



ICSB Charter Renewal Application
2022

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Renewal Application Overview

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| Renewal Application Overview |
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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: Christel House Academy South & Christel House Watanabe Manual High School

Charter School Address:
2405 Madison Ave, Indianapolis, IN 46225

Designated Representative and Contact Information (Phone & Email): Dr. Sarah Weimer, 317-590-1610 ext. 1129, sweimer@chschoools.org

Mission Statement: To create empowering opportunities through an equitable, rigorous, and holistic education for all Christel House Indianapolis students and alumni so they actualize their aspirations and develop effective leadership skills.

School Leader/Principal: Ms. Allison Baker - Academy South; Ms. Paige Pittman - Watanabe High School

| Current Board of Directors | | |
|----------------------------|----------------------------|--------------------|
| Mr. Fernando Falcon | Mr. Nicholas Ohrn | Mr. Bruce Bryant |
| Mr Bart Peterson | Mr. Bryan Richardson | Mr. Jason Pulliam |
| Dr. Sheryl Allen | Mr. Steve Osborn | Ms. Anushree Bag |
| Ms. Lacey Berkshire | Mr. Victor Rivera Martinez | Mr. Logan Harrison |
| Mr. Wayne Kimball, Jr. | Ms. Julie Moorehead | Mr. Jason Lilien |
| Mr. Wilfred Mascarenhas | | |

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): Not Applicable

Section I: Performance Review

Category 1: Academic Success

Christel House Watanabe Manual High School (or Christel House High School - CHHS) exceeded all academic standards for 2021.

Christel House Academy South (CHAS), grades K-8 were Approaching Standard or Did Not Meet Standard for the following indicators in 2022:

- Grades 6, 7, & 8 - Grade level proficiency on the state assessment in English Language Arts & Math, and Grade 4 Math was lower in comparison to the previous school year.
- Grades 6 & 7 - Grade level proficiency on the state assessment in English Language Arts & Math was lower compared with IPS.
- All subgroups except Special Education were approaching or not meeting standard in ELA in grades 3-8 relative to the previous school year.
- All subgroups except paid meals, Black, and general education students were approaching or not meeting standard in Math relative to the previous school year in grades 3-8.

Root Causes, Action Plans, and Timelines

Pandemic conditions certainly contributed to our lack of academic progress over the last two years. Although the 2021-22 school year was disrupted less with school-wide closures than the previous two years, our students continued to experience significant instances of quarantine and disrupted learning during the academic year. Furthermore, our shift from our old location into our new one at the Emmerich Manual High School building in the summer of 2021 caused some disruptions early in the school year for students at both schools. It took several weeks for staff and students to familiarize themselves with the new building and to build new routines and flows throughout the new space.

Analysis of our grade 3-8 demographic subgroups relative to IPS and the state of Indiana who were administered ILEARN in 2022 reveals CHAS is generally more complex and had a higher percentage of ELL and FRL students who were at statistically higher correlation of negative pandemic impacts (see Figures 1 and 2). Although our white student population has historically performed lower than IPS, we believe the root cause of this to be due to the intersectionality of this subpopulation with our FRL population. In context of public schools located on the south side of the city, CHAS's ELA and Math proficiency scores were above six of the closest IPS and charter schools that administered ILEARN in 2022, as well as Beech Grove City schools also located near the school (see Figures 3 and 4).

Analysis of ILEARN scores indicated our stagnant proficiency scores in math and declines in ELA in 2022 can be contributed almost exclusively to our grades 6-8 with an average 13% point decline in ELA proficiency in grades 6th-8th. The two middle school ELA teachers at CHAS were new teachers in 2021-22 and the ELA instructional coach was assisting as an Assistant Principal in 2021-22. For the 2022-23 school year, CHAS has a dedicated Humanities Instructional Coach. In the summer of 2022, we moved the long-time principal of CHAS to a

role as our Director of K-8 and we hired a Director of STEM at the network level to add layers of support for teacher development and programming in math and ELA across the school. The former Assistant Principal, Allison Baker, was promoted to CHAS Principal for the 2022-23 school year.

Hiring and retention of teachers have been a challenge in the middle grades at CHAS. We will continue to utilize our Talent Specialist and IndyTeach to source secondary teachers and have instituted a new HBCU & HSI recruitment plan detailed in Section II. We also have contracts with TFA, ITF, and EducateMe for sourcing quality educators representative of our student population. We are piloting *Eureka*² in grades 6-8 for the 2022-23 school year in an effort to improve math instruction as it is more directive of teacher actions than the original Eureka for middle grades. As outlined in our five-year strategic plan, our goal is for CHAS to “Meet Standard” in all categories relative to IPS proficiency rates by the 2024 ILEARN administration, and to be at or above the state average in all subcategories by 2026.

2022 Demographic Comparison for Tested Students, Grades 3-8 ILEARN

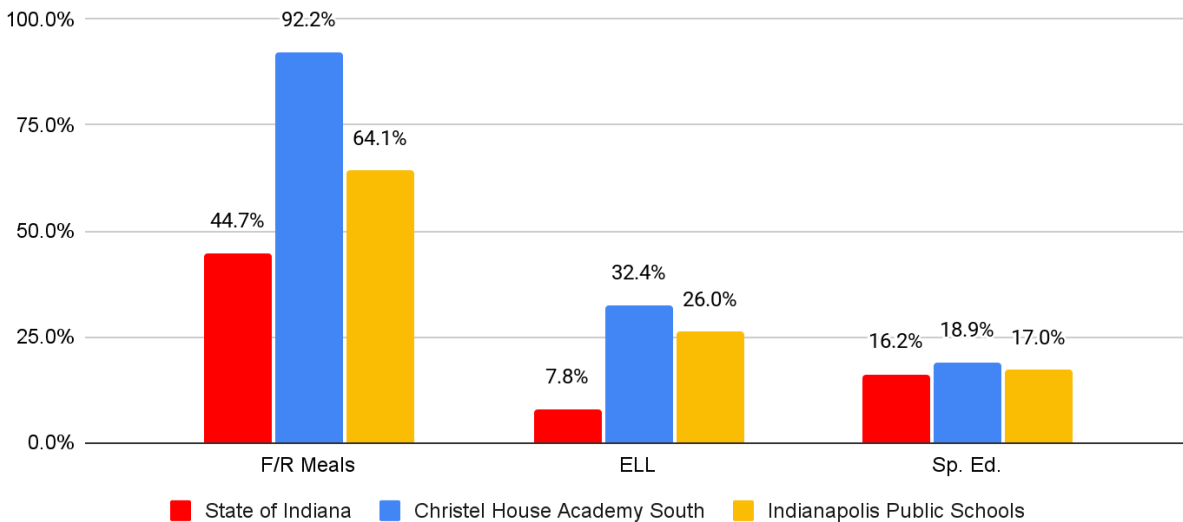


Figure 1: Grades 3-8 demographic subpopulations of Indiana, Christel House Academy South, and IPS in the Free/Reduced Priced Meals, English Language Learner, and Special Education categories.

2022 Ethnicity Comparison for Tested Students, Grades 3-8 ILEARN

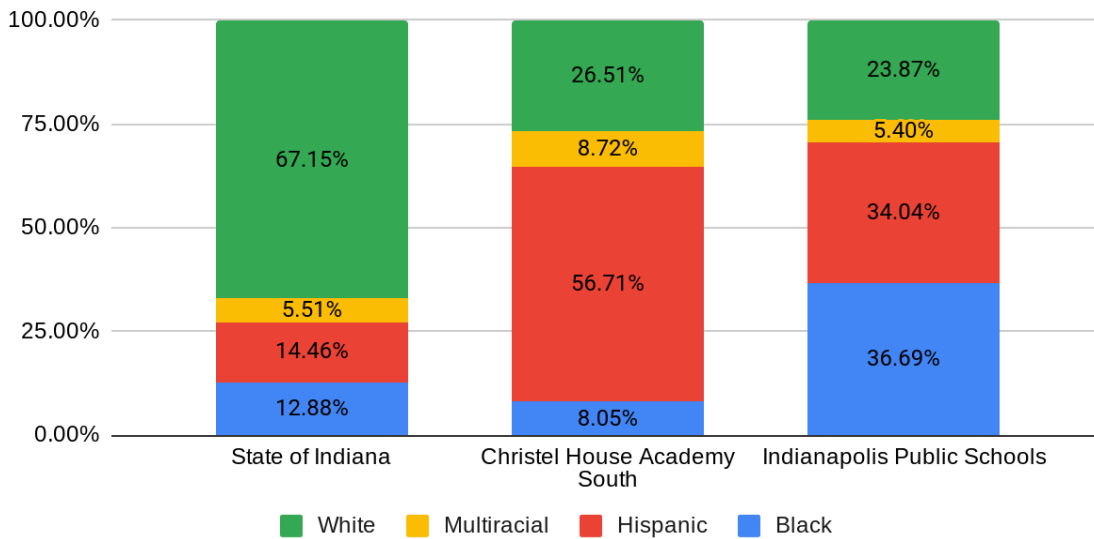


Figure 2: Grades 3-8 demographic subpopulations of Indiana, Christel House Academy South, and IPS by ethnicity.

2022 ELA ILEARN Proficiency - South Indy

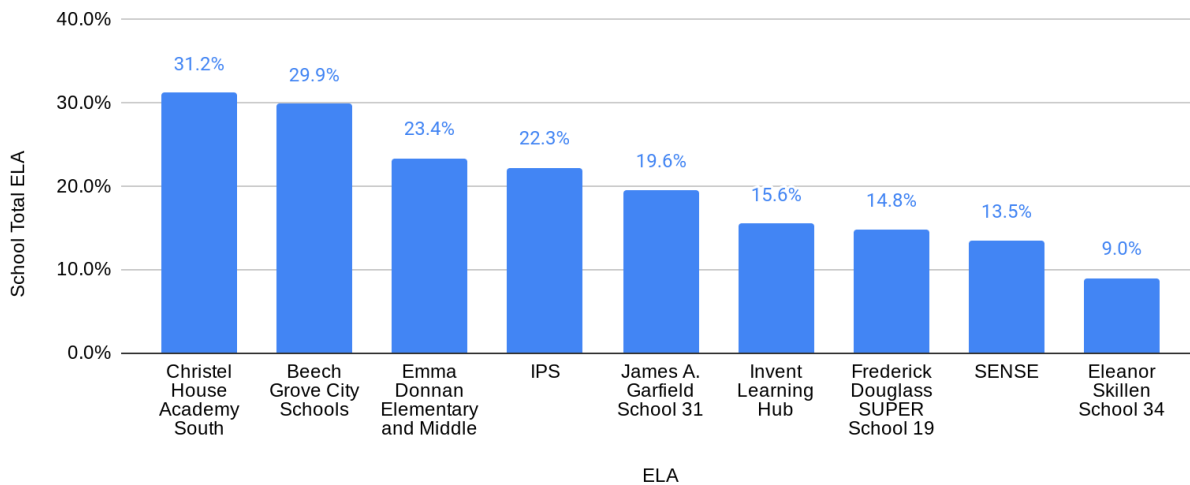


Figure 3: 2022 ILEARN ELA proficiency scores of IPS, charter schools, and Beech Grove schools in the vicinity of Christel House Academy South on the southside of Indianapolis.

