong learners and change agents in their community. We are laser focused on college preparation as a commitment to ensuring all our Scholars have access to a future of their choice.

This commitment to college preparation was built off a foundation of literacy and math during our start-up years as an organization. We have and continue to prioritize foundational reading skills and developing critical, thoughtful readers and writers by doubling the amount of literacy instruction in the academic day, staffing two teachers in each classroom during literacy instruction, and adopting rigorous, culturally responsive core curricula. Similarly in math, our Scholars receive 120 minutes of math instruction daily and engage in computer-based math instruction as well. Scholars receive core, grade-level content, story problem instruction, and in-school math tutoring on a daily basis. Finally, our organizational values (Determination, Resourcefulness, Integrity, Voice and Enthusiasm) have been ever present in our halls, our school systems, and school traditions.

As we've grown these last four years, both literally and figuratively, our mission and commitment has remained the same, but our programming and supports for Scholars and families has intentionally evolved. Our commitment to college preparation and quality education for all scholars drives our focus on increasing diverse life experiences and integrating personalized student and family supports for our school community.

- (1) **Increasing Diverse Life Experiences** – All scholars receive two enrichment blocks of instruction daily. After listening to our parents' collective voice, we are proud to offer Spanish and Dance for all our K-5 Scholars. Additionally, Circle City Prep Scholars engage in three off-site "excursions," two that supplement classroom learning by building real-world context and application in addition to one college tour. Finally, we have built out our own after school programming, at no charge to our Scholars, that includes clubs such as photography, soccer, stationary, knitting, etc. along with after school tutoring. Through these programs and experiences, we look to broaden our Scholars' perspective of the world and understanding of their own personal skills and interests.
- (2) **Integrating Personalized Student and Family Supports** – We look to decrease barriers of poverty to ensure our Scholars have the access they need to be thoughtful, successful learners at Circle City Prep. This means, we are committed to the whole child. As we've grown from our founding in 2017, we've added supports to this end.

Whether it is



- Our Director of Student and Family Supports who meets with families in need and creates individualized support plans, or
- Access to our Emergency Relief Fund during COVID where our families could request funds to cover bills, or
- Our counseling support we offer through KidsCount and Adult & Child or
- The Scholarships we offer for after school programming, field trips, or summer programs, or
- Our partnerships with community organizations like the Community Alliance of the Far Eastside, Renewal Ministry's, Jaffe's Place, or
- Our dedicated Family Resource Center, that houses our food bank, free clothing and learning materials, access to Chromebook and Wi-Fi as well as our washer and dryer, or

We are committed to high-expectations AND high-supports for all our Scholars and families.

We are excited to continue to grow, learn and serve our community on the Far Eastside in the years to come.



SECTION I: PERFORMANCE REVIEW

Address all measures in the Performance Dashboard Summary in which the school received a rating of “Approaching Standard”, “Improvement Necessary” or “Does Not Meet Standard”, focusing on primarily, but not exclusively, on the school’s most recently completed year.

CATEGORY 1: Academic Success

1.1.a – The school’s overall attendance rate. **DOES NOT MEET STANDARD**

ROOT CAUSE ANALYSIS

- Limited Capacity to Monitor: While Circle City Prep has always had a tiered attendance policy in our Handbook (see Figure 1) our ability to both track Scholar attendance, support families in creating attendance plans, and reinforcing this policy was a challenge due to limited capacity. In SY17 and SY18, we did not have a front office manager, or a student supports team (which was anticipated due to our slow growth model).
- COVID in SY19: Prior to COVID, Circle City Prep was tracking to a 2% increase in average daily attendance (see Figure 2), as we were able to bring on team members who were charged with increasing our daily attendance through consistent monitoring and family support. When school transitioned to fully virtual in March 2019, our attendance significantly decreased. In order to be considered present, we required that our scholars engage in 2 live lessons, complete time on their adaptive learning program and turn in assignments. While we had contact with 100% of our Scholars on a weekly basis, we did not count them as “present” unless the above metrics were met.

Figure 1: SCHOLAR ATTENDANCE POLICY (pulled from SY21 Family Handbook)

At Circle City Prep, we are committed to making every minute of learning time count. In order for scholars to learn and to reach their academic potential, they must be in school every minute of every day. Given our fast pace and high rigor, missing even one hour of instruction can result in scholars falling behind. Families should take advantage of 1:00 p.m. dismissal on Friday, as well as vacation days, to schedule appointments and travel.

Because all learning time is sacred, Circle City Prep does not distinguish between excused and unexcused absences; all scholar absences, including illness, suspensions, appointments, vacations, incomplete days, etc. count as absences. Scholars who are ill with a fever or severe illness should stay home, but runny noses do not slow us, or our scholars, down!

A scholar who exceeds 15 absences over the course of the year, may be retained.

Circle City Prep reserves the right to make exceptions to this policy in the instance of an extended absence due to extreme medical conditions.



The following support policy will be followed to help ensure that scholars do not exceed 15 absences:

- At 3 absences, the parent/guardian will be contacted by a member of the front office.
- At 5 absences in the first semester or a total of 10 absences, the parent/guardian will be required to attend a meeting during which an Attendance Plan will be established aimed at improving attendance patterns.
- At 15 absences, a second meeting will be held with our Head of School to discuss the violation of the Attendance Plan.
- Excessive absences or truancy may result in the reporting of a family to relevant authorities.

Figure 2: Circle City Prep ADA 2017-2020

School Year	Average ADA
17-18	90.52%
18-19	90.51%
19-20 (Pre-COVID)	92.72%
19-20 (COVID)	85.87%
20-21	87.49%

PLAN OF ACTION

- **Staffing** – In SY19, Circle City Prep Hired a **Director of Student and Family Supports** (DSFS) (see Appendix A) who is charged with monitoring average daily attendance, working with families to increase attendance, and managing our attendance policy outlined in our Family Handbook. The DSFS pulls weekly attendance reports to identify families who need the most support to increase attendance. She contacts families directly to learn more about barriers and ways Circle City Prep can help. She works closely with community organizations as needed to provide resources and creates personalized plans as needed with families. As in all things, Circle City Prep takes a personalized approach to this work and does not have a one-size fits all model. Our DSFS also works closely with the Department of Child Protective Services to monitor any truancy cases initiated by Circle City Prep.

We attribute the jump in ADA from SY18 to SY19 pre-COVID primarily to the work of our DSFS and increased support and accountability with our families.

- **Communication** – Teachers submit daily attendance by 8am and starting at 9:30am our Operations Coordinator calls families of absent scholars. We wait until 9:30 daily as we have close to 20-25% of scholars who arrive tardy to school depending on the day. Once contact has been attempted for all absent scholars, the Operations Coordinator emails the full school with an attendance email noting absences and any stated reasons. This



system increases communication between guardians, school and teachers and increases the likelihood that we catch trends early on before they compound. This also provides us anecdotal data concerning why absences occur that our Director of Student and Family Supports can problem solve around.

- **Incentive** (note these initiatives are paused during the pandemic) – Circle City Prep uses a number of positive school-based incentives to invest scholars and families to attend school every day. Monthly, we program an Incentive Week that sets criteria in place that once achieved, Scholars can own dress down days, popsicle parties, or other rewards. Additionally, we celebrate perfect attendance during our quarterly awards ceremony.

