



Charter Renewal Application

Gary Middle College

GEO Academies

Submitted Fall 2022

Renewal Application Overview

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

Charter School Name: Gary Middle College

Charter School Address: 131 E. 5th Ave. Gary, IN 46402

Designated Representative and Contact Information (Phone & Email): Dr. Pete Morikis (219) 682-5173
pmorikis@geoacademies.org

Mission Statement: Our mission is to provide a comprehensive educational experience to students in Gary, utilizing innovative methods of instruction designed to produce excellence in educational achievement.

School Leader/Principal: Joe Arredondo

Current Board of Directors	
Arlene Colvin	Matt Wells
Alyce Butler	Nadine McDowell
Dana Gore	
Louis Gonzalez	

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): _____

Gary Middle College Renewal Application

Gary Middle College (GMC) is a blended high school serving both traditional aged and adult students that can earn a CORE 40 high school diploma from the State of Indiana and prepare for employment, certification programs, or earn a college degree. Students are able to transfer previously earned credits and ECA test scores from past high schools and will complete the remaining credit requirements and pass both ECA tests at Gary Middle College prior to graduation.

Gary Middle College operates Monday–Friday, from 8:00AM–8:00PM. Students choose two of three shifts that work for their schedule. Since students get credit for work experience, one of their shifts must be an academic shift and one must be a work shift. Students may choose any school shift–8AM-12PM, 12PM-4PM, 4PM-8PM, during GMC hours to attend school, thus allowing students the flexibility to take care of school, work and home responsibilities. Child care for GMC students is available at an off-site location, and students are responsible for dropping off and picking up their child from the facility.

We prepare our students with the skills and tools they'll need, to not only receive a high school diploma, but also to excel at the collegiate level or complete a job certification program. We implement successful teaching methods and technology in a modern classroom environment that promotes learning tailored to each individual student. By utilizing this approach, our students advance academically, socially, and personally, sometimes at a surprising pace. We build on each student's existing assets to reach the ultimate goal of full-time employment in a well-paid position to provide better for their families and the community of Gary, Indiana.

We make no excuses for our student population and we fully commit to ensuring that all students demonstrate growth in character, academics, life skills, the arts, and wellness using research-based instructional strategies tailored to each student's individual needs.

Gary Middle College serves the community of Gary by providing opportunities for individuals to drastically change their lives. We offer any adult of any age the chance to increase his or her earning potential by completing his or her high school diploma.

Our Mission

For each and every student that walks through our doors, college is an expectation. From day one at Gary Middle College, students receive a tailored education to make this possible.

It's an education that fits.

We've established innovative partnerships, like tutoring and our Middle College program, to build the skills and knowledge to be successful in life and learning. You will graduate prepared.

Mission Statement

Our mission is to provide a comprehensive educational experience to students in Gary, utilizing innovative methods of instruction designed to produce excellence in educational achievement.

Our vision is to go beyond a typical college prep education and empower our students with college experience, workforce readiness, and community leadership so that they are prepared to compete, excel and lead in the 21st Century's global economy.

Section I. Performance Review

Gary Middle College (GMC) is a unique approach to bridging the high school and college educational experience for students ages 16-65+. GMC is a first of its kind school that serves as both a high school and an adult high school per Indiana definitions. GMC provides students the chance to earn high school diplomas, post-secondary certifications, and college credits all in one program at no cost to students.

Per the Indiana Department of Education, all adult high schools in Indiana were given a “null” or “no grade” for the 2019-2020, 2020-2021, 2021-2022 school years due to the new ILEARN assessment and the COVID-19 pandemic (formal letter attached). Based on this occurrence, GMC will be addressing deficiencies in its 2018-19 ICSB Dashboard, as well as data in the attached Academic Performance Framework for the purposes of this renewal packet.