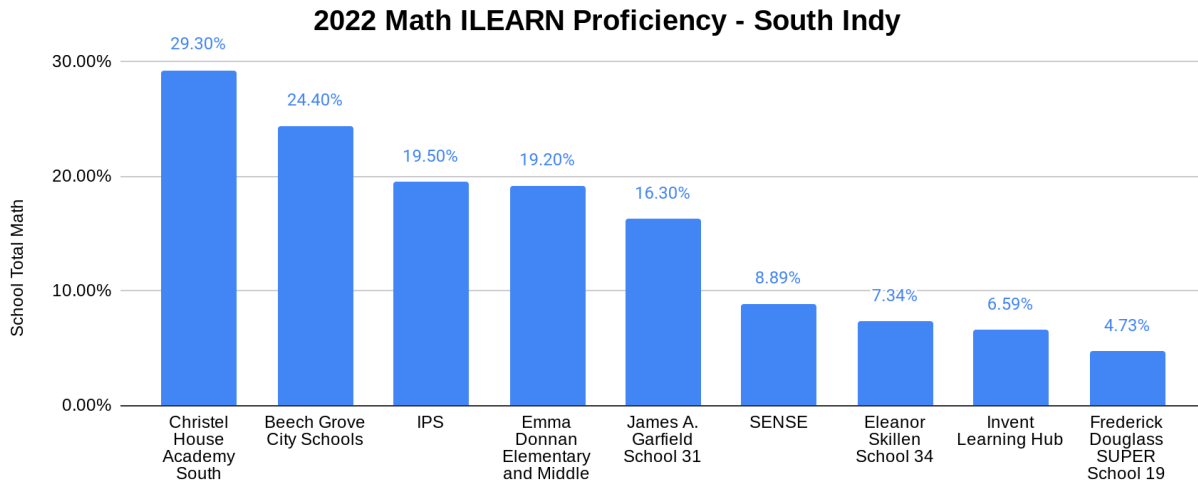


Figure 4: 2022 ILEARN Math proficiency scores of IPS, charter schools, and Beech Grove schools in the vicinity of Christel House Academy South on the southside of Indianapolis.

Category 2: Financial Health

We met all standards for Fiscal Health in 2021.

We did not meet standard for the Primary Reserve Ratio indicator in 2020 & 2019. As a result of fundraising efforts that were necessary for activities required of us as a school affiliated with Christel House International, we receive restricted funds for a number of general operating expenses that caused the Primary Reserve Ratio to be artificially low and not an especially reliable calculation for the overall fiscal health of the school.

Category 3: Organizational Compliance

Not applicable. We met all standards for Organizational Compliance.

Section II: School Improvement

1. Academic Success

Our future growth and success rely on the strength and focus of the human capital of our governing board, leadership team, and teaching staff. The following sections detail how we plan to sustain and build our academic, organizational, and operational success to achieve long-term consistency and excellence in the coming years.

A. The Governing Board

Christel House Indianapolis has benefited immensely from a strong Governing Board composed of dedicated and mission-aligned individuals from a variety of backgrounds. During the last three years, the board has revised the mission, vision, and values statements and drafted a new strategic plan focused on our academic achievement and expanding our high-quality learning opportunities for students at CHAS and CHHS. Their work on the Fundraising, Governance, Finance, and Diversity Equity and Inclusion & Strategic Planning committees has been instrumental in providing guidance and support for our organization. Our Members' bios are below.

Mr. Fernando Falcon, Board Chair

Fernando Falcon is President and CEO of Champion Chrysler Jeep Dodge. He has more than 35 years of automotive experience at both the corporate and dealer levels. He received a B.A. in Finance in 1987 from Eastern Illinois University, attended the Executive Management Program in 1997 at Southern Methodist University, and is fluent in Spanish. Fernando has served on Christel House Indianapolis' Board since 2017 and has been Board Chair since 2021. He is a Board member of the Chrysler Minority Dealer Association and is a member of the National Association of Minority Automotive Dealers and the Hispanic Chamber of Commerce. He has been married for 32 years and has two daughters.

Mr. Bart Peterson, Corporation Vice President

Bart Peterson is President and CEO of Christel House International, an international network of primary and secondary schools serving children from predominantly disadvantaged backgrounds in India, South Africa, Mexico, Jamaica, and the United States.

Bart retired in 2017 as Senior Vice President of Corporate Affairs and Communications for Eli Lilly and Company, where he also served as a member of the company's executive committee. Prior to joining Lilly, Bart was Managing Director at Strategic Capital Partners, LLC, from June 2008 to June 2009. He received a bachelor's degree from Purdue University in 1980 and earned his law degree at the University of Michigan Law School in 1983.

From 2000 to 2007, Bart served two terms as Mayor of Indianapolis, the nation's 12th-largest city. He also served as President of the National League of Cities in 2007. As mayor, Bart led a transformation of public education in Indianapolis as the only mayor in America with the authority to create new schools by issuing charters. He was responsible for 16 charter schools and won Harvard University's prestigious Innovations in American Government Award for the

initiative in 2006. As mayor, along with Indiana University, Purdue University, Lilly, and the Central Indiana Corporate Partnership, he created BioCrossroads, a focused effort to push Indianapolis to the forefront as a life sciences capital. He was also instrumental in the business expansions of FedEx, Rolls Royce, and Anthem in Indianapolis, and the construction and development of major projects such as Lucas Oil Stadium, the Conrad Indianapolis, Simon Property Group's world headquarters, Indianapolis International Airport's Col. H. Weir Cook terminal building, and the Indiana Convention Center expansion and J.W. Marriott Hotel.

Mr. Bruce Bryant, Vice Chair

A native of Indianapolis, Bruce Bryant launched Promotus Advertising in 1983. During that time, an African American marketing firm was unheard of. Bruce was told his agency would fail. Well, Bruce went on to build the oldest and most successful African-American-owned agency in the state. As president and creative director, Bruce oversees all creative services and continues to foster high-caliber creativity for all his clients. Bruce has promoted some of Indiana's most acclaimed organizations including NCAA Hall of Champions, Hoosier Lottery, Horseshoe Casino, Pacers Sports & Entertainment, Indiana Tourism, and Indiana Tobacco Prevention & Cessation, to name a few. Promotus Advertising is recognized as the premier urban marketing firm in Indiana and serves clients locally, regionally, and nationally.

Mr. Jason Pulliam, Treasurer

Jason Pulliam currently holds the position of Regional President of Unified Door & Hardware Group, a value-added service provider and distributor of security doors, hardware, and systems integration solutions. Previous to this, he was the Vice President of Sales for Dormakaba's door hardware segment. He has over 25 years of experience in the security hardware industry. His background includes roles within sales, marketing, product management, general management, and finance. In addition, he spent two years with Ernst & Young, a public accounting firm. He has a Bachelor of Business Administration degree from Siena College and an MBA from The University of Pennsylvania's Wharton School. Jason resides in Fishers, IN with his wife and has three children ages 23, 21, and 18. Outside of work Jason enjoys traveling the world with his wife, playing golf and pickleball, and family time.

Dr. Sheryl Allen, Secretary

Dr. Sheryl Allen is a physician-scientist at Eli Lilly and Company in the Diabetes Business Unit. She enjoys leading a team and working with data. She has been at Eli Lilly for 6.5 years. Prior to this, Sheryl spent much of her career working as a clinician in Pediatric Emergency Medicine at the University of Cincinnati College of Medicine and James Whitcomb Riley Hospital for Children. She also served as the Assistant Dean for Diversity Affairs and the Associate Dean for Student Affairs at the Indiana University School of Medicine. Throughout her career, Sheryl has mentored numerous students, residents, and faculty. She has been recognized for being a superb educator as well as her commitment to patient care.

Sheryl is known as a transformative, authentic, inclusive leader. Her team recently won the LRL President's Award from Eli Lilly for her work on the submission of a compound to the Food and Drug Administration. She is an avid supporter of diversity, women, and community service. She has served on the Christel House Board for 4 years. She is always willing to help when children are involved. Sheryl is a graduate of Northwestern University, with a BA in chemistry. She

obtained her medical degree at Indiana University School of Medicine and her Master's in Epidemiology at the University of Cincinnati College of Medicine.

Ms. Anushree Bag

Anushree has over 20 years of experience in leading and managing complex assignments across multiple industries. She has experience with high-performance teams through respect for diverse talents, creating a nurturing and motivating environment, and commitment to continuous improvements. Anushree is experienced with leading large transformation initiatives in the private and public sector, non-profits, and consulting. She has a strong executive presence, leads through a non-hierarchical approach, by influencing, mentoring, and collaboration. She currently serves as the Chief Information Officer of the Indiana Department of Children Services. She received her M.S. in Electrical Engineering from the University of Toledo; B.S. in Electrical Engineering from Jadavpur University; Executive Education, Senior Women's Leadership Forum from Harvard Business School; Stanley K. Lacy Leadership Program, Class XXXV; and a Graduate, Diversity Leadership Academy of Greater Indianapolis.

Ms. Lacey Berkshire

Lacey Berkshire is an attorney in Ice Miller's Public Affairs Group. Her practice is focused on state legislative and executive branch lobbying. A native of Cass County, Indiana, Lacey earned her bachelor's degree from DePauw University, her master's degree in Public Affairs from IUPUI and her juris doctor from IU Robert H. McKinney School of Law.

Mr. Logan Harrison

Logan Harrison is Anthem's Senior Public Affairs Director. Previously, Logan was the general counsel at the Insurance Institute of Indiana. Prior to that in State government, Logan served in the Daniels and Pence Gubernatorial Administrations as the Chief Deputy at the Indiana Department of Insurance and primarily focused on health insurance, the Patient Protection and Affordable Care Act and was the lead insurance policy director for the two former governors' health care reform task force. Logan is also a Major in the United States Army's Judge Advocate General's Corps where he serves as Senior Defense Counsel for the 16th Legal Operations Detachment at Ft. Hamilton, New York. Logan also serves on the Board of Directors for the Marion County Public Defender's Agency, The Damien Center, The State of Indiana's Healthcare All Payer Claims Database, The Governor's Healthcare Workforce Council and United States Senator Mike Braun's Healthcare Advisory Committee. Logan is a graduate of the Indiana University McKinney School of Law and Indiana University Bloomington.

Mr. Wayne Kimball, Jr.

Wayne Kimball, Jr. currently serves as M&A Strategy and Integration Lead at Google, where he specializes in enterprise strategy, organization transformation and technology enablement for large-scale mergers and acquisitions. Wayne previously served as Business Strategy Manager at Accenture, and as the Vice President of Global Growth Strategy for the ActOne Group, where he was responsible for the corporate strategy and expansion roadmap for the company's portfolio of technologies and solutions. Passionate about the landscape of education and eradicating poverty through access, exposure and opportunity, he currently serves on the Board of Directors for the NC School of Science and Mathematics (NCSSM) Foundation, and Alpha Phi Alpha Fraternity, Inc., of which he is a life member and Vice President of the Western Region. He formerly served

on the NC A&T State University Board of Trustees and as Vice Chair of the Alumni Association Board of Directors. Wayne earned his MBA in International Business at the Loyola University Chicago – Quinlan School of Business and his bachelors in Civil Engineering at North Carolina A&T State University. He lives in Los Angeles, CA with his wife, Savannah.

Mr. Jason Lilien

Jason Lilien is senior vice president of Enterprise Operations for OneAmerica and its affiliated companies. He oversees the operations functions in support of all OneAmerica business lines. His specific responsibilities include in-force support for Individual Life & Financial Services, Retirement Services and Institutional Markets, Enterprise Claims, Corporate Support Services, as well as the OneAmerica contact centers. Prior to joining OneAmerica, Jason served as managing director and global co-head of operations for Goldman Sachs Private Wealth Management and head of global Goldman Sachs Private Banking Operations. His 22-year tenure at Goldman included assignments in New York City and Salt Lake City, where he was responsible for the establishment of the Operations Center of Excellence in 2001. Jason holds a Series 7 license and earned a Bachelor of Science degree in Business Administration from the State University of New York at Buffalo’s School of Management. He served as a member of the SIFMA Private Client Operations Committee and was active in the Salt Lake City community, volunteering on the boards of several local not-for-profit organizations including the Fourth Street Clinic and the Guadalupe School. Jason also served as the senior sponsor for the Goldman Sachs Disability Interest Forum and the Veterans Network.