TIMELINE

Due to COVID, we are no longer incentivizing attendance. We continue to monitor and track but we do not want to push families to send scholars to school if they are not feeling well and/or experiencing any COVID like symptoms. Circle City Prep anticipates meeting this standard within a year of the end of the pandemic.



1.1.c – The school’s re-enrollment rate (from end of year to beginning of year) **DOES NOT MEET STANDARD**

ROOT CAUSE ANALYSIS

- Historically, it appears that Circle City Prep has been very close to achieving this standard (see Figure 3) of 80% re-enrollment from end-of-year to beginning-of-year. We account for the large jump in re-enrollment SY19 to SY20 due to COVID. Across the country, families more frequently stayed with their school this year as they navigated the pandemic and schools were offering virtual learning pathways (as CCP did).
- X% of families who unenroll identify their reason for leaving CCP is because they are moving out of our school’s neighborhood. With a dense apartment housing stock, the Far Eastside tends to be very transient.

Figure 3: Historic Re-Enrollment Rate from EOY to BOY

Timespan	% Returned after summer
SY 20-21 - 21-22	85.90%
SY19-20 - 20-21	91.52%
SY 18-19 - 19-20	79.13%
SY 17-18 - 18-19	80.29%

PLAN OF ACTION

- Ultimately, Circle City Prep hopes to retain all of our Scholars and families year over year. Our school community is stronger when our students know one another, know their teachers, and know the expectations. This only happens with a consistent learning environment and experience. We release a “Re-Enrollment Survey” in March annually. Any families who mark as unsure or not returning are contacted by our Director of Student and Family Supports who looks to identify the cause and potentially problem solve if it is within our locus of control.
- Due to how close CCP is (less than 1%) in hitting this standard as well as the unpredictable impact of COVID on enrollment, we will continue to monitor this metric year over year through annual board reports but not yet take specific action. We will continue to track reasons for unenrollment in our SIS system to track trends.
- If our re-enrollment number dips below 80%, our Head of School, Operations Team and Student Supports Team will create an action plan

TIMELINE

Following the close of the global pandemic, Circle City Prep looks to meet and exceed this standard.



SECTION II: SCHOOL IMPROVEMENT

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) board (b) leadership (c) staffing and (d) academic achievement.

A. Governing Board

Circle City Prep's Board is comprised of 10 diverse, passionate leaders who are fiercely committed to ensuring Circle City Prep is a game-changing school for our Scholars. In addition to immense passion, Circle City Prep Board Members bring a range of professional expertise (finance, law, operations, risk management, real estate) (see Figure 4 for current board roster and list of areas of expertise) and are trained annually through new member onboarding and our annual retreat in board governance and school finance. Circle City Prep continuously looks to recruit and cultivate prospective Board Members who bring expertise and rigorous oversight to our Board. Additionally, we prioritize maintaining a diverse Governing Board in every regard, but specifically prioritize race as our school serves a population of over 96% students of Color.

Figure 4: SY21 Board Expertise and Experience

Board Member	Area of Expertise
Alex Moseman, MA Director of Talent Acquisition, Indianapolis Public Schools Board Member	Education, Talent, Enrollment Management, Data Analysis, Field Organizing
Shareyna Chang, MA Director of Portfolio Strategy, Indianapolis Public Schools Vice Chair	Education, Governance, Accountability, School Performance, Assessment, Strategic Planning
Chad Miller, MA Partner, Miller Insurance Group Board Chair	Education, Risk Management, School Leadership
Mandy Parris Executive Director, JPMorgan Chase Bank Board Member	Finance, Governance
Leslie Tarble Co-Owner, 3 Sisters Logistics Board Member	Finance, Operations, Strategic Planning, Governance
Drew Rosenbarger VP of Development, Flatherty & Collins Properties Board Member	Real Estate, Finance, Operations
Alexis Sowder, MBA Manager of Client Services, KSM Location Advisors Treasurer	Finance, Real Estate, Economic Development, Projective Management
Jinee L. Majors, JD	Law, Board Governance

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Senior Assistant General Counsel of Securities and Corporate Transactions, Elanco Animal Health Incorporated Secretary	
Robert (“Bobby”) Grimm, JD President, Outside Counsel & Consulting Board Member	Law, Human Resources, School Operations
David Fischer Chief Revenue Officer, Gregory and Appel Insurance Board Member	Finance, Risk Management, Board Governance

The Circle City Prep Board meets monthly or bi-monthly, depending on need, with standing committees meeting bi-monthly: Governance, Finance, Academic Achievement, and Fund Development. Each Board Member serves on at least one committee and non-Board Members serve on the Academic Achievement and Development Committee.

In addition to continuous board recruitment efforts and rigorous onboarding, Circle City Prep partners with Board on Track, an online governance platform to supports both state and authorizer accountability requirements and operates as a platform for annual Board and CEO reviews (see Figure 5, example board assessment dashboard).

Figure 5: SY20 Board Assessment Dashboard



B. Leadership Team

Circle City Prep has a dedicated, hard-working leadership team that works relentlessly each day to ensure our Scholars and team have what they need to be successful. This team oversees day-to-day operations, instructional coaching and vision setting, school-wide culture and family supports. Our slow growth model has allowed us to build this powerhouse team over time, growing leaders internally when possible, and developing strategic roles to execute our mission.

Megan Murphy, Founder & Head of School: A native Hoosier, Megan returned to Indianapolis in 2012 to continue her career in education to impact students and families in her hometown which led to her Fellowship with BES (formerly Building Excellent Schools in 2015) and the founding of Circle City Prep in 2017. Megan has experience teaching, coaching, and leading in an elementary environment for over 12 years and spent years studying high performing charter schools through the BES Fellowship. Megan earned a Bachelor of Political Science from Trinity University, a Master’s of Education from University Missouri-St. Louis, and has completed graduate work with the RELAY School of Education.

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Courtney Eckerle, Director of Operations: Courtney joined the CCP team in 2018 as the Manager of Operations and was promoted in 2019. She manages school-wide operations, in-house finance process, grant report, vendor relationships, HR matters, and leads a team of 3 people to ensure the day-to-day operations run smoothly. Courtney has a background in education, having taught High School Biology for 2 years, High School Environmental Science for 1 year, and Middle School Integrated Science for 6 years along with being an Assessment Coordinator and Content Specialist with Denver School of Science and Technology. Courtney holds a BA in Environmental Science with a focus in Biology and has participated in graduate work with National Academy for the Advancement of Teacher Education (NAATE).

Alise Stephens, Director of Student and Family Supports. Alise started out at Circle City Prep in 2019 as an educational interventionist in kindergarten and behavior specialist across all grade levels. As someone who deeply values the impact and importance of family relationships, she moved into a manager of student and family supports role and is now the Director. Alise oversees the Student Supports Team as well as the department of special education. She is responsible for acting as a liaison between parents and the school, as well as connecting our families to resources in the community. Alise has worked to run our yearly holiday and food drives and has recently helped open our Family Resource Center - where families have access to our food pantry, clothes, WiFi, computers, and our on-site washer and dryer. Alise holds a Bachelor of Science in Psychology degree from Indiana University Bloomington.