According to GMC's 2018-19 and 2022 ICSB's Accountability Dashboards (attached), GMC has earned a state and federal letter grade of C from the Indiana Department of Education A-F Accountability System and the Federal ESSA Accountability System. Per the current IDOE's INView portal (10/2022), GMC has a state letter grade of an A and a federal letter grade of Does Not Meet Expectations (<https://inview.doe.in.gov/schools/1098854027/profile>). These data, as well as internal data collected as part of the ICSB Academic Performance Framework, and internal GMC academic support processes were correlated as part of a root cause analysis process that began with GMC leadership in the summer of 2022 in preparation for the ICSB renewal process. This process included the GEO foundation leadership staff and the GMC leadership and staff. The goals and strategies shared in this section have been developed by this group in response to this process and are equally ambitious and attainable given the unique nature of the GMC program, as well as the unprecedented recovery efforts needed post the COVID-19 pandemic. GMC's goal is to ensure a level of excellence and quality in our innovative model as a way to become a national example of best practice in supporting students from 16-65+ recover academically.

Per the 2018-19 ICSB Dashboard, GMC earned the following scores:

Gary Middle College West
Academic Success

Indiana Charter School Board
2018-19 Accountability System Dashboard

		2018-19
1.1.	The school meets standard according to Indiana's Alternative Accountability System (Alternative A-F Model for Adult High Schools).	Improvement Necessary
1.2.a.	Students graduate from high school in 4 years (as defined by the state's four-year graduation rate).	Does Not Meet Standard
1.2.b.	Students enrolled in grade 12 graduate within the school year being assessed.	Meets Standard
1.3.a.	Student performance, dual-credit accumulation and/or industry certification reflects college and career readiness, based on the percentage of non-duplicated graduating students in the current school year achieving at least one of the following college and career readiness indicators outlined in the Accountability Plan.	Exceeds Standard
1.4.a.	Students who graduate achieve proficiency on state assessments in English 10.	Does Not Meet Standard
1.4.b.	Students who graduate achieve proficiency on state assessments in Algebra I.	Does Not Meet Standard

Data Sources: IDOE Learning Connection; IDOE Accountability data; IDOE Compass.

Indiana Charter School Board

2018-19 Accountability System Dashboard

	Standard	FY 2019	Rating
Near Term			
Current Ratio	1	4.89	MS
Days cash on Hand	2	8	DNMS
Enrollment Variance	3	100%	MS
Debt Default	4	No	MS
Long Term			
Total Margin & 3 Yr Aggregated Total Margin	5	0.38	MS
		-	N/A
Debt to Asset ratio	6	0.10	MS
Cash Flow & 3 Yr Cumulative Cash Flow	7	\$ 15,780	MS
		\$ -	N/A
Debt Service Coverage Ratio	8	7.48	MS

Observations and notes:
None.

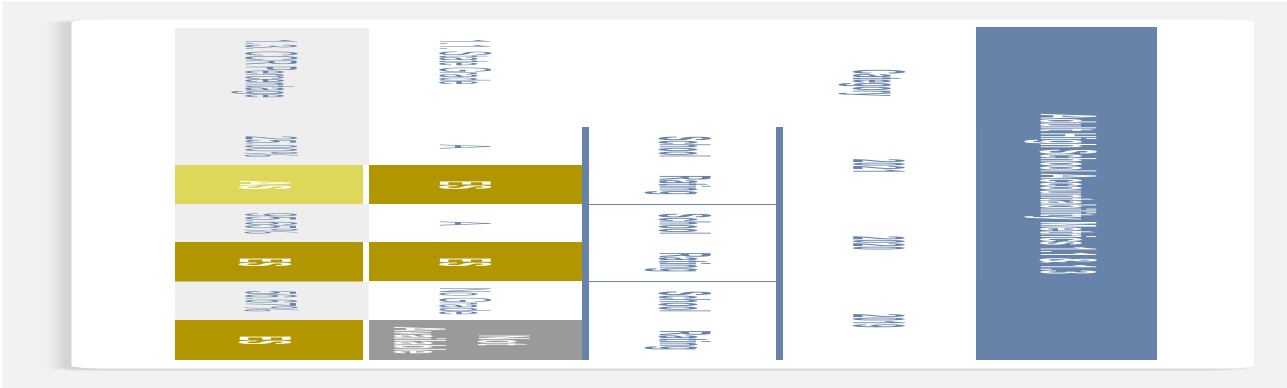
Data Sources: Annual Audit/Quarterly Reports