Mr. Wilfred Mascarenhas

Wilfred Mascarenhas is a Senior Director for Data and Analytics at Eli Lilly and Company. Wilfred has over 19 years of experience in Manufacturing IT and over 24 years in Data and Analytics. Following his graduation in 1990 from IIT Bombay, India, Wilfred obtained a Master’s in Mechanical Engineering from Virginia Tech and later a Master’s in Computer Science from Purdue University. In his current role, Wilfred provides leadership for the technical direction and Innovation in the Data and Analytics space for Manufacturing and Quality. Wilfred is an active member of several cross Pharma and Life Science forums. Wilfred is passionate about Community Outreach, Education and Diversity, Equity, and Inclusion (DEI). He has served as the Chair of Lilly India Network (LIN) and currently leads the Community Outreach program for LIN. He currently serves on the Christel House Academy board. In his free time, Wilfred enjoys gardening, exercise, and cooking.

Ms. Julie Moorehead

Julie graduated with a degree in both microbiology and genetic biology from Purdue University. She found herself naturally more attracted to the nonprofit sector and served on the board of the Marion-Grant County Humane Society for five years before moving with her family to Carmel, IN. This transition brought about the desire to engage in the sector more formally. She received a master’s degree from the IU Lilly School of Philanthropy and a graduate certificate in nonprofit management from the O’Neill School of Public and Environmental Affairs at IUPUI.

Julie and her husband Scott, CEO of Round Room, met in high school and have been married since 2003. Julie is actively involved in the family business, she supports the corporate good initiatives and design projects for their companies. She and Scott both value their communities,

and giving back is a big part of the way they do business. Julie is a mother to Mason and Marlee and her four-legged friends Jax, Ralphie, Hazel, and Luna. She is the Executive Director of More Than a Phone and Philanthropy Advisor for Round Room Gives. In addition, she sits on the Learning to Give advisory committee, serves as fundraising chair on the Christel House Academy board, and volunteers with the Humane Society for Hamilton County.

Mr. Nicholas Ohrn

Nick has experience in operational and as a strategic head of finance for public, private, and VC backed companies. He ran diligence for multiple M&A transactions on both the buy and sell side. He has established FP&A routines, analytical dashboards, and KPIs to monitor performance and set goals for business unit's objectives. He has presented metrics and financials to the board of directors, investors, and potential VCs. Nick has overseen deal desk and customer success teams, reviewed and negotiated new and renewal multi-million dollar contracts for clients and vendors. Nick received his Master's in Business Administration at Santa Clara University, and has a B.S. in Management from Indiana University.

Mr. Steve Osborn

Steve was President & CEO of CE Solutions, a Carmel structural engineering firm he founded in 1998. His experience also includes two decades as a structural engineer at large, multi-disciplined firms. Under Steve's leadership, CE Solutions has grown from just Steve to a current professional staff of 16 doing work around the country. With a Bachelor of Science in Civil Engineering from Purdue University, Steve is a registered professional engineer in multiple states. He is active in many organizations, such as the American Council of Engineering Companies, the American Society of Civil Engineers and the Society for Marketing Professional Services. Steve serves on the Board of Directors for the ACE Mentor Program of Indiana and the Christel House Academy. In 2012, he was named ASCE Indiana Section Outstanding Civil Engineer of the Year.

Mr. Bryan Richardson

Bryan Richardson is the President of Indy Wealth Planning Group. For over 30 years Bryan has specialized in the distribution phase of our clients' financial lives by providing retirees and pre-Retirees with proven strategies that deliver security, consistency, and predictability in their retirements, regardless of stock market volatility from year to year. Bryan has been a frequent speaker at AT&T, GM, Caterpillar, AE Staley, Ball Memorial Hospital and to groups of pastors, churches, CPAs and attorneys nationwide on the topic of wealth creation and distribution. He is a graduate of Brebeuf High School and Manchester College. Bryan also attends ongoing significant studies annually on the subject of complex financial instruments at Wharton, The New York Stock Exchange, Goldman Sachs and Wellington Management, to name a few. He is series 6 and 63 licensed for securities, as well as, life health and disability insurance for many states. Bryan has been married for over 24 years and has 5 children and one grandson. He lives an active lifestyle of exercise, is a member of Broadmoor Country Club, and enjoys golf, swimming and running. He attends Light Of The World Christian Church where he served on the Church Council for over 20 years.

Mr. Victor Rivera Martinez

Victor owns and operates five McDonald's restaurants in Carmel and Indianapolis, Indiana. He

started as a crew member under the Golden Arches in 1983, working his way up to restaurant manager. Victor graduated from the University of Puerto Rico with a degree in Military Science, has served in the Army Reserves, and gained experience in the retail sector. He returned to McDonald's in 1996 and earned a promotion to Operations Manager, overseeing 20 restaurants. In February 2017, Victor purchased two restaurants with his wife, Wanda. He is highly active in the community when he's not in the restaurants. Victor enjoys sports, reading, and spending time with his wife of 35 years, their three children, and seven grandchildren.

B. The Leadership Team

Christel House Indianapolis has a strong network leadership team tasked with supporting all schools, including Christel House Academy South and Watanabe Manual High School. We are a highly-skilled, dedicated, and collaborative faculty committed to providing a safe, supportive, and engaging learning environment where students are the focus of our work. We recognize the unique qualities and backgrounds of each of our students and develop an environment empowering them to develop the mindset and skills to overcome any obstacles they may face throughout their lifetime. We work to deepen our skills in order to engage our students in rigorous, relevant, and standards-aligned learning experiences where students find meaning and value in their learning. Recognizing the impact we have on the lives of our students, we serve as models and set the expectations for how we operate as a school community. Our students reflect our disposition.

For the 2022-23 school year, we have added a Director of K-8 and a STEM Director to provide additional leadership and support to CHAS and CHHS. Each school is led by an instructional leadership team composed of a principal, an assistant principal, and two instructional coaches. The bios for the members of the network and school leadership teams are included below.

Network Leadership

Dr. Sarah Weimer, CEO/Executive Director, Christel House Indianapolis Board President

Dr. Sarah Weimer became the Executive Director of Christel House Indianapolis in January 2020 and has served in various leadership capacities for the organization since January 2011. She had been an educator for over two decades as a teacher, instructional coach, principal, and central office leader in both traditional public and public charter schools in Indiana, and was an adjunct faculty member at Vincennes University and American College of Education. Dr. Weimer is a former board member of the IMLEA and currently serves on the board of the Indiana Public Charter School Leaders Association. She holds a doctorate in Educational Leadership from Ball State University and is a member of The Honor Society of Phi Kappa Phi.

Ms. Emily Masengale, Assistant Executive Director

Emily Masengale is the Assistant Executive Director of Christel House Indianapolis. Prior to her current role, she was the Founding Principal of Christel House DORS in 2012 and led the DORS program through its subsequent growth. Emily earned her MEd. in Organization and Leadership from Columbia University, a Master's in Education Administration from Saint Louis University, and her BA in Secondary Special Education with a minor in Leadership, Ethics, and Social Action from Indiana University. Emily is actively engaged in her community and has sat on

several Boards and many advisory task forces. Her current involvement includes serving on the Board of Second Helpings, the Irsay Family YMCA at Cityway, Indy Maven and an Advisory member for RISE Indy. Emily has been recognized for her professional and community work as a “Distinguished Young Professional” from the National Urban League in 2020, the 2015 Recipient of Junior Achievement’s “Best and Brightest in Education and Nonprofit” Award; a member of the 2014 Stanley K. Lacy Executive Leadership Series Class of XXXIX; a 2014 Indianapolis Business Journal “Forty Under 40” Recipient; was the 2009 St. Louis Public Schools Teacher of the Year; and was a 2009 Missouri Teacher of the Year Top 5 Awardee.

Ms. Summer Stone, CFO/Chief School Business Officer

Summer has close to twenty years of progressive accounting and finance experience serving in both the nonprofit and for-profit business sectors. Prior to joining Christel House, Summer was the senior accountant for Healthx, a healthcare technology company, where she specialized in software implementation and efficiency, using her fine-tuned organizational skills to onboard entire leadership teams to use better accounting practices. Her experience includes conducting, supervising, and reviewing annual audits, reviews, compilations, and examinations of financial records of a wide array of businesses, including her past work for the Indianapolis Airport Authority and Sigma Kappa National Housing Corporation. Summer joined Christel House in October of 2018 as the Assistant Business Manager, and quickly made process improvements, and valuable contributions that led to her joining the leadership team in the spring of 2020 as the Chief School Business Officer/CFO. Summer is a member of the 2021-2023 Indiana Association of School Business Officials Leadership Academy cohort, and serves as an audit committee member for both Sigma Kappa Sororities and the Sigma Kappa National Housing Corporation.

Mr. Tim Sopko, Director of Operations

Tim Sopko has been an educator for 23 years, serving as a middle school teacher, Dean of Students, Assistant Principal, Principal, and now is in his third year as the Director of Operations for Christel House Indianapolis. He grew up in "The Region," graduating from Merrillville High School in 1994, before attending Ball State University for his undergraduate degree in Elementary Education and Governors State in University Park, Illinois to earn his Master's Degree in Educational Administration. Tim previously worked as a teacher and administrator for the School Town of Munster for 19 years before moving south to serve as the Assistant Principal at Clarksville High School for three years, and now lives in Trafalgar, Indiana with his wife Jenni and son, Jack.

Ms. Christina Summers-Wooley, Head of Partnerships and Communications

Christina Summers-Wooley is the Head of Partnerships and Communications for the Christel House Indianapolis network. She joined the staff of CH Indy as the student recruiter in 2015, but has been a parent at Christel House since 2012. Prior to joining CH Indy, she worked with another local charter school as it started operations, and with the Indianapolis Mayor’s Office of Education Innovation. Christina studied theater and English at Franklin College and earned an M.A. in English with a specialization in theater from Indiana State University.

Ms. Jenny Reynolds, Director of K-8

Jenny Reynolds has been an educator with Christel House Schools since the 2008-2009 school year. She earned her Bachelor’s Degree in Elementary Education from IUPUI and her Master’s

Degree in Education Administration from Butler University. In her nearly 15 years with Christel House, she has spent the vast majority of her time at the South campus. She has been an elementary classroom teacher, a lead teacher, a mentor teacher, an instructional coach, principal, and is currently the director of K-8 where she works with both West and South Academies.

Jenny has seen Christel House through some amazing changes and growth. When she started, there was only one Christel House campus in Indianapolis, serving Kindergarten through eighth grade. Jenny has been with Christel House through the opening of the Watanabe High School, the opening of the DORS programming, and the opening of Christel House Academy West. She was the K-8 principal through the move of the South campus to its new home on the Manual campus and combining schools with Watanabe, Manual, DORS, and the Early Learning Center. Jenny's passions lie in curriculum and instruction, coaching and mentoring. She is a strong advocate for student and teacher growth with a focus on creating equitable spaces for teaching and learning. In her personal life, Jenny enjoys time with her family, sports, reading, and listening to podcasts. She and her husband, Will, are parents to their busy 5-year-old daughter and navigating life with a Kindergartener. Jenny is a native of southern California and tries to get back to visit her family and soak up the sun as often as possible.