Rebah Ginn, Director of School Culture and Enrichment: Originally hired as Manager of eLearning in 2020, Rebah Ginn was moved to this newly created role in July of 2021. Mrs. Ginn is responsible for Circle City Prep's after school programming, community circles, field trips, school traditions and celebrations, its mentorship program, school assemblies and events, its social justice initiatives, and coaching the enrichment teachers. Rebah holds a Bachelor of Arts from Olivet Nazarene University in Elementary Education, with minors in Geology, ELA and English as a Second Language. She also has a Master's in School Leadership and Administration from Marian University in Indianapolis.

In addition to the leaders highlighted above, Circle City Prep's Dean of Students, K-2 and 3-5 Instructional Coaches, Middle School Fellow, and Manager of Special Education engage in weekly leadership meetings to set the course and direction for our school. **Appendix B and C** outline our current organizational structure and our full-scale (two schools – Elementary and Middle) organizational structure.

C. Staffing

- **Recruitment & Hiring**

Circle City Prep holds a high bar for the talent we invite to join our team. We invest significant time and energy in identifying, cultivating, and onboarding staff that are aligned to Circle City Prep's mission and vision. We are intentional in our recruitment to

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source and cultivate diverse talent who reflect the demographic make-up of our students. We partner with local and national talent organizations to maximize our access to high-quality educational talent. Our selection process involves multiple stages intended to allow candidates and hiring managers multiple methods of assessing a candidate’s knowledge, skills, and mindsets. This process allows us to provide intentional onboarding aimed at supporting any identified gaps in a candidate’s knowledge or skill.

- **Coaching & Development**

Circle City Prep invests in Instructional Coaches at each academy level (K-2, 3-5) who serve on the Instructional Leadership Team alongside our Manager of Special Education and Head of School. We invest significant time and money in the professional development of our Instructional Coaches so they can operate not only as transformational coaches for our teachers but content and curricular experts for our building. We have funded all instructional coaches to complete RELAY’s National Principal Academy Fellowship, an intense one-year program where leaders see examples of instructional best practice, plan for context-specific implementation and receive targeted feedback on practice. Additionally, Instructional Coaches engage in content building development either through Navigator for our math program, Lifelong Readers for our guided reading & phonics instruction or Wit & Wisdom, our school-wide ELA curriculum. Coaches observe teachers and conduct debrief meetings at a minimum weekly, lead data meetings and “Looking at Student Work” protocols, and execute school-wide professional development sessions. Circle City Prep has a culture of feedback and high support for our teachers.

On Fridays, we release students at 1pm to ensure our school community has a sacred 2 hours to engage in professional development, learning communities, and data analysis meetings. Additionally, we schedule intentional full day professional development days throughout the year, typically after an interim assessment window, to give teachers and instructional leadership time to deeply dig-into student data and make targeted, purposeful instructional plans in response.

Finally, our Instructional Team designs 3-week PD arcs for the full school that drives our teachers’ knowledge and skill development and allows Circle City Prep to build school-wide practices. An example of Q2’s Professional Development Cycles can be found in Figure 6.

Figure 6: SY21 Q2 PD Arcs		
Topic	Date	Development
Building discourse rich classrooms	Week 1: 10/18-10/22	Kids Listening to Kids Talking 101 Session



85% of kids are actively listening when other kids share.	Week 2: 10/25-10/29	Exemplar classroom discourse analysis and practice clinic
	Week 3: 11/1-11/5	Small group and 1:1 practice
Building ELA content expertise 100% of ELA teachers identify critical moments of productive struggle within ELA lesson, adjust LP based on student data, and execute key lesson structures and pacing.	Week 1: 11/8-11/12	Define Criteria for Success & Spar with Exemplar
	Week 2: 11/15-11/19	Reflection Protocol and Exemplar Analysis
	Week 3: 11/22-11/26	Peer Video Review Protocol
Academic Monitoring 2.0 <i>(This will continue through start of Q3)</i> 85% of teachers track student mastery during lesson and make data-informed instructional decision within the lesson. This will lead to a 10-15% increase in exit ticket data.	Week 1: 11/29-12/3	Academic Monitoring 2.0 Session
	Week 2: 12/6-12/10	Peer Video Review Protocol
	Week 3: 12/13-12/17	N/A start of Winter Break

- **Teacher Retention & Sustainability**

Quality teachers are our biggest asset as a school. If we are about children and student achievement, we MUST be about our people. Circle City Prep prioritizes teacher retention first through impactful, personalized professional development (see above) along with building a culture of respect and care for our team. We build a culture of care through intentional recognition systems (by peers and admin), by investing in our operations team to limit the level of non-instructional tasks our teachers take on, and by providing all required supplies and materials for classroom instruction (no teacher should have to spend money out of his/her own pocket for their classroom).

Most recently, our Circle City Prep made an \$80,000 investment in our Teacher Wellness Wing, a space for only teachers in our building. Our Wellness Wing includes a café, workroom space, a silent work room and a collaborative space outfitted with booths and mounted TVs to airplay content for small group meetings. We believe our Wellness Wing helps to professionalize our teaching culture at Circle City Prep by creating the space for teachers to decompress and intentionally do the intellectual prep work required to teach at a high-level every day.



This is one of our organizational priorities over the next five years. Our Leadership Team reviews weekly staff surveys soliciting feedback from teachers and adjusts to support our teachers' experience and sustainability. Our Head of School reports each month to our Board or Academic Achievement Committee concerning teacher retention and satisfaction.

D. Academic Achievement

A focus on academic achievement is at the core of our organization. While we have yet to have any official state testing data due to our slow growth model and the impacts of COVID-19, we have reliable data through various assessments that our program is working and is bar-setting not only for our neighborhood but also Center Township. We remain fiercely committed to ensuring our Scholars are not only out-performing Center Township state test averages but also Indiana State averages within the next charter term.

- **Assessments**

Circle City Prep uses a number of assessments throughout the course of the year to ensure Scholars are receiving targeted, academic intervention and are progressing to grade-level mastery. SY17-SY20 we used NWEA-MAP, a nationally normed assessment, at the beginning, middle and end of year to provide comparative data of our Scholars' academic achievement. While we were able to compare performance, the data did not help drive instruction. As such, we have shifted to using iReady, a computer adaptive, IN standards aligned assessment that is nationally normed. This assessment is approved by IDOE as a formative assessment and dyslexia screener.

Circle City Prep uses STEP (Strategic Teaching and Evaluation of Progress) five times yearly to gage student literacy growth K-4th Grade. This one-on-one assessment provides robust, actionable literacy data that allows teachers to adjust both guided reading and phonics instruction after each cycle. We have been using this assessment since our founding year, 2017.

Finally, after adopting Achievement First math curriculum in 2019, Circle City Prep joined their Navigator Accelerator Program in the fall of 2020. This program gave us access to weekly coaching and feedback from Navigator leaders to increase proficiency at curriculum implementation in service to student learning. This program also brought us access to their math interim assessments that we leverage 3 times annually to track content mastery. As a participant in the Navigator program we also are able to compare our Scholars' outcomes to peers across the country engaging with Achievement First's math curriculum.

Due to the quality of these assessments and to maintain consistency in data, Circle City Prep plans to continue to use all 3 assessment platforms (STEP, iReady, and Navigator Math Interim Assessments) in SY22 and beyond.



- **Academic Progress**

While Circle City Prep has yet to be “held accountable” to our academic data by ICSB or the state due to our slow-growth model and the impact of COVID-19 on state testing, we have a number of indicators that give us confidence that we are on track to meet our ambitious goals in the next five years.