Financial Health /Requirements to Meet Standard

		2018-19
3.1.a.	The school has conducted lawful, unbiased admissions, enrollment and retention processes including conducting appropriate randomized lotteries where required.	Meets Standard
3.2.a.	The school met attendance goals.	Does Not Meet Standard
3.2.b.	The school followed appropriate and lawful student discipline processes.	Meets Standard
3.3.a.	The school has respected the rights of students with disabilities under applicable laws, rules and regulations (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and Article 7) and provisions of its charter agreement.	Meets Standard
3.4.a.	The school has respected the rights of English Language Learner (ELL) students under all applicable laws, rules, regulations (including Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities) and provisions of its charter agreement.	Meets Standard
3.5.a.	The school has materially complied with the rights of students.	Meets Standard
3.6.a.	The school has complied with applicable laws, rules, regulations and provisions of its charter agreement relating to governance.	Meets Standard
3.7.a.	The school meets financial reporting and compliance requirements.	Meets Standard
3.8.a.	The school complies with applicable laws, rules, regulations and provisions of its charter agreement relating to safety, security and health related services.	Meets Standard

Data Sources: Annual Assurances; ICSB Reporting Requirements; ICSB Site Visits; Complaints.

Per the ICSB 2022 Dashboard on GMC’s academic performance is provided below. It is notable that GMC earned a score of ES during the COVID pandemic.



This accountability landscape and diverse set of accountability data has pushed GMC to provide additional context in order to provide a more robust and comprehensive picture for the ICSB to better understand our work and goals for future progress.

In addition to these data, GMC has also been working with the College Board to become a Level 2 testing site. 2021-2022 GMC was considered "status E" Excluded Status (or level 1). Status "E" meant we were only allowed to receive scores for our students and administrator the STATE required SAT (11th grade). The chart below indicates that. "Status E" is based upon some type of

accreditation OR the school completing their College Board profile and becoming a testing site (considered level 2)

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Gary Middle College				
Year	PSAT 9 EBRW	PSAT 10 EBRW	PSAT/NMSQT EBRW (11)	SAT EBRW (12)
Spring 2022	--%	--%	5%*	0%
Spring 2021 (HYBRID)	--%	--%	--%	0%
Year	PSAT 9 MATH	PSAT 10 MATH	PSAT/NMSQT MATH (11)	SAT MATH (12)
Spring 2022	--%	--%	0%*	0%
Spring 2021 (HYBRID)	--%	--%	--%	0%
			*IDOE State Assessment	

2022-Beyond GMC is now a level 2 which means GMC **can proctor and receive scores**, outside of the required state assessment. Below are the assessments currently scheduled but we will be adding an additional ASVAB in the spring.

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Gary Middle College		
PSAT 8/9	9	September 26, 2022
PSAT/NMSQT 10-11	10-11	October 12, 2022
SAT School Day	12	October 27, 2022
WIDA	All Grades	January 9 - February 24, 2023
SAT 11	11	March 1 - March 3, 2023
ACT	11-12	March 8-10, 2023
PSAT	8/9	April 17 - May 12, 2023
Biology ECA	9*	April 17 - May 19, 2023
SAT	10	May 11, 2023
ASVAB	11 - 12	September 28, 2022

Fiscal Accountability

Like many schools, GMC saw notable impacts due to the COVID-19 pandemic. For GMC specifically, we saw a decrease in enrollment. This was not unusual for our population during

COVID. As the 2022 Dashboard depicts, GMC had been fiscally responsible over the years which is why the school was able to weather the enrollment storm brought on by the COVID-19 pandemic. GMC leadership recognized this trend and took two major steps to ensure the fiscal security of the school: 1. Reduced staff and 2. Increased enrollment. These two moves have helped the school bounce back. GMC is on track to be back to its previous fiscal picture by Fall of 2023.



Credit Attainment

Credit attainment is a critical piece of data for truly understanding the impact of GMC on our community. In the 2020-21 school year, GMC students earned 151 credits. In the 2021-22 school

year, GMC students earned 273 credits. In the 2022-23 school year, as of September 30th, 2022, GMC students had already earned 124 credits. The projected school year total is 450 credits earned.

Specific Subcategory Responses

Based on the data and goals shared, GMC has the following responses to the subcategories in their 2018-19 Dashboard that were scored below Meets Standard:

Academic Success 1.1: Improvement Needed

Response: Our goals specifically address attendance, credit attainment, and assessments as a way to move from Improvement needed to Exceeds Standards.