Dr. Eric Sinclair, Humanities Director/Manual High School Principal

Eric Sinclair is the current, and final, Principal of Emmerich Manual High School. He graduated from Eastern Illinois University as an English Major with his teacher certification in 2010 before spending seven years teaching in public schools throughout central Illinois. While working at his alma mater, he began pursuing a Master's degree in teaching and became National Board for Professional Teaching Standards certified. From there, he taught adjunct classes in Differentiation, Assessment, & Content Area Literacy at EIU and decided to pursue his Ph.D. in Curriculum and Instruction at Indiana State University. After finishing that program in 2017, Eric left Illinois to work at Christel House as an English teacher. After finishing his administrator licensure at University of Indianapolis, he moved to a team lead position, then to Team Administrator for Christel House South, and then the Humanities Director role for the network the following year. Eric is a frequent conference presenter and has published several articles in peer-reviewed academic journals. He also serves on two community partnership boards (Data Assessment Review & Clinical Partnership) at UIndy and runs a memorial scholarship nonprofit for a school on the south side of Chicago. Outside of work, he enjoys spending time with his wife Michaela, and their three kids, Mya, Sloane, and Kris, who will all likely attend Christel House schools. He also enjoys reading, podcasts, and fitness.

Ms. Tracy Westerman, Director of Indy Teach

Tracy has served as the Program Director for IndyTeach for the last 5 years and has worked in both traditional and charter schools for 19 years. After graduating from the University of Michigan, she was selected as a Teach for America corps member and was nominated for Disney Teacher of the Year. Tracy earned a MS in Elementary Education from Saint Joseph's University and a M.Ed from Columbia University and served as an instructional coach and principal with Christel House Indianapolis prior to co-founding and leading IndyTeach.

Ms. Kara Moreland, College and Careers Administrator

Kara Moreland is College & Careers Administrator for Christel House Indianapolis, helping

students in Grades 7-12 explore college, careers, and 21st Century skills. Her role is unique to Christel House's mission to break the cycle of poverty; unlike most high school counselors, Kara continues to mentor and coach these first-generation college students for five years after graduation. Her students affectionately refer to her as "Mother Moreland." Before joining the team at Christel House in 2014, Kara was Manager of Education at Indiana Repertory Theatre for 13 years, overseeing student matinee sales, the Summer Conservatory for Youth, adult and youth classes, and internships as well as assisting with the artist-in-the-classroom program. She is proud to serve as a committee member on Employ Indy's Indianapolis Post-Secondary Action (IPAC) Committee, as an educator on Junior Achievements JobSpark's Educator sub-committee, and as a board member for Summer Stock Stage. Kara graduated Summa Cum Laude with a Bachelor of Arts in Theatre from Marian University.

Ms. RonNella Moore, STEM Director

Ronni Moore is an educator from Indianapolis. She most recently served as principal for Purdue Polytechnic High School North and was on the founding team for the school. Prior to Purdue, Ronni worked as a science instructor, then Curriculum Support Specialist and Lead teacher for the Excel Center-Meadows. Ronni is a graduate of Indiana University (Bloomington) where she earned a Bachelor of Arts in Journalism, Spanish and History. She also holds an M.A. in Teaching from Marian University (Indianapolis), an M.B.A. in Education Leadership from Indiana State University (Terre Haute) and she is currently a master's student at High Tech High's Graduate School of Education (San Diego) and a PhD candidate in Education Administration at Indiana State University. Ronni lives in Indianapolis with her husband and three children.

Mr. Wesley Terrell, CTE and Dual Credit Director

Wes Terrell works closely with Christel House High Schools to support strategy for growing and sustaining high-quality CTE and dual credit opportunities for students at Watanabe High School, which currently has four career pathways and a variety of dual credit offerings. Wes also works closely with adult students at DORS high school to provide certifications linked to employment opportunities and graduation requirements.

Prior to Christel House, Wes led a team as a Project Lead The Way (PLTW) Vice President of Partnerships to create and manage a variety of partner initiatives, including grant receiving and making, as well as programming designed to engage students with professionals. Before that, he led the curriculum team at PLTW to create and sustain all programs and courses. Wes has also consulted for Ed Tech startups and other education providers. Wes was a high school Engineering and Technology classroom teacher for 7 years. He earned a B.S. in Technology Education from Ball State, an M.S. in Curriculum and Instruction from Purdue, and he holds a Director of Career and Technical Education administrator license.

CHAS School Leadership

Ms. Allison Baker, Principal, K-8

Allison Baker currently serves as the K-8 Principal at Christel House South. Born and raised on the Westside of Indianapolis, Allison completed her undergraduate work at Butler University, where she was a double major in Sociology and Early & Middle Childhood Education. She went on to earn two additional graduate degrees from Ball State in Curriculum & Instruction and

Educational Supervision & Administration. Allison has over 15 years of experience in education, beginning as a middle school teacher, and then going on to teach 2nd-6th grade. She has spent the last 6 years as a curriculum specialist, instructional coach, and assistant principal in various charter networks and non-profit organizations. This is her second year at Christel House South, and her first year serving as principal. On a personal note, Allison currently resides on the northeast side of Indianapolis. She has three children, one who is a sophomore at Morehouse College, and two who attend Lawrence Township schools. She is an active member of Sigma Gamma Rho Sorority, Inc., a historically black sorority founded at Butler University in 1922.

Ms. Marian Walsh, Assistant Principal, K-8

Marian Walsh is the Assistant Principal at Christel House Academy South. She has worked in the field of education since 2007 and started at Christel House in 2016. Prior to working at Christel House, Marian taught at the elementary level in first, third, fourth and fifth grade. She graduated from the University of Notre Dame in 2007 and received her Bachelor's in Education Administration at Butler University in 2013. She has been married to her husband for 10 years and they have two children together.

Ms. Brittany Edmond, K-8 Humanities Coach

Brittany Edmond is the ELA Coach at Christel House South. She received her Bachelor's Degree in Elementary Education from IUPUI, and then went on to pursue and obtain her Master's in Special Education from Ball State University. Within her 15 years in education, Brittany has worked as a classroom teacher (grades 3-6), Title 1 Interventionist, and instructional coach. She is married and has a 9-year-old son.

Ms. Rebecca Maiki, K-8 STEM Coach

This is Becky Maiki's third year as the Math Instructional Coach at Christel House Academy South. Prior to being the math coach, Becky taught at Christel House for ten years including third, fourth, fifth, and sixth grades. She graduated magna cum laude with a degree in elementary education from Ball State University in 2009 where she completed her student teaching in Germany. She received a master of science from Miami University in 2015. During her master's program, Becky studied in Belize, Costa Rica, and Mongolia. Becky's community involvement includes three years of teacher and student advocacy through Indianapolis's Teach Plus Policy Fellowship. She has a 4-year-old daughter and baby twin boys.

CHHS School Leadership

Ms. Paige Pittman, Principal, Watanabe High School

Paige Pittman is the principal at Christel House Watanabe High School. Before joining the team at Christel House, Paige was the principal at Thomas Carr Howe Community High School. Over her fourteen years in education in Indianapolis, Paige has served in many capacities including administration, instructional coaching, and teaching High School English. She has her Master of Arts from The University of Indianapolis in Educational Leadership and Bachelor of Science in Secondary Education from Ball State University.

Ms. Geornee' Conway, Assistant Principal, Watanabe High School

Geornee' Conway is currently the Assistant Principal of Christel House Watanabe High School.

She became Assistant Principal in January of 2022 after serving as an educator for 25 years. Geornee' received her Secondary Education degree from Indiana University - Bloomington, in 1995. Later, she went on to complete both her Master's degree and school administration coursework at Indiana Wesleyan University. She is a devoted member of Greater Northwest Baptist Church where she serves as co-leader on the Education Ministry Board. Geornee' has been married to her very supportive husband for 24 years. This union has been blessed with a daughter who attends The Ohio State University and a son who attends Indiana University.

Ms. Makayla Imrie, 9-12 Humanities Coach

Makayla Imrie is the Humanities Instructional Coach at Christel House Watanabe High School. She is in her first year in this role, but she has experience teaching high school Social Studies in two different settings prior to starting as a coach in 2022. Makayla graduated from the University of Minnesota Twin Cities with her Bachelor's degree before moving to Indianapolis and earning her Master of Arts in Teaching from Marian University in 2019. In addition to the time she spends supporting teachers, Makayla also teaches Dual Credit Psychology and supports freshman students through a high school mentorship program and a new Freshman Success initiative. She lives in Indianapolis, Indiana and enjoys exploring all the city has to offer!

Ms. Amy McCarty, 9-12 STEM Coach

Amy McCarty is the STEM instructional coach for Christel House Watanabe High School. She began her career in education in 2014 as a Teach For America corps member after completing her M.S. in Chemistry from Vanderbilt University. She was employed at Thomas Carr Howe Community High School from 2014 until the school closed in 2020. During her time at Howe, she taught Chemistry, Dual Credit Chemistry, Physics, Integrated Chemistry/Physics and Algebra I. During this time, she completed her Master of Arts in Teaching at Marian University and received her Building Level Administrator license from the University of Indianapolis. She began her experience as an instructional coach at Howe, beginning in 2019. Since being employed by Christel House Indianapolis in 2020, Amy has served both Emmerich Manual High School and Christel House Watanabe High School as an instructional coach and Pre-Calculus/Calculus teacher. Amy loves working with high school students and teachers and is looking forward to continuing to serve the students and staff of Christel House for many years to come.

C. The Teaching Staff

The teaching staff at CHAS and CHHS are an outstanding group of dedicated individuals. All but three teachers in grades 3-8 have returned for the 2022-23 school year. CHHS has had more difficulty in the last two years with attracting and retaining ELA teachers in grades 9. This position is currently being supported by our CHHS Humanities Instructional Coach. The combined staff of both schools is 30% people of color and 35% male. To help attract more teachers of color and convert highly qualified staff into licensed teachers, we created IndyTeach and have engaged a Talent Specialist to recruit teachers from underrepresented populations to ensure representation for our students and meet our Diversity, Equity, and Inclusion staffing commitments and Strategic Priorities. We have also invested in a Long Term Incentive (LTI) program to help retain our highly effective teachers. These programs are described in the following paragraphs.

IndyTeach was created in 2017 to address the qualified staffing shortages in Indianapolis schools due to the lack of production and retention of sufficient numbers of qualified urban teachers from underrepresented populations. It is an alternative, non-higher education, competency-based program preparing emerging educators for diverse, high-poverty urban environments and ensures they have a deep knowledge of the culturally relevant pedagogy that enables them to be effective teachers. IndyTeach is a rigorous, classroom-based, paid education training program that embeds the work of teacher preparation directly into practice at high-need schools. This highly unique program focuses on narrowing the opportunity gap for our students by creating a sustainable pipeline of teachers specifically prepared for urban schools with significant populations of poverty, at-risk students, and low-income students of color. Over the course of this year-long apprenticeship, Apprentices undergo 3 key stages of transitional development to gain the knowledge and skills of a practicing teacher (see the [IndyTeach Program Timeline](#) and [IndyTeach Apprentice Timeline](#)). Upon completion of the program and passage of the CORE exams, Apprentices qualify for an Indiana teacher instructional license from the Indiana Department of Education and will be well prepared to teach at Christel House Indianapolis and other urban schools.

In 2022, Christel House Indianapolis was awarded a \$25,000 Talent Innovation Fund grant through The Mind Trust to assist with our goals to recruit a more racially and culturally diverse teaching staff for our students. The funds will be used to recruit out-of-state students for IndyTeach, and those finishing graduate or undergraduate education degrees at HBCUs and HSIs. Our Talent Specialist has been successful in forging relationships with Howard University, Kentucky State University, and Dominican University to recruit teachers and staff that represent the cultures and backgrounds of our students. Of particular interest, we aspire to recruit men of color who have an interest in teaching and receiving their elementary generalist education license and women of color who are certified in STEM secondary education. We are confident that as we solidify and nurture these partnerships, along with the assistance of the Talent Innovation Fund, we will make great strides in providing more representation in classroom and school leadership for our students.