Last year, we had our first cohort of scholars participate in ILEARN. Figure 7 shows Circle City Prep’s percent proficiency in our two tested grade-levels compared to six surrounding public elementary schools, elementary schools in Indianapolis Public Schools (the district Circle City Prep is in) and our state. In every content and grade-level, Circle City Prep out-performed surrounding neighborhood schools and out-performed the average school in IPS in three out of four assessments.

Figure 7: SY20 ILEARN Results					
		Circle City Prep	Neighborhood	School District	State
3 rd	ELA	24%	8%	16%	38%
	Math	30%	10%	19%	49%
4 th	ELA	13%	7%	15%	40%
	Math	18%	8%	17%	44%

We are proud of these results but also see them only as a starting point for our work ahead. We are committed to out-performing the IN State average within the next five years at all grade-levels and content.



Identify particular weaknesses, challenges and areas of improvement, and detail the school's plans for addressing each of these needs. Responses here should demonstrate that the school has reflected honestly and critically on those areas of improvement and ways to improve in those areas. In describing these plans and strategies for ongoing improvement, specific implementation timelines or timeframes as well as responsible individual or parties.

FOCUS AREA #1: TEACHER RETENTION

To live up to our promise to Scholars and families, Circle City Prep must increase retention of our highest-performing teachers year over year. We have shown we are able to quickly develop and coach teachers (often young and new to the profession) to achieve strong academic results, but we have felt the stress and challenges of onboarding teachers new to the education as they navigate the steep learning curve to this work. That being said, all schools, but especially those serving low-income communities, must also plan to internally develop talent as we know the supply for high-performing teachers is much smaller than the demand nationwide.

Following the release of our School's Insight Survey in the Spring of 2021, our Leadership Team engaged in deep analysis of our teachers' responses, engaged in a two-part listening series with our team, and conducted a formal day-long stepback to identify areas we think will lead to increased teacher satisfaction and ultimately retention at Circle City Prep.

- Investing in our Instructional Leaders – ensure our coaches have content expertise and capacity to deeply train and pour into our teachers.
- Investing in our Teachers Development – ensure teachers are being successful in classrooms and feel this success as frequently as possible.
- Talking about the Future – ensure teachers feel supported in their long-term professional goals and see a pathway to achieve those at Circle City Prep.
- Structured, Competitive Compensation and Benefits – ensure all staff members understand our compensation scale and that it remains competitive with IPS and surrounding schools

Our **Head of School**, working closely with both the Board and Leadership Team, will be held responsible to increase high-performing teacher retention and will work to have at least 80% of classrooms led by a teacher with two or more years of experience by SY25-26.

FOCUS AREA #2: SUPPORTING ELL SCHOLARS

Over five years, Circle City Prep has seen dramatic increase in English Language Learners attending our school. In 2017, we recognized that our student population did not mirror surrounding schools, and our team prioritized actively recruiting non-English speaking families to our school. Students who are English Language Learners now represent close to 1 in 5 scholars this year. Due to this significant increase, we must prioritize supports and instruction of learners with Limited English Proficiency.

Figure 8: SY17-SY21 Percentage of ELL Students	
SY17-18	1%

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SY18-19	8%
SY19-20	8%
SY20-21	11%
SY21-22	19%

In SY22-23, we intend to hire an **ELL Coordinator** who will be charged, alongside our Instructional Leadership Team, to design and lead our ELL supports at Circle City Prep. This will include, but is not limited to, leading professional development for general education teachers, ILP creation, school-wide compliance monitoring, co-teaching and small group intervention, and leading family engagement strategy.

While we intend to set clear academic metrics aligned to ILEARN to monitor and assess our ELL program, the sample size of ELL Scholars on ILEARN at Circle City Prep in SY20 was not large enough to report out. Ultimately, our goal will be that our ELL Scholars perform on average at the same(or better) as the average Circle City Prep Scholar.



SECTION III: PROPOSED CHANGES

The following proposal to split Circle City Prep's charter to Circle City Prep Elementary (K-5) and Circle City Prep Middle School (6-8) was submitted to the Indiana Charter School Board on April 20, 2021.

CIRCLE CITY PREPARATORY CHARTER SCHOOL REQUEST TO SPLIT CHARTER

School Requesting: Circle City Preparatory, Inc (DBA Circle City Prep)

Grades to Split:

Authorized K-8 (currently)

Request:

Circle City Prep Elementary – Kindergarten – 5th grade

Circle City Prep Middle School – 6th – 8th Grade

Timing:

Effective July 1st, 2021. Circle City Prep Middle School would be in a planning year 2021-2022 and open our doors August 2022.

Name of Each School:

Circle City Prep Elementary – Kindergarten – 5th grade

Circle City Prep Middle School – 6th – 8th Grade

Location:

The location would not change and both schools would be located at 4002 N. Franklin Road, Indianapolis, IN 46226.

Rationale for Request:

Circle City Prep's mission is unapologetically focused on providing students on the Far Eastside of Indianapolis a transformational, tuition-free college preparatory education grounded in rigorous academics; a joyful, structured culture; additional individualized supports for both scholars and families; and purposeful content and experiences that position our Scholars to be transformational leaders and life-long learners.

Our Middle School will most certainly build upon the strong foundation of our K-5 program, but must adapt and evolve to respond to the developmentally appropriate academic and behavior expectations for students to set them up for success outside of our school at a public or private high school of their choice.

Splitting our charter to be a K-5 and a 6-8 would allow us to, (1) develop an intentional, small school learning environment to better serve our scholars, (2) create a runway (time and funding) to recruit, hire and training a high performing Middle School Principal and grow our 2022 6th grade class by 30 Scholars, and (3) open opportunities for increased funding streams with start-up costs.

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- (1) Splitting our charter between a K-5 elementary and a 6-8 middle school, allows us to continue the small school supports and feel as well as build a unique program that builds student efficacy, autonomy, advocacy, and voice in preparation for high school. At full scale (see 2024-2025 Organizational Chart), our middle school would share administrative resources with our K-5 school but have their own instructional team and culture and academic supports team. This team is solo focused on our 150 middle school scholars from academics, to attendance, to engagement, to high school acceptance.
- (2) Splitting our charter allows Circle City Prep the time and funding to recruit, hire and train a transformational principal to lead the design and execution of our middle school. Starting in the Spring of 2021 we will look to nationally recruit a Middle School Principal Fellow (job description is Appendix A)

Potential Impact of Split on Budget:

- Administrative and instructional staffing
- Operational costs
- Facility costs - None
- Transportation costs - Noe
- Debt or other obligations – None



Appendix A: Middle School Principal Fellow Job Description

CIRCLE CITY PREPARATORY SCHOOL MIDDLE SCHOOL PRINCIPAL FELLOW JOB DESCRIPTION

Start Date: June 28, 2021

Salary: \$70,000

Status: Full-Time, Exempt, 12-months

Benefits: 403b, Dental, Life, Medical,

Job Category: Leadership, Instructional

Vision

Overview:

The Middle School Principal Fellow is charged to fiercely and humbly engage in a rigorous fellowship year to design and found Circle City Prep's Middle School (to open with 6th grade in 2022-2023). Our Fellow will engage with national partners in studying high performing middle schools and build relationships with peers across the country to identify best practices in academics, culture, equity and operations and integrate in our middle school design. Our Fellow will engage in structured trainings and experiences and executive coaching as well as lead individual and small group development in our Intermediate Academy (3rd – 5th) to strengthen leadership in observation/debrief, weekly data meetings, and leading professional development. Our Fellow is relentless in their work to design and found a high-performing, game-changing middle school for our Scholars and is committed to long-term leadership through the full growth of our school.