Academic Success 1.2a.: Does Not Meet Standard

Response: Our goals specifically address attendance, credit attainment, and assessments as a way to move from Improvement needed to Exceeds Standards.

Academic Success 1.4a.: Does Not Meet Standard

Response: Our goals specifically address attendance, credit attainment in English, and assessments for English as a way to move from Improvement needed to Exceeds Standards.

Academic Success 1.4b.: Does Not Meet Standard

Response: Our goals specifically address attendance, credit attainment in Math, and assessments for Math as a way to move from Improvement needed to Exceeds Standards.

Organizational Compliance 3.2a.: Does Not Meet Standard

Response: We believe attendance in our model is critical, so it is the first and most ambitious goal we have set.

Goals for Progress Moving Forward

Overall, GMC’s goal is to be an A in the ICSB and IDOE Accountability System, as well as Exceeds Expectations federal rating. Based on the data provided, the following goals have been set in order to address the previous performance of GMC moving forward.

Gary Middle College Goals

Attendance

Goal: Increase student attendance rate to 45% through the implementation of an attendance plan designed to target chronic non-attendees by June 2022.

YEAR	2021	2022	2023	2024	2025
Target	45%	45%	57%	65%	75%
Actual	55.2%	59%	57%		

Rationale & Plan: GMC recognizes that attendance is an extremely important piece of academic achievement. If students are not in school, they cannot grow academically. In order to meet this goal, GMC will be tracking daily attendance for students. The school social worker and community liaison will be working with students when they are absent and tardy to ensure a supportive

environment. GMC staff will also be accountable for addressing attendance in their annual evaluations.

SAT

Goal: 95% of identified students will complete the SAT in spring 2022.

YEAR	2021	2022	2023	2024	2025
Target		44	100%	100%	100%
Actual		44 100%			

Rationale & Plan: The SAT has been a long standing assessment that provides valid and reliable data on a student’s academic achievement and college readiness. This piece of data is helpful to staff for data driven decision-making to ensure that educators are intervening with the appropriate academic interventions. GMC will be a designated SAT testing site. The college and career counselors will make sure all students take the SAT. This goal directly affects academic outcomes in Eng 10 and Alg 1. Teachers will be evaluated on their use of SAT data in their academic decision-making for students as part of their annual evaluations.

CORE 40 Credit Attainment

Goal: The credit attainment rate will increase by 10% of the previous year’s average.

YEAR	2021	2022	2023	2024	2025
Target	N/A	166	273	575	700
Actual	151	273	450		

Rationale & Plan: CORE 40 credit attainment is one of the primary facets of our blended traditional age adult high school models. Teachers and counselors will work together to track credit attainment by each student. This goal directly affects academic outcomes in Eng 10 and Alg 1. Teachers will have end of quarter meetings with students specific to credit attainment. Credit attainment will be included in teacher’s annual evaluation process.

College Credit Attainment 1

Goal: 20% of eligible students will earn at least 3 college credits from Ivy Tech by June 2022.

YEAR	2021	2022	2023	2024	2025
Target	33	33	16/87	80/250	100/325
Actual	10	16/87 credits	40/200		

Rationale & Plan: College credit attainment is one of the primary facets of our blended traditional age adult high school model. Teachers and counselors will work together to track credit attainment by each student. Teachers will have end of quarter meetings with students specific to credit attainment. Credit attainment will be included in teacher’s annual evaluation process.

Post-Secondary Planning

Goal: 100% of student graduates will have a post-secondary plan.

YEAR	2021	2022	2023	2024	2025
Target		9	20	85	115
Actual		9	20/100%		

Rationale & Plan: The college and career readiness counselor will be working with students to develop and finalize their post-secondary plans in the equivalence of second semester their “freshman” year to ensure a supportive environment. GMC staff will also be accountable for addressing attendance in their annual evaluations.

Knowledge Assessment

Goal: 100% of students to complete Knowledge Assessment requirement.

YEAR	2021	2022	2023	2024	2025
Target	165	165	150	175	225
Actual	10 14/20	20/32	50		

Rationale & Plan: The Knowledge Assessment has been a long standing assessment that provides valid and reliable data on a student’s academic achievement and college readiness. This piece of data is helpful to staff for data driven decision-making to ensure that educators are intervening with the appropriate academic interventions. The college and career counselors will make sure all students take the Knowledge Assessment. This goal directly affects academic outcomes in Eng 10 and Alg 1. Teachers will be evaluated on their use of Knowledge Assessment data in their academic decision-making for students as part of their annual evaluations.