Furthermore, in 2020, Christel House Indianapolis adopted Diversity, Equity, and Inclusion commitments and is in year two of a four-year partnership with the Indianapolis Equity Collaborative. This partnership provides training and support to members of all levels of the organization to ensure that DEI is integrated into our daily work and drives strategic initiatives. They support our organizational learning to ensure that these efforts are self-sustaining and we can lead our own development in the future. During the first year, we were focused on level setting, educating, and getting everyone to use the same language around our DEI commitments through quarterly network-wide training and monthly network and school leadership team training. This year we developed a school-based Equity Leadership Team at both CHAS and CHHS to support a train-the-trainer model. Furthermore, the Indy Equity Collaborative created online modules for the content for which they are training the ELT members on facilitating conversation and dialogue about the content in each module. The Equity Leadership Team members also serve as a liaison with their staff and school/network leadership on issues related to DEI and meet monthly with their principal to dig into data disaggregated by subgroup to help identify any trends and concerns related to student achievement, attendance, school discipline,

etc. and help problem solve. Next year, two additional members from each school will go through the training so that we have multiple staff members, across all schools, who are equipped with the tools to train future staff members so that this learning does not end with our partnership with the Indy Equity Collaborative.

We offer a Long Term Incentive (LTI) for all licensed positions to help with talent retention and to recognize our staff for their commitment to the organization. Staff members are vested in the program after one year of service with an effective rating. After the one-year period, teachers who maintain an effective rating each year are eligible for a \$20,000 bonus every five years. This program has been in effect for the last ten years and has helped us retain our most effective teachers during that time.

D. Academic Achievement

The academic improvement efforts of CHAS have been hindered by the pandemic. Still, there are bright spots in our data that we can build upon in our next chapter:

- CHAS's ELA and Math proficiency scores were above all of the closest IPS, charter, and Beech Grove City schools that administered ILEARN in 2022 (see Figures 3 and 4).
- Our F/R Meal, ELL, Black, Hispanic, and Special Education students outperformed both the state and IPS in ELA.
- A higher percentage of those identifying as multiracial, White, and those in Special Education experienced recovery in ELA relative to the state average.
- A lower percentage of CHAS students experienced further declines in academic progress on ILEARN in ELA relative to the state average.
- Our IREAD 3 pass rates exceeded IPS's average by nearly 30 percentage points and the state average by nearly 10 points.

The academic improvement efforts of CHHS have been hindered by the pandemic and some staffing challenges but there are bright spots in our data that we can build upon in our next chapter:

- With the physical move to the Emmerich Manual High School building in the summer of 2021, we were able to add classes that allow students to pursue a Technical Honors Diploma. Specifically, we added welding, business entrepreneurship, engineering, and commercial photography pathways that result in 6 dual credit hours and/or industry certifications.
- CHHS had the fourth highest Evidence-Based Reading and Writing college readiness rates on the 2022 administration of SAT in all of Marion County and was behind only one other high school in Center Township.

A high-quality academic program is central to our work at CHAS and CHHS. Although we recognize our student population is more complex than the local districts in which we reside and draw students, we strongly believe that ALL students can achieve at high levels and experience academic success. By building upon the successes listed above, we have invested in personnel and programming to push students' academic growth post-pandemic and expect our students to meet or exceed state proficiency averages by 2026 as detailed in our five-year strategic plan.

This plan was drafted during the spring, summer, and fall of 2021 and includes the following commitments to ensure student success:

- By 2026, we will build a strong, sustainable, and culturally relevant STEM program that supports college readiness skills, civic engagement, discussions, critical thinking, problem-solving, collaboration, leadership development, and social-emotional learning, and is certified by the Indiana Department of Education. Our STEM Director will lead the following activities during this process:
 - Utilize the vertically aligned descriptions of mastery for essential standards in STEM subjects to ensure all students and teachers have a clear definition of success.
 - Create intentionally aligned PD for all levels of instruction that prioritize teacher understanding of STEM concepts, pedagogical best practices in their fields, and our philosophy around high expectations for all students.
 - Create a culture of STEM within the school network by expanding opportunities for students to interact with STEM experts, creating sustained and aligned partnerships, and establishing in-school and extracurricular supports.
 - Examine academic support and intervention programs for inherent biases and revise them to be inclusive, equitable, and empowering opportunities for all students.
 - Evaluate the effectiveness of the math curriculum and instructional practices to set priorities for curriculum adoption and integration into codification documents when the standards change in 2023.
 - All students at all grades will present their work, learning, and development publically as it relates to developing and applying STEM content and presentation skills multiple times in multiple formats throughout the year.
 - Increase the number of highly qualified STEM-certified educators employed as well as the number of years they remain at Christel House Indianapolis.
- By 2026, CHAS and CHHS will build a strong, sustainable, and culturally relevant humanities program that exposes students to the arts and multiple perspectives, supports college readiness skills, civic engagement, discussions, critical thinking, collaboration, leadership development, and social-emotional learning, and expands their understanding of the people and world around them. Our Humanities Director will lead the following activities during this process:
 - Utilize the vertically aligned descriptions of mastery for essential standards in humanities subjects to ensure all students and teachers have a clear definition of success.
 - All students at all grades will present their work, learning, and development publically present their learning and development as it relates to developing multiple perspectives, empathy, and civic engagement skills.
 - Increase student writing achievement on state assessments, increase the number of authentic writing experiences throughout the network, and students' self-reporting measures will improve regarding self-agency, affect about writing, and perceptions about self as a writer.
 - Examine academic support and intervention programs for inherent biases and revise them to be inclusive, equitable, and empowering opportunities for all students.

- By 2026, CHAS and CHHS will build a strong, sustainable, and culturally relevant life, career, and technical education program with applicable life-long skills, and expanded college access for ALL students. Our College & Career and ELL Team will lead the following activities during this process:
 - Create a viable plan for embedding life and career skills acquisition and opportunities for student demonstration of these skills into the K-12 experience, and at DORS.
 - Identify best practices in supporting language acquisition, create a plan for codification and widespread adoption of instructional practices, and create a plan to eliminate systemic weaknesses in ELL programming.
 - CHHS will increase the number of courses offered as part of the College Core program, the percentage of students who enroll and successfully complete College Core courses, and the percentage of students that meet earned credit targets by 25% by 2026. Concurrently, we will increase the number of in-house instructors that are certified to teach dual-credit and CTE courses, and increase the number of years they are retained at Christel House.

Furthermore, we prepare students for a successful post-elementary and post-secondary experience at CHAS and CHHS. We measure our students' success through a variety of short- and long-term academic and non-academic measures including, but not limited to assessments measuring student proficiency and growth of state standards, personal academic and social-emotional goals, employability skills embedded within the curriculum, as well as tracking post-secondary success. Additionally, we measure our impact on our community through the quality of our programs and services, as evidenced through frequent and ongoing focus groups and surveys with stakeholders.

2. Weaknesses, Challenges, and Areas for Improvement

At CHHS, our academic performance in math is in need of improvement, and at CHAS we have been challenged with a growing ELL population. Effectively navigating our switch to Enroll Indy has been a challenge for both schools. More details about these challenges as well as our solutions for improvement are detailed in the paragraphs below.

A. *CHHS's College Readiness Rates in Math*

Until the 2022 school year, students took ISTEP as their accountability and graduation qualifying exam. That exam was aligned with Indiana State Standards. The Indiana standards for Math in grades 9-12 do not align with Common Core but the SAT does. We have adopted a math curriculum strongly aligned to Common Core and piloted it for all 9th-12th grade math subjects in 2022. For the 2022-23 school year, we have realigned our benchmark assessments in STAR360 to be aligned to Common Core and the SAT. Challenges in MS mathematics achievement definitely compound the issue but quality instruction and curriculum aligned to SAT continue to be areas of focus for CHHS. In July of 2022, we hired a STEM Director to help improve math outcomes K-12.

B. Growing ELL Population at CHAS

Our high proportion and growing population of English Language Learners is a challenge for CHAS and continues to place a strain on general education and ELL staff alike, since Tier I classroom instruction requires teachers to not only teach content but dedicate significant time to language acquisition as well. In the 2021-22 school year, we added a salary premium for ELL teachers and began working with universities such as Purdue to provide our general education teachers with additional coursework to become licensed in ELL. Not only will this relieve pressure on our dedicated ELL staff, but we can expect all students to receive higher-quality instruction as a result.

C. Enrollment

CHAS and CHHS have a history of consistently strong enrollment prior to the 2021-22 school year. The cancellations of all events in the spring and summer of 2020 due to COVID did have an effect on our recruitment in 2020, however, we were still able to meet our enrollment targets for most grades in K-12 and were able to oversubscribe in higher demand grades to compensate for lower enrollment in others. We conducted our own lottery prior to 2021 and held a lengthy waitlist in order to fill seats as they opened up or if newly admitted students declined their seats. The waitlist for the 2020-21 school year, the last year we operated our enrollment system, included 210 students for grades K-12. Since we converted to enrollment within the One Match system starting in 2021, we have not hit our enrollment targets for either school even with overfilling during the lottery period. We are continuing to adapt, creating new processes and investments in recruitment and other engagement activities to return to our strong enrollment numbers. Specifically, we are taking the following steps to support healthier enrollment:

- External outreach: We have invested more dollars into advertising and a new website, are increasing our social media presence (Facebook, Twitter, Instagram, and LinkedIn), and have started a monthly newsletter that we send to all individuals who have a registered email address with us. We are also frequently involved in community events to increase awareness of Christel House in the communities we serve. Our Head of Partnerships & Communications, a position added in 2020, oversees the planning and staff responsible for these activities.
- Current family outreach: In addition to an Enrollment Specialist, we have invested in a Family Partnership Coordinator position to support activities with our current families. We strongly believe that investing in family support and involvement at the school level will not only create stronger family-school connections, but will also help spread the word about the high quality and value of a Christel House education in the community. Christel House International committed to funding this position.
- Pre-K partner: In 2021 we entered into a partnership with Early Learning Indiana to develop an infant through pre-K space on the Manual campus, connected to our CHAS school. In June of 2022, they opened classrooms for infants through pre-K students. Given their history of providing high-quality educational experiences around Indianapolis, we expect them to obtain a Level 3 on the Paths to Quality in December of 2022, six months after opening their program on our campus. Not only will having a pre-K partner free up capacity for our student recruitment staff to focus on backfilling other grades, but it will also help provide a stronger academic foundation for our students

and give our youngest English Language Learners a head start on their language acquisition.

3. Additional Evidence

Comprehensive character education at Christel House Indianapolis supports individual students as well as develops a positive school climate. Our program includes and complements a broad range of educational approaches such as whole-child education, service learning, social-emotional learning, and civic education. Our goal is for all of our students to feel valued, safe, supported, and respected by adults and each other, and to reciprocate those feelings toward other students and adults. We work tirelessly to support students to have high levels of self-efficacy; monitor their own character, work, and learning; demonstrate academic grit; take academic risks; use self-reflection and growth-focused language; and own their decisions and accept the consequences of their actions. Our vision is for students to become active and powerful contributors to the world by exemplifying our Core Values: Respect, Responsibility, Independence, and Integrity. In order to accomplish this, our students meet daily in morning meetings or advisory to engage in conversations and activities that develop character in these areas and are strategically supported in their growth and receive recognition for their achievements. For our commitment and actions toward helping young people become responsible, caring, and contributing citizens, Christel House Academy South (as a single K-12 school at the time) was recognized as a National School of Character for Promising Practices in 2019 by Character.org (www.character.org).

Christel House Indianapolis invests heavily in college and career development for all of our students. We secured a commitment from Christel House International to support a College and Career Coordinator for our K-8 students to plan activities and events that develop their exposure to and understanding of their college and career options. We continue to provide support when our students transition to CHHS but our College and Career program doesn't stop when they graduate. The College and Careers program mentors all graduates by supplying the resources and support they need to obtain a post-secondary education and/or find meaningful employment for up to five years after graduation. As a result of our effort, our graduates earn an average of nearly \$6,000 more than those alumni from other IPS and Indy charter schools 5 years after graduation (see Figure 5). Furthermore, 100% of our CHAS students apply for the 21st Century Scholars program each year.