Philosophical Approach:

Circle City Prep's philosophical approach to creating a transformational school for the students of Indianapolis is based on three foundational beliefs: 1) Every child, no matter race, socio-economic status, zip code or home language, can be on a path to college; 2) Students thrive in a structured and supportive environment; and 3) Teaching leadership and self-advocacy is a critical component to building our country's future leaders.

Job Responsibilities:

- Launch a fully enrolled, fully staffed game-changing Middle School in the fall of 2022 that aligns flawlessly and builds upon the foundation of Circle City Prep's K-5 school
- Codify Middle School model grounded in not only best practices in academics, assessment, coaching, culture, equity and operations but also the Circle City Prep's organizational core beliefs and practices
- Deeply embed yourself in our organization as well as our broader community to build positive, impactful relationships across stake-holders
- Coach 2-3 teachers and one grade-level team (virtually or in-person) to achieve measurable and ambitious results
- Recruit and support hiring of founding Middle School team
- Recruit and enroll additional 30 6th grade Scholars for fall of 2022, educating a total of 50-60 Scholars in the fall



- Participate in weekly manager check-ins, leadership team meetings, before and after-school duties, and school-wide meetings and functions
- Operate with entrepreneurial zeal by identifying challenges and developing and implementing solutions
- Grounded in empathy AND high-expectations, provide real-time feedback to team, peers, and school leadership

Requirements:

To be considered as a Middle School Principal Fellow, you must have/be:

- Bachelor's degree is required; Master's degree is preferred
- Minimum of four years teaching experience with a track record of game-changing academic results
- Experience leading teams or coaching individuals towards common goal
- Commitment to long-term (5 years or more) leadership of CCP Middle School
- Fiercely positive, team player, and relentless about growing as a leader and coach
- Belief in and alignment with Circle City Prep's core values and educational philosophy is non-negotiable.
- Willingness to travel (1-2 weeks monthly) work after-hour events will be required
- Pass criminal background check, as required by law

Apply Today!

Go to www.circlecityprep.org and click Join Our Team and our application submission link.



Appendix A: Director of Student Family Supports Job Description

CIRCLE CITY PREPARATORY SCHOOL DIRECTOR OF STUDENT & FAMILY SUPPORTS JOB DESCRIPTION

Overview:

The Director of Student & Family Supports (DSFS) will work closely with Scholars, families, and our support team to ensure our Scholars and families are connected to needed resources and supports to increase quality academic participation at Circle City Prep. Your job is threefold: (1) increase student on-time attendance and participation and success in class, (2) connect CCP families to need resources and supports in times of crisis and transition, (3) lead a staff development around socio-emotional learning and mindfulness to increase organizational sustainability and staff satisfaction and retention

Background on the Organization:

Circle City Prep's philosophical approach to creating a transformational school for the students of Indianapolis is based on three foundational beliefs: 1) Every child, no matter race, socio-economic status, zip code or home language, can be on a path to college; 2) Students thrive in a structured and supportive environment; and 3) Teaching leadership and self-advocacy is a critical component to building our country's future leaders.

Job Responsibilities:

As a Director of Student & Family Supports, you will:

- Work with Operations, Student Supports and fully Leadership Team to average 94% full-school daily attendance
- Create trusting relationship with families and community organizations to be a conduit of available services and supports to our Scholars and families.
- Provide professional development to staff (one-on-one, small group, and whole school) around trauma-informed best practices and socio-emotional learning.
- Manage school partners to provide quality onsite counseling and behavior skills development and act as McKinney-Veto liaison
- Coach Manager of Special Education and Dean of Students to achieve measurable, ambitious results
- Perform crisis intervention for Scholars as needed.
- Lead small group skills and social development with our Scholars.
- Be a leader in positive staff culture that leads to long-term retention of our highest performing staff members.
- Oversee enrollment at school site and, as required, lead the enrollment process by working with the school leadership, teachers, and administrative team to meet enrollment targets
- Participate in weekly manager check-ins, leadership team meetings, before and after-school duties, and school-wide meetings and functions
- Additional responsibilities as defined by Head of School

Requirements:

To be considered as a Director of Student & Family Supports, you must:

- Have at least 3 years of experience working in an urban public school
- Trained in and knowledgeable of best practices with Scholars who have experienced trauma
- Track record of working with a team and achieving quantifiable outcomes



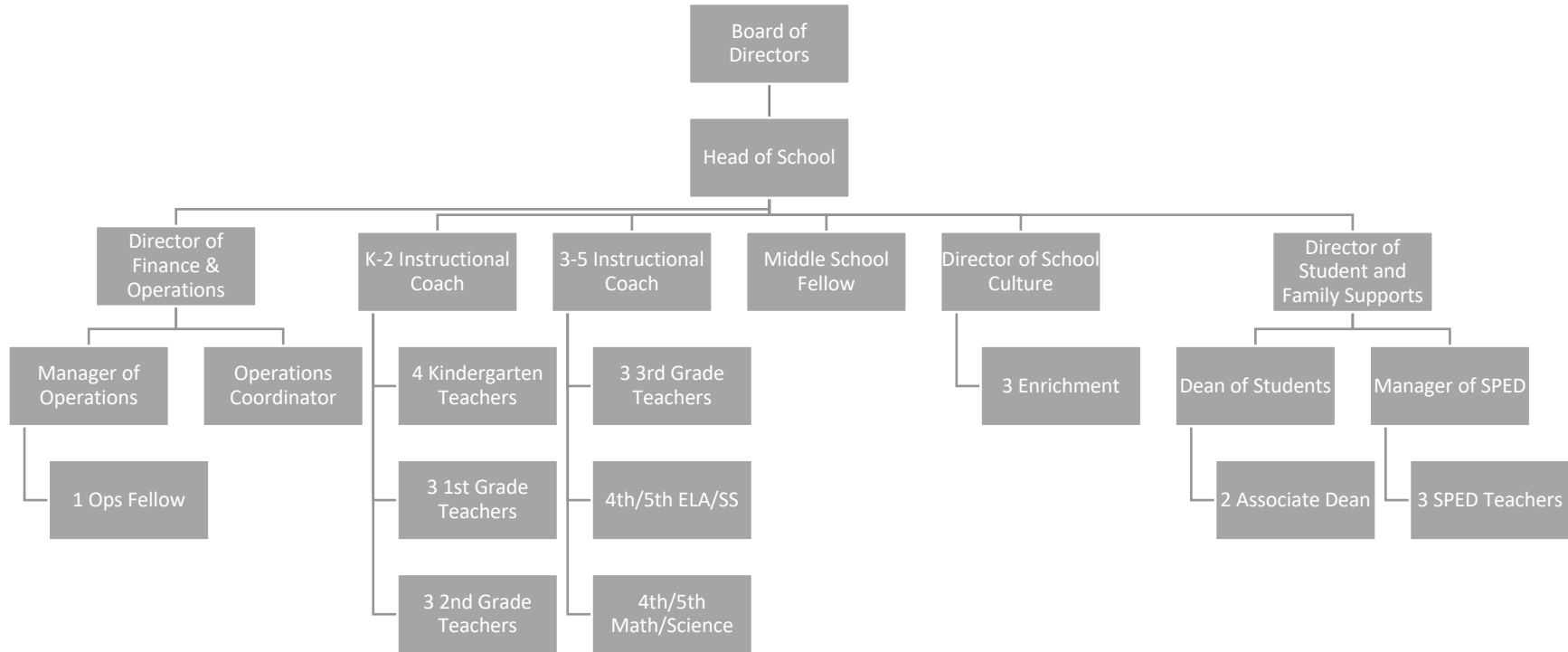
- Undergraduate degree required; graduate degree, preferred
- Belief in and alignment with Circle City Prep’s core values and educational philosophy is non-negotiable.
- Willingness to work occasional weekend and evening work hours required
- Pass criminal background check, as required by law
- Spanish speaking, preferred

Apply Today!