College Credit Attainment 2

Goal: Increase college credits by 50%.

YEAR	2021	2022	2023	2024	2025
Target			200	325	400
Actual		87			

Rationale & Plan: College credit attainment is one of the primary facets of our blended traditional age adult high school model. Teachers and counselors will work together to track credit attainment by each student. Teachers will have end of quarter meetings with students specific to credit attainment. Credit attainment will be included in teacher’s annual evaluation process.

Graduation Rate

Goal: Increase HS graduates by 50%.

YEAR	2021	2022	2023	2024	2025
Target			20	50	75
Actual		9			

Rationale & Plan: Graduation rates are a basic function of high school. All GMC staff will be evaluated on their an increase in high school graduation rates. This goal directly affects academic outcomes in Eng 10 and Alg 1.

GMC believes these goals and plans with these timelines will enable us to achieve our overall goal of earning a scores of Meets or Exceeds Standards in all ICSB categories moving forward.

Section II. School Improvement

After completing the root cause analysis shared in section one, GMC began a comprehensive needs assessment to strategically identify best next steps to achieve the goals developed. This process involved the use of existing GMC staff and external consultants. The following activities were performed as part of the root cause analysis:

1. Building Walkthrus
2. Classroom Observations
3. Document Analysis
4. Student and Teacher Interviews
5. Recommendations for Next Steps

This process extended across two full weeks and resulted with team members submitting formal reports and recommendations. Based on these reports, as well as the data shared in section one, the following recommendations for change moving forward will be supported by these efforts until

GMC has developed a strategic plan for sustaining and continuing to build academic, organizational, and operational success over the next charter term. Explain how the school will build and achieve long-term sustainability and success in:

a. The governing board:

GMC has been lucky to have a local and engaged board from our inception. We have four original board members and two new ones. This consistent group will continue to support the school moving forward. We specifically added two board members with university experience to ensure a level of expertise with that piece of decision-making. GMC specifically wanted to add university expertise to our board, so we added to university based members, Purdue University NW VP of Community and Corporate Engagement Matt Wells, and Ivy Tech Lake County Chancellor Louis Gonzalez. Drs. Wells and Gonzalez have been critical in honing our university partnerships and college based practices.

b. The leadership team;

In response to the comprehensive needs assessment, GEO has hired two new members to their leadership team to support GMC moving forward. Dr. Pete Morikis is from the Gary area with an extensive background in school turnaround. Dr. Morikis served as the emergency manager for Gary Community Schools after serving as superintendent of Griffith Public Schools for 14 years. Dr. Morikis is a well-respected expert in education in northern Indiana. His extensive experience in educational leadership made him the ideal choice for our Executive Director of GEO Northwest. He has begun providing direct oversight to GMC in recent months with a primary focus on supporting academic growth. His experience as a local northern Indiana educator and experience with school turnaround thru the DUAB work in Gary are key experiences that give GEO confidence that he is the perfect match for moving GMC to the next level. His resume has been attached as reference. Additionally, Dawn Clark formerly with the Indiana Commission of High Education also joined the GEO leadership team to support our efforts specifically with our university partnerships. The expertise of these two individuals will be critical to moving the needle at GMC over the next few years.

c. The teaching staff;

The current teaching staff at GMC will stay in place. Additional supports and resources will be provided to the GMC staff to ensure that necessary changes are made to implement the curriculum with fidelity on the ground moving forward. An internal review of staffing records shows that the overwhelming majority of our teachers are on charter or limited licenses. We see this as a critical piece of the puzzle. GEO Foundation has created a plan to ensure that 100% of the GMC teaching staff is highly qualified by 2025. More about this plan can be found in the identified challenges section.

d. Academic achievement.