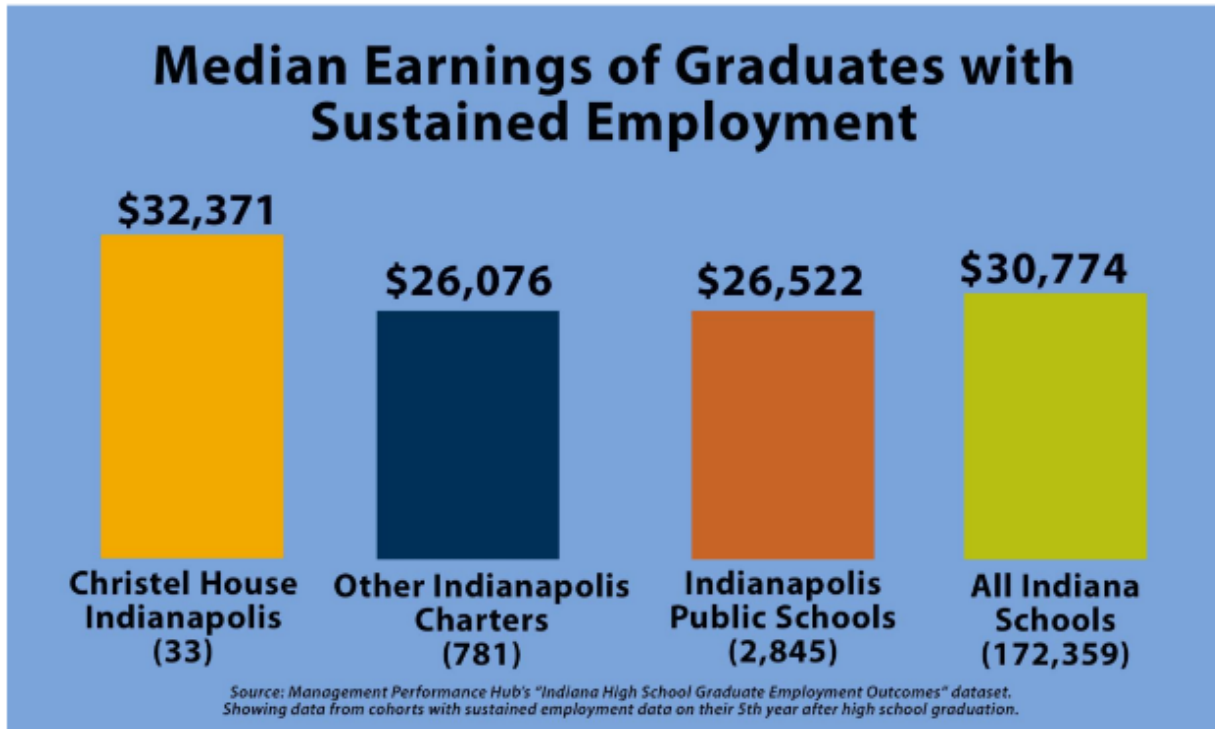


Figure 5: Comparison of median earnings of Christel House Indianapolis graduates relative to IPS, Indianapolis charter schools, and the state of Indiana as reported by the [Indiana Management Performance Hub](#).

4. 5-Year Budget

Please see [Attachment 1](#) for a detailed five-year pro-forma combined budget for CHAS and CHHS, including the current school year.

5. Budget Narrative

Please see [Attachment 2](#) for a detailed budget narrative providing a high-level summary of our current budget and how it aligns with our five-year business plan. This includes a description of assumptions and revenue estimates, including our per-pupil revenue projections, staffing levels, facilities expenses, and technology costs for both schools.

6. Statement of Assurances

Please see [Attachment 3](#) for a completed Statement of Assurances form signed by Dr. Sarah Weimer, the Board authorized representative of Christel House Indianapolis, including Christel House Academy South and Christel House Watanabe Manual High School.

Section III: Proposed Changes

There are two material changes we are proposing. First, we would like to add the pre-K program at Day Early Learning at Manual as a direct enrollment partner to CHAS due to shared facilities as allowable under IC 20-25.7-5-5.4. Given their history, ELI expects to be a Level 3 on the Paths to Quality by January 1 of 2023 in time for the 2023-24 lottery window.

Second, we are proposing to slowly add a single classroom and 12 students per grade level at CHAS to maximize the space the Emmerich Manual campus affords us (see the Enrollment Plans for [CHAS](#) and [CHHS](#)). Figure 6 illustrates the pattern for enrollment in order to maximize the opportunities IPS’s proposed Rebuilding Stronger plan will afford us. We would begin our expansion in 2023-24 with added seats in kindergarten and 7th grade because they are historically our largest applicant groups.

| Grade | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--------|---------|---------|---------|---------|---------|---------|
| K | 70 | 70 | 70 | 70 | 70 | 70 |
| 1 | 58 | 70 | 70 | 70 | 70 | 70 |
| 2 | 58 | 58 | 70 | 70 | 70 | 70 |
| 3 | 58 | 58 | 58 | 70 | 70 | 70 |
| 4 | 58 | 58 | 58 | 58 | 70 | 70 |
| 5 | 58 | 58 | 58 | 58 | 58 | 70 |
| 6 | 58 | 70 | 70 | 70 | 70 | 70 |
| 7 | 70 | 70 | 70 | 70 | 70 | 70 |
| 8 | 58 | 70 | 70 | 70 | 70 | 70 |
| Target | 546 | 582 | 594 | 606 | 618 | 630 |

Figure 6: The slow growth plan for CHAS. The student counts highlighted in yellow are those where we would expand lottery seats for new students to be added to those grades. The student counts highlighted in green are those where existing CHAS students would matriculate into the next year, thereby expanding the seat table in that grade level.

Attachment 1: Five-Year Budget

Please note, the [Budget for CHAW & CHHS](#) are combined in this single worksheet.

Instructions for Renewal Budget Projections Workbook

 = Information should be entered into light gray shaded cells.

Name of Charter School:

Location:

First Year of New Charter (Renewal Year):

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

Ver. 10.11.2021

School Enrollment Projections

(must align with Renewal Application Enrollment Plan)

School Name: **Christel House Academy South & Watanabe High School**
 Location: **Indianapolis Public Schools**
 Renewal Year: **2023 - 24 SY**

Is the school an Adult High School (please see instructions):

Do not complete Row 32.

Notes & Instructions

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.

1) An "adult high school" is a charter school that has a majority of enrolled students that: (1) belong to a graduation cohort that has already graduated; or (2) are over the age of eighteen (18) years of age; at the time the student was first enrolled at the school. if you are an adult high school, complete Rows 32, and 37-40 only.

2) A "virtual student" is defined as a student for whom at least fifty percent (50%) of the instructional services received from the school is virtual instruction. Virtual instruction means instruction that is provided in an interactive learning environment created through technology in which students are separated from their teacher by time or space, or both. Students receiving more than 50% of their instruction virtually generate eighty-five percent (85%) of the foundation formula amount rather than 100%. The analysis is applicable on a per student basis.

3) The "basic" tuition support grant for K-12 schools is equal to the following formula:
 (Foundation Amount X ADM) + ((Complexity Multiplier X Complexity Index) X ADM)

The Distribution calculations are an estimate based on projected enrollment multiplied by basic tuition support in the amounts as set forth in the most recently passed (2021-23 FY) budget- Foundation = \$2,995 for the 2021-22 SY and \$6,235 for the 2022-23 SY (and beyond) and Complexity Multiplier = \$3,775. The school's actual distribution will be based on the school's ADM count of eligible pupils enrolled in the school on two count dates (in September and February) multiplied by the basic tuition support calculation. The calculation uses the complexity index for the school corporation in which the proposed charter school will be located- the school's actual Complexity Index amount will likely differ. The Special Education Grant amount is calculated on Tab 4 and uses the grant amount for mild/moderate disabilities (\$2,037 for the 2022-23 SY). The grant amount for severe disabilities is \$10,375 for the 2022-23 SY).

4) The Adult Learner Grant amount for adult high schools is \$6,750. The Adult Distribution is calculated by multiplying Total Enrollment by the Adult Grant.

| Enrollment | Current Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------------------|----------------|----------------|----------------|----------------|-----------------|-----------------|
| | 2022 - 23 SY | 2023 - 24 SY | 2024 - 25 SY | 2025 - 26 SY | 2026 - 27 SY | 2027 - 28 SY |
| Kindergarten | 54 | 00 | 00 | 00 | 00 | 00 |
| Grade 1 | 54 | 54 | 03 | 03 | 03 | 03 |
| Grade 2 | 54 | 54 | 54 | 03 | 03 | 03 |
| Grade 3 | 54 | 54 | 54 | 54 | 03 | 03 |
| Grade 4 | 54 | 54 | 54 | 54 | 54 | 03 |
| Grade 5 | 54 | 54 | 54 | 54 | 54 | 03 |
| Grade 6 | 54 | 54 | 03 | 03 | 03 | 03 |
| Grade 7 | 54 | 03 | 03 | 03 | 03 | 03 |
| Grade 8 | 54 | 54 | 03 | 03 | 03 | 03 |
| Grade 9 | 110 | 150 | 150 | 150 | 150 | 150 |
| Grade 10 | 135 | 100 | 140 | 140 | 140 | 140 |
| Grade 11 | 50 | 125 | 90 | 130 | 130 | 130 |
| Grade 12 | 30 | 40 | 110 | 80 | 120 | 120 |
| Total K-12 Enrollment: | 811 | 922 | 1024 | 1043 | 1092 | 1110 |
| Adult Learners (1) | | | | | | |
| Total Adult Enrollment: | | | | | | |
| Estimated % of Students: | | | | | | |
| Special Education | 13% | 14% | 14% | 15% | 15% | 16% |
| English Learners | 27% | 28% | 28% | 29% | 29% | 30% |
| Free/Reduced Priced Lunch | 81% | 81% | 81% | 81% | 81% | 81% |
| Virtual Students (2) | 0% | 0% | 0% | 0% | 0% | 0% |
| K-12 Distribution (3) | \$6,245,009.01 | \$7,099,819.51 | \$7,885,205.92 | \$8,031,574.37 | \$ 8,408,896.86 | \$ 8,547,505.05 |
| Adult Distribution (4) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

5-Year Projected Staffing Plan

Christel House Academy South & Watanabe High School
2023 - 24 SY

The information provided herein does not, and is not intended to, constitute legal advice. Schools should consult an attorney and/or accountant for any questions about employment and tax matters before completing this worksheet.