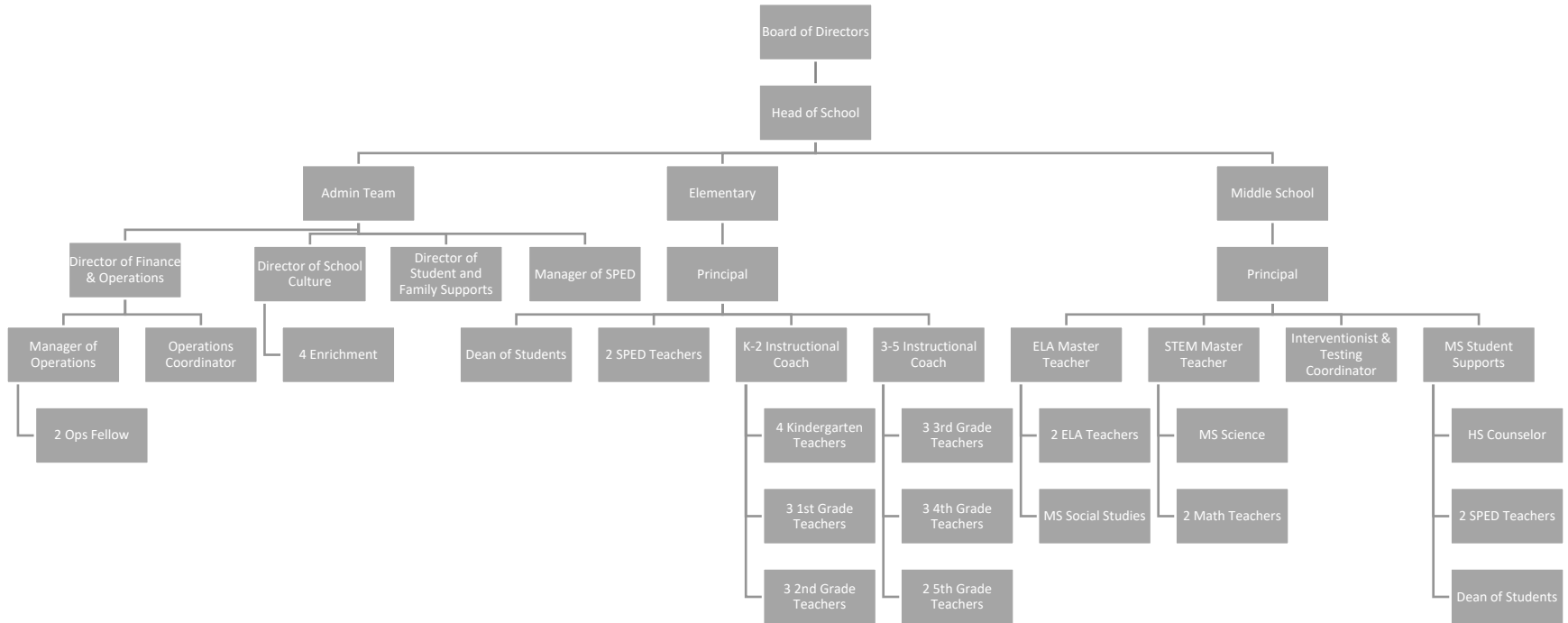
Go to www.circlecityprep.org and click Join Our Team and our application submission link.

As an equal opportunity employer, Circle City Prep hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status, disability, or any other category protected by applicable law.

Appendix B: 2021-2022 Organizational Chart



Appendix C: 2024-2025 Organizational Chart



Instructions for Renewal Budget Projections Workbook

= Information should be entered into light gray shaded cells.

Name of Charter School: Circle City Prep

Location: Indianapolis Public Schools

First Year of New Charter (Renewal Year): 2022 - 23 SY

1. Instructions	<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.
2. Enrollment Projection	<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.
3. Staffing Plan	<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.).
4. 5-Year Budget	<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.
Notes:	<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.

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

School Name: Circle City Prep
 Renewal Year: 2022 - 23 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 (CMO/EMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state whether your facility is leased or purchased from a management company or affiliate of a management company.