GMC serves a unique need. Our students are navigating generational poverty and trying to break this cycle for themselves and their future generations of their families. Our students all have jobs, are already behind academically, and typically have no experience with college or career readiness options. After a thorough root cause analysis and comprehensive needs assessment, GMC has identified the importance of implementing the curriculum with fidelity as a major outcome necessary for academic improvement. The new leadership team will support the current school leader and teaching staff with these efforts. Additionally, moving from a Level 1 E-status per the College Board to a Level 2 will be a much needed asset to better understanding our students needs

via valid and reliable data. This will allow GMC staff to respond to student needs in a more timely and meaningful way.

Identified Challenges

GMC has identified two major challenges to implementing our curriculum with fidelity: the teacher shortage in Gary and supporting first generation college students as they transition into college. The community of Gary has been economically devastated for generations. Due to this continual economic hardship, many of the university programs that produce highly qualified teachers in the northern region have dried up, leaving the area with only one local transition to teaching program. An internal review of the credentials of the current GEO teaching staff in Gary revealed an overwhelming number of teachers on limited licenses. Based on these two facts, GEO has chosen to work directly with the IDOE department of teacher licensing to officially offer a program to license teachers beginning in the fall of 2023. By working directly with IDOE to address the teacher shortage issue in northern Indiana, GEO will not only be supporting GMC, but all schools in the area by increasing the number of highly qualified state licensed teachers in the region. GEO will strive to ensure that 100% of its teaching staff holds a highly qualified Indiana state teaching license by fall 2025.

Over the years, GMC has been at the forefront of blurring the lines between high school and college. We want to make the transition from high school to college as seamless as possible, because we know this means students will be more successful after high school. We want students to think bigger than just a high school diploma. We don't just want students to get a diploma, we want all of our students to get college credits, career certifications, and college degrees. In order to meet this call, we believe our students needed more exposure to college before going to college. In order to achieve this, we have embarked on new partnerships with Ivy Tech Lake County and Ivy Tech East Chicago. These partnerships move students directly on to the college campus, so they are immersed in the college classroom prior to going to college full time. We believe this new opportunity will be critical to supporting student success in the future.

Additional Information

GMC is part of the GEO family of schools. GEO has a long history of serving students via innovative and choice based models in Indiana. GEO was one of the first charter holders in Indiana and has always stepped up to the call to lead in the school innovation space. GEO is getting ready to celebrate its 25th anniversary. GEO has tremendous success at its schools in Baton Rouge, the Next Gen High Schools and our 21st Century schools. We believe the strong history and infrastructure provided by the GEO network to GMC will be crucial to ensuring GMC's growth going forward. As additional information we share some of the successes of GEO schools in recent years and look forward to adding the future successes of GMC to our list of accomplishments as a school family.

GEO received the "Rev. Charles E Williams Excellence Award" from Indiana Black Expo this year. The press release for the award said the award is "given to those who have helped shape, contribute, or strengthen Indiana Black Expo's vision of promoting African American achievement in academics...The recipient must be a leader who has demonstrated courage, vision and dedication to diversity in the community." They produced this video and shared it with their sold out 1700 attendee corporate lunch on July 15.

<https://www.youtube.com/watch?app=desktop&v=HLGTqr1ObRQ&feature=youtu.be>

In addition to this award, in June, 2021, the Indiana Department of Education awarded GEO a competitive award of \$8.4 million grant to help schools accelerate through the pandemic by placing high school students on college campuses to earn college credits, degrees and certifications.

And, while this isn't an award or grant, the American Enterprise Institute's Rick Hess featured our model in this AEI-published paper on our model in 2019. <https://www.aei.org/research-products/report/a-small-school-with-big-chances-the-21st-century-charter-school-at-gary/>. In addition, the Center for Reinventing Public Education featured GEO schools in this 2019 report <https://crpe.org/schools-lead-the-way-but-the-system-must-change-rethinking-career-and-technical-education/>.

Lastly, our Indianapolis based high school received a full "early college" endorsement from the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, the only organization empowered to endorse Indiana high schools by the Higher Education Commission of Indiana. We are one of 40 schools to receive this endorsement in the state.