- * Complete all relevant grey shaded areas -> Name of Position, Number of Positions, Average Salary, Health Insurance, Retirement Contribution, and Other Benefits.
- * Projected salary and benefits should align with Year 0 and 5-Year budgets.
- * Please see footnotes below for additional information before completing the worksheet.

| | Current Year | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | |
|---|--------------|------------------------|-------------|------------------------|-------------|------------------------|-------------|------------------------|-------------|------------------------|-------------|------------------------|
| | Number | Average Salary (1) | Number | Average Salary | Number | Average Salary | Number | Average Salary | Number | Average Salary | Number | Average Salary |
| INSTRUCTIONAL STAFF | | | | | | | | | | | | |
| Full-Certified Teachers | 20.0 | \$ 37,760.00 | 21.0 | \$ 39,839.00 | 22.0 | \$ 41,918.00 | 23.0 | \$ 44,000.00 | 24.0 | \$ 46,079.00 | 25.0 | \$ 48,158.00 |
| Part-Certified Support Staff | 14.0 | \$ 33,910.00 | 14.0 | \$ 33,897.00 | 13.0 | \$ 34,914.00 | 12.0 | \$ 35,961.00 | 10.0 | \$ 37,040.00 | 10.0 | \$ 38,151.00 |
| 10-12 Certified Teachers | 17.0 | \$ 62,853.00 | 17.0 | \$ 64,720.00 | 17.0 | \$ 66,602.00 | 17.0 | \$ 68,500.00 | 18.0 | \$ 70,423.00 | 18.0 | \$ 72,364.00 |
| 10-12 Non-Certified Support Staff | 3.0 | \$ 40,405.00 | 3.0 | \$ 41,617.00 | 3.0 | \$ 42,866.00 | 3.0 | \$ 44,152.00 | 4.0 | \$ 45,477.00 | 4.0 | \$ 46,841.00 |
| Elective Teachers | 14.0 | \$ 64,020.00 | 14.0 | \$ 65,972.00 | 14.0 | \$ 67,951.00 | 14.0 | \$ 69,960.00 | 14.0 | \$ 72,000.00 | 14.0 | \$ 74,070.00 |
| Special Education/ELL Teachers | 11.0 | \$ 67,690.00 | 11.0 | \$ 69,680.00 | 11.0 | \$ 71,700.00 | 11.0 | \$ 73,750.00 | 11.0 | \$ 75,840.00 | 11.0 | \$ 77,960.00 |
| Certified Support Staff | 4.0 | \$ 28,640.00 | 4.0 | \$ 29,248.00 | 4.0 | \$ 29,860.00 | 3.0 | \$ 30,480.00 | 3.0 | \$ 31,110.00 | 3.0 | \$ 31,750.00 |
| Total Instructional Staff: | 85.0 | \$ 4,741,570.00 | 86.0 | \$ 4,843,320.00 | 85.0 | \$ 5,061,084.00 | 85.0 | \$ 5,240,066.00 | 80.0 | \$ 5,151,258.00 | 81.0 | \$ 5,372,752.00 |
| ADMIN & SUPPORT | | | | | | | | | | | | |
| Principal | 2.0 | \$ 131,500.00 | 2.0 | \$ 135,500.00 | 2.0 | \$ 139,572.00 | 2.0 | \$ 143,729.00 | 2.0 | \$ 147,972.00 | 2.0 | \$ 152,314.00 |
| Assistant Principal | 2.0 | \$ 98,810.00 | 2.0 | \$ 101,774.00 | 2.0 | \$ 104,827.00 | 2.0 | \$ 107,972.00 | 2.0 | \$ 111,211.00 | 2.0 | \$ 114,547.00 |
| Admin Support Staff | 14.9 | \$ 60,900.00 | 14.9 | \$ 62,777.00 | 13.9 | \$ 64,609.00 | 12.9 | \$ 66,547.00 | 11.9 | \$ 68,548.00 | 11.9 | \$ 70,599.00 |
| Total Admin & Support Staff: | 18.9 | \$ 1,868,150.00 | 18.9 | \$ 1,869,194.90 | 17.9 | \$ 1,846,863.10 | 16.9 | \$ 1,861,918.90 | 15.9 | \$ 1,634,277.70 | 15.9 | \$ 1,374,250.10 |
| BENEFITS | | | | | | | | | | | | |
| Health Insurance (2) | | \$ 6,446.00 | | \$ 6,650.00 | | \$ 6,877.00 | | \$ 7,120.00 | | \$ 7,392.00 | | \$ 7,695.00 |
| Retirement Contributions (3) | | \$ 609,739.40 | | \$ 628,534.30 | | \$ 648,208.30 | | \$ 668,784.30 | | \$ 690,287.60 | | \$ 712,728.80 |
| Social Security | | \$ 67,009.20 | | \$ 68,776.57 | | \$ 70,579.18 | | \$ 72,418.27 | | \$ 74,294.83 | | \$ 76,212.23 |
| Medicare | | \$ 378,602.64 | | \$ 393,855.89 | | \$ 409,324.03 | | \$ 425,001.11 | | \$ 441,001.11 | | \$ 457,324.34 |
| Unemployment | | \$ 88,390.94 | | \$ 91,114.46 | | \$ 93,895.21 | | \$ 96,728.77 | | \$ 99,613.34 | | \$ 102,548.01 |
| Total Compensation (4) | | \$ 1,522,743.00 | | \$ 1,500,000.00 | | \$ 1,500,000.00 | | \$ 1,500,000.00 | | \$ 1,500,000.00 | | \$ 1,500,000.00 |

| | Current Year | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | |
|-----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | Number | Average Salary | Number | Average Salary | Number | Average Salary | Number | Average Salary | Number | Average Salary | Number | Average Salary |
| SUMMARY | | | | | | | | | | | | |
| Total Staff | 103.9 | \$ 6,109,720.00 | 104.9 | \$ 6,352,514.30 | 102.9 | \$ 6,601,984.30 | 101.9 | \$ 6,848,985.70 | 95.9 | \$ 7,100,528.70 | 96.9 | \$ 7,352,002.10 |
| Total Salaries | \$ 2,111,945.18 | \$ 2,192,190.77 | \$ 2,192,190.77 | \$ 2,205,949.11 | \$ 2,205,949.11 | \$ 2,280,407.28 | \$ 2,280,407.28 | \$ 2,340,163.03 | \$ 2,340,163.03 | \$ 2,340,163.03 | \$ 2,340,163.03 | |
| Total Benefits | \$ 8,221,665.18 | \$ 8,544,705.07 | \$ 8,544,705.07 | \$ 8,653,896.21 | \$ 8,653,896.21 | \$ 8,882,991.58 | \$ 8,882,991.58 | \$ 9,125,648.73 | \$ 9,125,648.73 | \$ 9,125,648.73 | \$ 9,125,648.73 | |
| Student/teacher ratio | 10:1 | 10:1 | 10:1 | 10:1 | 10:1 | 10:1 | 10:1 | 10:1 | 10:1 | 10:1 | 10:1 | |
| Student/teacher ratio | 43:1 | 43:1 | 43:1 | 43:1 | 43:1 | 43:1 | 43:1 | 43:1 | 43:1 | 43:1 | 43:1 | |

FOOTNOTES:
A note about classifying workers: Generally, an individual who performs services for you is your "employee" if you have the right to control what work will be done and how it will be done. This is an important distinction because an employee's wages are subject to employment tax withholding while an independent contractor's earnings are subject to self-employment tax. However, there are many factors used by the IRS to determine whether an individual is an employee or independent contractor. See: <https://www.irs.gov/businesses/small-businesses-self-employed/independent-contractor-self-employed-or-employee>. Please note that the IRS has issued a number of rulings regarding the classification of workers. Please consult your attorney before classifying an employee. Payments made to "Independent contractors" should be listed as "Other Compensation" on Row 5K, and explained in the budget narrative. Do not include payments made to independent contractors on Row 15-47.
 (1) Amounts paid to "employees" regardless of whether they are full-time, part-time, or limited-time should be listed in the Average Salary column (Rows 13-17) for each year. All pay provided to an employee for services performed should be included, including salaries, vacation allowances, bonuses, stipends, commissions, and taxable fringe benefits. For more information, see <https://www.irs.gov/publications/p15>.
 (2) Health Insurance includes Group Life Insurance, Group Health Insurance, Group Accident Insurance, Other Authorized Group Insurance, and Workers Compensation Insurance.
 (3) Retirement Contributions includes Severance/Early Retirement Pay, Public Employees Retirement Fund, Teachers Retirement Fund, Public Employees Retirement Fund (Optional Contribution), Teachers Retirement Fund (Optional Contribution).
 (4) Other Compensation - Includes any other benefits not otherwise classified above, including payments made to independent contractors. This cell should reflect the sum total of all Other Compensation for the year.

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

School Name: **Christel House Academy South & Watanabe High School**
 Renewal Year: **2023 - 24 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 | | | | | | | | |
| Basic Tuition Support / Adult Grant - From Tab 2 | \$ 6,138,730.00 | \$ 7,110,697.00 | \$ 8,029,417.00 | \$ 8,374,347.00 | \$ 8,943,217.00 | \$ 9,275,607.00 | Other State Grants (Row 29) Summer School, MESP, Performance Award, IPS Referendum Share | |
| Special Education Grant - From Tab 2 | \$ 133,600.00 | \$ 142,400.00 | \$ 149,300.00 | \$ 137,000.00 | \$ 164,900.00 | \$ 173,100.00 | | |
| Honors Diploma Grant | \$ 31,000.00 | \$ 32,000.00 | \$ 34,200.00 | \$ 35,900.00 | \$ 37,700.00 | \$ 39,600.00 | | |
| CTE Grant | \$ 124,800.00 | \$ 131,000.00 | \$ 137,600.00 | \$ 144,300.00 | \$ 151,700.00 | \$ 159,300.00 | | |
| Charter and Innovation Network School Grant | \$ 1,013,750.00 | \$ 1,132,500.00 | \$ 1,280,000.00 | \$ 1,303,750.00 | \$ 1,305,000.00 | \$ 1,387,500.00 | | |
| Formative Assessment Grant | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| State Matching Funds for School Lunch Program | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| High Ability (Gifted and Talented) Program | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Textbook Reimbursement | \$ 60,000.00 | \$ 66,400.00 | \$ 73,760.00 | \$ 75,120.00 | \$ 78,640.00 | \$ 79,920.00 | | |
| Remediation Program Grant | \$ 2,300.00 | \$ 2,311.00 | \$ 2,311.00 | \$ 2,311.00 | \$ 2,311.00 | \$ 2,311.00 | | |
| Teacher Appreciation Grant | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Other State Grants (please describe) (1) | \$ 431,630.00 | \$ 471,385.00 | \$ 533,795.00 | \$ 544,640.00 | \$ 561,110.00 | \$ 570,925.00 | | |
| Total State Revenue: | \$ 7,958,010.00 | \$ 9,109,693.00 | \$ 10,270,783.00 | \$ 10,637,768.00 | \$ 11,306,778.00 | \$ 11,688,523.00 | | |
| Federal Revenue - See Footnotes | | | | | | | | |
| Public Charter School Program Grant (2) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | Other Federal Revenue (Row 41) ESSER, Title III, Title IV | |
| Charter Facilities Assistance Program Grant (2011) | \$ 200,000.00 | \$ 200,000.00 | \$ 200,000.00 | \$ 200,000.00 | \$ 200,000.00 | \$ 200,000.00 | | |
| IDEA- Part B Grant (Special Education) | \$ 638,250.00 | \$ 743,778.85 | \$ 830,532.00 | \$ 846,459.00 | \$ 888,348.00 | \$ 903,970.00 | | |
| Title I | \$ 41,395.00 | \$ 34,918.00 | \$ 36,938.00 | \$ 37,618.00 | \$ 38,288.00 | \$ 39,638.00 | | |
| Federal Lunch Program | \$ 731,350.00 | \$ 799,500.00 | \$ 886,200.00 | \$ 902,350.00 | \$ 944,000.00 | \$ 959,300.00 | | |
| Federal Breakfast Reimbursement | \$ - | \$ 42,000.00 | \$ 42,000.00 | \$ 42,000.00 | \$ 42,000.00 | \$ 42,000.00 | | |
| Other Federal Revenue (please describe) | \$ 3,188,835.00 | \$ 1,963,790.00 | \$ 71,109.43 | \$ 73,594.00 | \$ 77,973.00 | \$ 80,612.00 | | |
| Total Federal Revenue: | \$ 4,799,850.00 | \$ 3,803,993.45 | \$ 2,086,799.43 | \$ 2,122,021.00 | \$ 2,210,009.00 | \$ 2,245,120.00 | | |
| Other Revenue | | | | | | | | |
| Contributions and Donations from Private Sources | \$ 419,200.00 | \$ 325,200.00 | \$ 484,800.00 | \$ 301,300.00 | \$ 319,300.00 | \$ 336,900.00 | | Other Revenue (Row 20) In-Kind Contribution |
| Student Fees | \$ 41,000.00 | \$ 25,200.00 | \$ 25,200.00 | \$ 25,200.00 | \$ 25,200.00 | \$ 25,200.00 | | |
| Other Fees | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Interest Income | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| Other Revenue (please describe) | \$ 1,612,605.00 | \$ 2,110,510.00 | \$ 2,110,510.00 | \$ 2,110,510.00 | \$ 2,110,510.00 | \$ 2,110,510.00 | | |
| Total Other Revenue: | \$ 2,072,805.00 | \$ 2,466,710.00 | \$ 2,026,510.00 | \$ 2,643,010.00 | \$ 2,661,010.00 | \$ 2,678,610.00 | | |
| TOTAL REVENUE: | \$ 14,830,665.00 | \$ 15,380,402.45 | \$ 14,984,098.43 | \$ 15,402,805.00 | \$ 16,178,403.00 | \$ 16,612,259.00 | | |