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

REVENUES	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5	Additional Information
State Revenue - See Footnotes							Other State Grants (Row 29)
Basic Tuition Support / Adult Grant - From Tab 2	\$ 2,071,422.40	\$ 2,595,053.34	\$ 2,980,076.09	\$ 3,326,596.56	\$ 3,365,098.84	\$ 3,465,204.75	
Special Education Grant - From Tab 2	\$ 107,209.95	\$ 134,311.35	\$ 154,238.85	\$ 172,173.60	\$ 174,166.35	\$ 179,347.50	
Honors Diploma Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
CTE Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter and Innovation Network School Grant	\$ 269,000.00	\$ 421,250.00	\$ 483,750.00	\$ 540,000.00	\$ 546,250.00	\$ 562,500.00	
Formative Assessment Grant	\$ 2,690.00	\$ 3,370.00	\$ 3,870.00	\$ 4,320.00	\$ 4,370.00	\$ 4,500.00	
State Matching Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
High Ability (Gifted and Talented) Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Textbook Reimbursement	\$ 13,450.00	\$ 16,850.00	\$ 19,350.00	\$ 21,600.00	\$ 21,850.00	\$ 22,500.00	
Remediation Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Teacher Appreciation Grant	\$ 20,175.00	\$ 25,275.00	\$ 29,025.00	\$ 32,400.00	\$ 32,775.00	\$ 33,750.00	
Other State Grants (please describe) (1)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total State Revenue:	\$ 2,483,947.35	\$ 3,196,109.69	\$ 3,670,309.94	\$ 4,097,090.16	\$ 4,144,510.19	\$ 4,267,802.25	
Federal Revenue - See Footnotes							Other Federal Revenue (Row 41)
Public Charter School Program Grant (2)	\$ 78,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter Facilities Assistance Program Grant (2011)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
IDEA- Part B Grant (Special Education)	\$ 40,350.00	\$ 50,550.00	\$ 58,050.00	\$ 64,800.00	\$ 65,550.00	\$ 67,500.00	
Title I	\$ 275,725.00	\$ 345,425.00	\$ 396,675.00	\$ 442,800.00	\$ 447,925.00	\$ 461,250.00	Other Federal Revenue includes estimated timing of use of ESSER 2 and ESSER 3 funds over next three years and carryover SIG funds in current year
Title II	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Federal Lunch Program	\$ 123,750.00	\$ 155,020.00	\$ 178,020.00	\$ 198,720.00	\$ 201,020.00	\$ 207,000.00	
Federal Breakfast Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Federal Revenue (please describe)	\$ 480,800.00	\$ 411,600.00	\$ 411,600.00	\$ 64,800.00	\$ 65,550.00	\$ 67,500.00	
Total Federal Revenue:	\$ 998,625.00	\$ 962,595.00	\$ 1,044,345.00	\$ 771,120.00	\$ 780,045.00	\$ 803,250.00	
Other Revenue							Other Revenue (Row 50)
Contributions and Donations from Private Sources	\$ 125,000.00	\$ 225,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	
Student Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest Income	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	
Other Revenue (please describe)	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	Grant and Contribution Revenue includes \$300K Mind Trust expansion grant in first two years (split \$100K current year and \$200K year 1)
Total Other Revenue:	\$ 150,000.00	\$ 250,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	
TOTAL REVENUE:	\$ 3,632,572.35	\$ 4,408,704.69	\$ 4,764,654.94	\$ 4,918,210.16	\$ 4,974,555.19	\$ 5,121,052.25	
EXPENSES							
Administrative Staff - See Footnote (3)							
Executive Administration: Office of Superintendent	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
School Administration: Office of the Principal	\$ 170,000.00	\$ 173,400.00	\$ 249,696.00	\$ 254,689.92	\$ 259,783.72	\$ 264,979.39	
Other School Administration	\$ 499,000.00	\$ 508,980.00	\$ 579,502.80	\$ 591,092.86	\$ 602,914.71	\$ 614,973.01	
Business Manager/Director of Finance	\$ 67,500.00	\$ 68,850.00	\$ 70,227.00	\$ 71,631.54	\$ 73,064.17	\$ 74,525.45	
Total Administrative Staff:	\$ 736,500.00	\$ 751,230.00	\$ 899,425.80	\$ 917,414.32	\$ 935,762.60	\$ 954,477.85	
Instructional Staff							
Teachers - Regular	\$ 969,000.00	\$ 1,137,300.00	\$ 1,579,681.20	\$ 1,611,274.82	\$ 1,643,500.32	\$ 1,676,370.33	
Teachers - Special Education	\$ 90,000.00	\$ 137,700.00	\$ 187,272.00	\$ 191,017.44	\$ 194,837.79	\$ 198,734.54	
Substitutes, Assistants, Paraprofessionals, Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Summer School Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Instructional Staff:	\$ 1,059,000.00	\$ 1,275,000.00	\$ 1,766,953.20	\$ 1,802,292.26	\$ 1,838,338.11	\$ 1,875,104.87	
Non-Instructional/Support Staff - See Footnotes							Other Support Staff (Row 78)
Social Workers, Guidance Counselors, Therapists	\$ -	\$ -	\$ 55,000.00	\$ 56,100.00	\$ 57,222.00	\$ 58,366.44	
Instructional Support Staff (4)	\$ -	\$ 55,000.00	\$ 56,100.00	\$ 57,222.00	\$ 58,366.44	\$ 59,533.77	
Other Support Staff (please describe) (5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Overall note on compensation; Staffing positions will be added and compensation set as funding allows; We

Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Information Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Athletic Coaches	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

anticipate hiring organizational positions before they are fully needed, which allows for training and culture development; We will use one-time funding sources such as ESSER and Mind Trust expansion grant to do this; This is the reason that some years may show slight deficits;

Total Non-Instructional/Support Staff:	\$ -	\$ 55,000.00	\$ 111,100.00	\$ 113,322.00	\$ 115,588.44	\$ 117,900.21
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Subtotal Wages and Salaries:	\$ 1,795,500.00	\$ 2,081,230.00	\$ 2,777,479.00	\$ 2,833,028.58	\$ 2,889,689.15	\$ 2,947,482.93
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Payroll Taxes and Benefits - From Tab 3

Social Security/Medicare/Unemployment	\$ 182,243.25	\$ 211,244.85	\$ 281,914.12	\$ 287,552.40	\$ 293,303.45	\$ 299,169.52
Health Insurance	\$ 192,500.00	\$ 231,000.00	\$ 315,315.00	\$ 331,080.75	\$ 347,634.79	\$ 365,016.53
Retirement Contributions	\$ 70,000.00	\$ 81,600.00	\$ 108,201.60	\$ 110,365.63	\$ 112,572.94	\$ 114,824.40
Other Compensation (please describe)	\$ 67,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00

Other Compensation (Row 94)

Other Compensation estimated for stipends

Total Payroll Taxes and Benefits:	\$ 511,743.25	\$ 598,844.85	\$ 780,430.72	\$ 803,998.78	\$ 828,511.18	\$ 854,010.45
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Total Personnel Expenses:	\$ 2,307,243.25	\$ 2,680,074.85	\$ 3,557,909.72	\$ 3,637,027.36	\$ 3,718,200.33	\$ 3,801,493.38
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Instructional Supplies and Resources - See Footnotes

Textbooks	\$ 50,000.00	\$ 51,000.00	\$ 52,020.00	\$ 53,060.40	\$ 54,121.61	\$ 55,204.04
Library/Media Services (Other than Staff)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology Supporting Instruction (computers, tablets, etc.)	\$ 91,600.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
Student Assessment	\$ 10,000.00	\$ 10,200.00	\$ 10,400.00	\$ 10,612.08	\$ 10,824.32	\$ 11,040.81
Instructional Software	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ 73,250.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
Enrichment Programs (athletics or extra-curricular activities)	\$ 40,000.00	\$ 40,800.00	\$ 41,616.00	\$ 42,448.32	\$ 43,297.29	\$ 44,163.23
Other Instructional Supplies (please describe)	\$ 17,446.00	\$ 17,794.92	\$ 18,150.82	\$ 18,513.83	\$ 18,884.11	\$ 19,261.79

Other Instructional Supplies and Resources (Row 108)

Large grant-funded PD and Technology costs in current year; adjusted down to normal for future years

Total Instructional Supplies and Resources:	\$ 282,296.00	\$ 169,794.92	\$ 172,190.82	\$ 174,634.63	\$ 177,127.33	\$ 179,669.87
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Administrative Resources

Administrative Technology - Computers & Software (not SIS)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Administrative Expenses (please describe)	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00

Other Administrative Expenses (Row 114)

Other Administrative Expenses include place holder for administrative supplies and small tech

Total Administrative Resources:	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
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Governing Board Expenses

Legal Services	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Other Governing Board Expenses (please describe)	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00

Other Governing Board Expenses (Row 120)

Other Governing Board Expenses include minor board expenses and board management software

Total Governing Board Expenses:	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
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Purchased or Other Services (do not include staff expenses)

Audit Services	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Payroll Services	\$ 6,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
Financial Accounting	\$ 24,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00
Printing, Publishing, Duplicating Services	\$ 30,000.00	\$ 30,600.00	\$ 31,212.00	\$ 31,836.24	\$ 32,472.96	\$ 33,122.42
Telecommunication & IT Services	\$ 24,600.00	\$ 25,092.00	\$ 25,593.84	\$ 26,105.72	\$ 26,627.83	\$ 27,160.39
Insurance (non-facility)	\$ 30,000.00	\$ 30,600.00	\$ 31,212.00	\$ 31,836.24	\$ 32,472.96	\$ 33,122.42
Travel	\$ 5,000.00	\$ 5,100.00	\$ 5,202.00	\$ 5,306.04	\$ 5,412.16	\$ 5,520.40
Mail Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Administration	\$ 64,800.00	\$ 66,096.00	\$ 67,417.92	\$ 68,766.28	\$ 70,141.60	\$ 71,544.44
Student Information Services or Systems	\$ 10,000.00	\$ 10,200.00	\$ 10,400.00	\$ 10,612.08	\$ 10,824.32	\$ 11,040.81
Food Services	\$ 123,750.00	\$ 155,020.00	\$ 178,020.00	\$ 198,720.00	\$ 201,020.00	\$ 207,000.00
Transportation Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Marketing Expenses	\$ 19,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Other Services (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Other Services (Row 138)

Total Professional Purchased or Other Services:	\$ 357,150.00	\$ 390,708.00	\$ 417,061.76	\$ 441,182.60	\$ 446,971.85	\$ 456,510.88
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Facilities Expenses (do not include staff expenses, e.g. custodian)

Facility Lease/Mortgage Payments (please describe)	\$ 291,750.00	\$ 291,750.00	\$ 291,750.00	\$ 291,750.00	\$ 291,750.00	\$ 291,750.00
Capital Improvements	\$ 60,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
Other Principal Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating Leases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Insurance (Facility)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Purchase of Furniture, Fixtures, & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Electric & Gas	\$ 50,000.00	\$ 75,000.00	\$ 78,750.00	\$ 82,687.50	\$ 86,821.88	\$ 91,162.97
Water & Sewage	\$ 12,000.00	\$ 12,600.00	\$ 13,230.00	\$ 13,891.50	\$ 14,586.08	\$ 15,315.38
Repair and Maintenance Services (including cost of supplies)	\$ 75,000.00	\$ 78,750.00	\$ 82,687.50	\$ 86,821.88	\$ 91,162.97	\$ 95,721.12
Custodial Services (including cost of supplies)	\$ 72,000.00	\$ 75,600.00	\$ 79,380.00	\$ 83,349.00	\$ 87,516.45	\$ 91,892.27
Waste Disposal	\$ 5,000.00	\$ 5,250.00	\$ 5,512.50	\$ 5,788.13	\$ 6,077.53	\$ 6,381.41
Security Services	\$ 6,000.00	\$ 6,300.00	\$ 6,615.00	\$ 6,945.75	\$ 7,293.04	\$ 7,657.69
Other Facility Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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

Facility Payments locked in; Capital Improvements and furniture after current year to be paid for out of bond reserve funds so not part of school budget

Total Facilities Expenses:	\$ 571,750.00	\$ 545,250.00	\$ 557,925.00	\$ 571,233.75	\$ 585,207.94	\$ 599,880.83
Other Expenses - See Footnotes						
Indiana Charter School Board Administrative Fee (6)	\$ -	\$ 15,535.67	\$ 19,462.90	\$ 22,350.57	\$ 24,949.47	\$ 25,238.24
Management Fee (7)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bank Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Escrow	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Expenses (please describe)	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00
Total Other Expenses:	\$ 24,000.00	\$ 39,535.67	\$ 43,462.90	\$ 46,350.57	\$ 48,949.47	\$ 49,238.24
TOTAL EXPENSES:	\$ 3,582,439.25	\$ 3,865,363.43	\$ 4,788,550.20	\$ 4,910,428.91	\$ 5,016,456.92	\$ 5,126,793.22
CHANGE IN NET ASSETS:	\$ 50,133.10	\$ 543,341.25	\$ (23,895.26)	\$ 7,781.25	\$ (41,901.73)	\$ (5,740.97)

Other Expenses (Row 167)

Other Expenses = Dues & Subscriptions and Contingency

Footnotes:

(1) Including, but not limited to: alternative education program grants (IC 20-30-8); educational technology plan grants (IC 20-20-13); school safety plan grants (IC 5-2-10.1-6); secured school fund grants (IC 10-21-1-2); dual language pilot program grants (IC 20-20-41-2); teacher and student achievement fund grants (IC 20-20-43-3); student and parent support services grants (IC 20-34-9); etc.

(2) This is a competitive grant. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact IDOE's Office of Title Grants and Support for more information.

(3) Office of Superintendent includes the Head of School, School Leader, Executive Director, Chief Executive Officer, as well as associate or assistant executive positions; Office of the Principal includes Vice- and Assistant Principals; Other School Administration includes Chief Academic Officers; Directors, Deans, and Coordinators of: Curriculum, Instruction, Faculty, Students, Assessment, Student Affairs, Student Achievement, and similar positions.

(4) Includes Staffing for Instruction and Curriculum Development, Instructional Staff Training, etc.

(5) Secretary; Receptionist; Attendance Clerk; Office Manager, Cafeteria Worker, and other full or part-time employees not specifically described.

(6) Three quarters of one percent (0.75%) of the basic tuition support or adult learner grant amount received by the school.

(7) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All amounts separate from a specific "management fee" paid to a management company or an affiliate of the management company must be included elsewhere in the worksheet (e.g., lease payments, instructional supplies, software, technology, etc.) and described in the "Other Expenses" Column and/or in the Budget Narrative.

Attachment 2: Budget Narrative

Circle City Prep works closely with the Center for Innovative Education Solutions (CIES) in our annual budget-setting process. CIES and school management draft an initial budget in January/February, elicit feedback from the Finance Committee in March/April, amend as needed and present to full Board in April/May. As noted in our Accountability Dashboard, Circle City Prep continues to strengthen our financial position through conservative budget and spending practices, by securing our facility, hitting enrollment targets, and managing grant funds. The Board, management, and our back-office service provider work closely to project and monitor the school's financial position on a monthly and annual basis.

State Funding

Funding levels were assumed to remain steady through 5-Year Budget. We anticipate this provides a conservative result to our overall budget.

Other Revenue

Other Federal Revenue includes estimated timing of ESSER 2 and 3 over the next three years and carryover SIG funds in current year. Additionally grant contributions include \$300,000 from The Mind Trust for Middle School expansion.

Facility Cost

Circle City Prep purchased our current facility in January 2021 locking in our facility payments at a fixed rate. Capital improvements and furniture after current year to be paid for out of bond reserve funds.

Staffing & Salaries

Staffing positions will be added and compensation set as funding allows. Circle City Prep anticipates hiring organizational positions before they are fully needed, which allows for training and culture development. We will use one-time funding sources such as ESSER and Mind Trust expansion grant to do this. Our salaries and wages are assumed to increase approximately 3% each year.

Enrollment

Enrollment projections build off of our current enrollment numbers in SY21. Founding year, Circle City Prep opened with 50 Kindergarten Scholars and 27 1st Grade Scholars. That 1st Grade cohort, now in 5th Grade, has stayed at this enrollment number. With attrition our founding Kindergarten class, now in 4th grade, has shrunk to 32 (note: Circle City Prep does backfill throughout the year). In the past 3 years, we have hit our 60 Kindergarten Scholar target and have confidence we can continue to hit the target in Kindergarten and 50 Scholars in all over grade-level bands at full growth.

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.

Megan Murphy
Name

Head of School
Title


Signature

10/21/21
Date