| EXPENSES | | | | | | | | | | | |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--|--|--|--|--|
| Administrative Staff - See Footnote (3) | | | | | | | | | | | |
| Executive Administration: Office of Superintendent | \$ 97,830.00 | \$ 100,780.00 | \$ 103,810.00 | \$ 106,924.00 | \$ 110,132.00 | | | | | | |
| School Administration: Office of the Principal | \$ 375,704.32 | \$ 592,873.08 | \$ 610,557.96 | \$ 628,773.12 | \$ 647,535.12 | | | | | | |
| Other School Administration | \$ 237,886.00 | \$ 244,713.00 | \$ 252,054.00 | \$ 259,616.00 | \$ 267,405.00 | | | | | | |
| Business Manager/Director of Finance | \$ - | \$ - | \$ - | \$ - | \$ - | | | | | | |
| Total Administrative Staff: | \$ 911,440.32 | \$ 938,372.08 | \$ 960,421.96 | \$ 995,313.12 | \$ 1,025,072.12 | | | | | | |
| Instructional Staff | | | | | | | | | | | |
| Teachers - Regular | \$ 2,860,418.00 | \$ 4,101,350.96 | \$ 4,217,193.99 | \$ 4,341,337.01 | \$ 4,477,708.13 | \$ 4,500,239.71 | | | | | |
| Teachers - Special Education | \$ 442,092.00 | \$ 354,747.80 | \$ 363,390.30 | \$ 370,350.70 | \$ 387,642.20 | \$ 399,271.40 | | | | | |
| Substitutes, Assistants, Paraprofessionals, Aides | \$ 1,298,388.00 | \$ 660,059.20 | \$ 628,581.93 | \$ 628,981.51 | \$ 402,800.70 | \$ 414,587.40 | | | | | |
| Summer School Staff | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | | | | |
| Total Instructional Staff: | \$ 4,600,898.00 | \$ 5,122,163.96 | \$ 5,211,168.22 | \$ 5,340,899.22 | \$ 5,118,137.03 | \$ 5,314,098.51 | | | | | |
| Non-Instructional/Support Staff - See Footnotes | | | | | | | | | | | |
| Social Workers, Guidance Counselors, Therapists | \$ 1,081,608.00 | \$ 314,198.25 | \$ 323,624.40 | \$ 270,784.80 | \$ 278,508.35 | \$ 287,275.90 | | | | | |
| Instructional Support Staff (4) | \$ 287,910.00 | \$ 212,005.19 | \$ 218,409.20 | \$ 224,944.47 | \$ 231,077.32 | \$ 238,011.87 | | | | | |
| Other Support Staff (please describe) (5) | \$ 203,244.00 | \$ - | \$ - | \$ - | \$ - | \$ - | | | | | |
| Nurse | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | | | | |
| Librarian | \$ 31,224.00 | \$ 32,155.00 | \$ 33,120.00 | \$ 34,114.00 | \$ 35,137.00 | \$ 36,191.00 | | | | | |
| Information Technology | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | | | | |
| Maintenance of Buildings, Grounds, Equipment (Including Custodial Staff) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | | | | |
| Security Personnel | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | | | | |
| Athletic Coaches | \$ - | \$ 60,250.00 | \$ 60,250.00 | \$ 60,250.00 | \$ 60,250.00 | \$ 60,250.00 | | | | | |
| Total Non-Instructional/Support Staff: | \$ 1,603,992.00 | \$ 618,668.44 | \$ 635,403.60 | \$ 590,093.27 | \$ 605,972.67 | \$ 622,328.77 | | | | | |
| Subtotal Wages and Salaries: | | | | | | | | | | | |
| | \$ 6,204,890.00 | \$ 6,051,972.72 | \$ 6,784,944.50 | \$ 6,903,404.45 | \$ 6,719,442.82 | \$ 6,901,499.40 | | | | | |
| Payroll Taxes and Benefits - From Tab 3 | | | | | | | | | | | |
| Social Security/Medicare/Unemployment | \$ 489,282.00 | \$ 359,131.09 | \$ 363,841.25 | \$ 370,266.37 | \$ 345,716.80 | \$ 361,130.50 | | | | | |
| Health Insurance | \$ 637,410.00 | \$ 674,837.80 | \$ 683,694.90 | \$ 700,228.80 | \$ 638,022.36 | \$ 684,371.30 | | | | | |
| Retirement Contributions | \$ 657,072.00 | \$ 729,906.32 | \$ 738,737.00 | \$ 744,535.18 | \$ 712,735.19 | \$ 732,886.78 | | | | | |
| Other Compensation (please describe) | \$ 130,000.00 | \$ 130,000.00 | \$ 130,000.00 | \$ 130,000.00 | \$ 130,000.00 | \$ 130,000.00 | | | | | |
| Total Payroll Taxes and Benefits: | \$ 1,913,770.00 | \$ 2,113,895.81 | \$ 2,138,273.15 | \$ 2,165,048.35 | \$ 2,066,486.35 | \$ 2,128,388.64 | | | | | |
| Total Personnel Expenses: | | | | | | | | | | | |
| | \$ 8,118,660.00 | \$ 8,765,868.53 | \$ 8,923,217.65 | \$ 9,068,452.80 | \$ 8,785,929.17 | \$ 9,089,888.04 | | | | | |
| Instructional Supplies and Resources - See Footnotes | | | | | | | | | | | |
| Textbooks | \$ 6,800.00 | \$ 10,800.00 | \$ 27,360.00 | \$ 28,076.00 | \$ 28,800.00 | \$ 29,500.00 | | | | | |
| Library/Media Services (Other than Staff) | \$ 1,300.00 | \$ - | \$ - | \$ - | \$ - | \$ - | | | | | |
| Technology Supporting Instruction (computers, tablets, etc.) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | | | | |
| Student Assessment | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | | | | |
| Instructional Software | \$ 80,600.00 | \$ 90,600.00 | \$ 109,202.00 | \$ 113,669.00 | \$ 117,420.00 | \$ 121,308.00 | | | | | |
| Professional Development | \$ 63,340.00 | \$ 19,700.00 | \$ 19,700.00 | \$ 19,700.00 | \$ 19,700.00 | \$ 19,700.00 | | | | | |
| Enrichment Programs (athletics or extra-curricular activities) | \$ 217,228.00 | \$ 138,105.22 | \$ 138,105.22 | \$ 138,105.22 | \$ 138,105.22 | \$ 138,105.22 | | | | | |
| Other Instructional Supplies (please describe) | \$ 233,394.00 | \$ 382,545.00 | \$ 392,607.00 | \$ 394,690.00 | \$ 399,044.00 | \$ 401,115.00 | | | | | |
| Total Instructional Supplies and Resources: | \$ 609,002.00 | \$ 473,750.22 | \$ 506,974.22 | \$ 514,240.22 | \$ 523,069.22 | \$ 529,778.22 | | | | | |

Other Support Staff (Row 78)

Other Compensation (Row 94)
Long term incentive

Other Instructional Supplies and Resources (Row 108)
Operational Supplies, Uniforms, Student Incentives

Attachment 2: Budget Narrative

Beginning in 2020, our plan of action to maximize our reimbursable CARES and ESSER funding largely centered on adding staffing positions to accelerate learning and reduce class sizes to minimize virus spread amongst students. Furthermore, our goal was to reserve general funding to the greatest extent possible while maintaining and meeting all state and federal accountability and fiscal requirements for CARES and ESSER reimbursements and expenses. As a network of schools, we estimate we will have approximately \$5 million in pandemic-era cash reserves by the end of FY23-24. In order to retain ESSER-created staff positions to the greatest extent possible, our plan at CHAS & CHHS is to slowly remove excess positions over a period of 3-5 years using our pandemic-era cash reserve while also slowly adding students. With the planned student growth for both CHAS and CHHS, this gradual reduction is minimal and we expect to generally reduce through staff attrition. Therefore, you will see a negative change in net assets in line 172 in our budget, but this was an intentional decision by the Christel House Indianapolis Board of Directors to best utilize pandemic-era cash reserves and extend the recovery efforts we expect to need to support beyond FY23-24. This will not put our 60-day cash reserve at risk of not meeting standard.

Given our recent challenges with the shift to Enroll Indy, our enrollment and revenue projections in the budget reflect annual under-enrollment of ~7-8% from our [CHAS](#) and [CHHS](#) Enrollment Plans. We have made the following 5-year revenue assumptions following this conservative but expanding enrollment model:

- State Funding: We assumed a 2% increase each year in per-pupil general funding over the next five years while also increasing student count. A conservative assumption was made that all other state funding would increase due to the additional student counts at both CHAS and CHHS.
- Federal Funding: There was a conservative assumption that federal funding would remain unchanged over the next five years. Christel House Academy South and Watanabe High School are on track to have approximately \$1.9 million remaining in available ESSER funding combined for FY23-24.
- Other Funding: Similar conservative assumptions were made for other additional funding that it will increase anywhere from 0-3% over the next five years. The current year's budget has an estimate for In-Kind due to professional development that is expected to be provided this year.

We have made the following assumptions regarding expenses over the next five years:

- Salaries & Benefits: An assumption of an average 3% annual increase to both Salaries and Benefits was budgeted for each of the next 5 years along with a gradual reduction in excess staffing added with ESSER funding. This also accounts for a gradual increase in the student population at both schools. Furthermore, we anticipated gradually converting more of our assistant and aide positions to certified positions as we have staff complete IndyTeach and earn their licenses.
- Instructional Supplies and Resources and Purchased or Other Services: While costs are continuing to rise across the globe, Christel House Indianapolis is expecting to only increase costs anywhere from 0-3%. Christel House Indianapolis has done a great job to date to control costs and find creative ways to use the resources available to us.

- Administrative Resources: Other Administrative Expenses increase each of the next five years to cover increased costs of network-wide expenses. In FY21, Christel House Indianapolis transitioned from an allocation method where all network-wide expenses were allocated at the school level to a methodology where the network has a separate budget and the schools pay a prorated, per pupil fee to cover network-level expenses. These prorated administrative fees cover any costs associated with salaries & benefits, supplies, and resources that impact all schools in the network and allow us to create a level of equity while we experience inequitable funding and expenses between our schools.
- Facilities Expense: While costs are continuing to rise across the globe, Christel House Indianapolis is expecting to only increase costs by anywhere from 3-5%. Christel House Indianapolis has done a great job to date to control costs and find creative ways to use the resources available to us.

Attachment 3: Statement of Assurances

Statement of Assurances

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

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

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

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

Dr. Sarah Weimer

Name



Signature

10/20/2022

Date