Attachment 1: 5 Year Budget Worksheet

Attachment 2: Budget Narrative

Revenues

The Revenues for the Schools' 5-year budgets have been conservatively estimated, with the following assumptions:

- Each individual School is financially self-sufficient and relies only on Revenues that it can reasonably confirm. (i.e., it does not rely on philanthropic funding, or aspirational grants.)
- The student Revenues provided by the State of Indiana for Gary Middle Colleges include both traditional school funding as well as Adult Education funding. Given the limitations of the spreadsheet in not allowing both forms of funding to display, the School has chosen to budget under the K-12 model spreadsheet and list the estimated Adult enrollment at a discounted FTE in order to financially estimate total revenues.
- Innovation Grant projections are based on Traditional Aged students only.
- Federal grants such as Title II and Title IV are reflected in the Title I line, in accordance with Indiana DOE allowances.

Expenses

Expenses for the Schools are generously estimated to allow for unexpected increased costs, with the following assumptions:

- Each School operates financially independently, and does not impact the resources of the existing school.
- Should expenses exceed revenues, either through low enrollment or unanticipated expenses, the School has access to low-interest/flexible repayment operational loans through the Service Provider that have more beneficial repayment terms than what the School would have access to through traditional routes.
- Due to the design of the model and the partnerships, start-up costs are minimal. Although it is anticipated that the Schools will have access to Federal Charter Start Up Funding through

the State of Indiana, those dollars are not confirmed and thus are not reflected in the provided budgets. At this time, the Schools will begin with an operational loan from the Service Provider and the anticipated repayment expenses are reflected in the budgets.

Staffing

- o Shared between each School's dual campus locations where appropriate.
- o Focus is on certified teachers for content delivery and support, with some classroom assistant staff as needed.
- Given the School's alternative model, there are no expenses for athletic programs or significant extracurricular programming.
- College and career costs (tuition, transportation, supplies) are a significant program for the Schools. These costs are captured under "Enrichment Programs". Textbooks costs for this program are in the "Textbook" line item.
- Facilities costs:
 - o Lease costs for each School are reflected in the "Facility Lease" line item.
 - o Other Facility Operations costs not covered in the Leases are reflected according to historical values with an eye towards inflation in subsequent years.
- Technology Costs
Technology expenses are shown in their respective areas:
 - § Administrative Costs – technology for staff, excluding software
 - § Equipment – student technology, larger laptops for college students
 - § Supplies – small student technology (i.e. Chromebooks); coded here per Indiana State Board of Accounts and Department of Education guidelines.

Attachment 3: 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 IC SB and IDOU. 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 127 of the *Commonwealth of 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 Recreater Access to Schools 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 ICSE, 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 ICSE may revoke the charter if ICSE 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.

KEVIN TEASLEY
Name

[Signature]
Signature

10/20/2022
Date

Section III: Proposed Changes

GMC is not requesting any proposed changes at this time.

Instructions for Renewal Budget Projections Workbook

= Information should be entered into light gray shaded cells.

Name of Charter School: Gary Middle College, Inc.

Location: Gary Community School Corp

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

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

School Enrollment Projections
(must align with Renewal Application Enrollment Plan)

School Name: Gary Middle College, Inc.
 Location: Gary Community School Corp
 Renewal Year: 2023 - 24 SY

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

Enrollment	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
	2022 - 23 SY	2023 - 24 SY	2024 - 25 SY	2025 - 26 SY	2026 - 27 SY	2027 - 28 SY
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6	32.4	40.5	45	49.5	54	58.5
Grade 7						
Grade 8						
Grade 9	15	20	25	30	35	40
Grade 10	21	20	25	30	35	40
Grade 11	36	45	55	60	70	75
Grade 12	73	85	95	100	110	120
Total K-12 Enrollment:	177.4	210.5	245	269.5	304	333.5
Adult Learners (1)						
Total Adult Enrollment:	0	0	0	0	0	0
Estimated % of Students:						
Special Education						
English Learners						
Free/Reduced Priced Lunch						
Virtual Students (2)						
K-12 Distribution (3)	\$ 1,497,586.85	\$ 1,777,012.58	\$ 2,068,256.93	\$ 2,275,082.62	\$ 2,566,326.96	\$ 2,815,361.98
Adult Distribution (4)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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:

$$(\text{Foundation Amount} \times \text{ADM}) + ((\text{Complexity Multiplier} \times \text{Complexity Index}) \times \text{ADM})$$

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 = \$5,995 for the 2021-22 SY and \$6,235 for the 2022-23 SY (and beyond) and Complexity Multiplier = \$3,775. The school's actual distribution will be based on the school's ADM count of eligible pupils enrolled in the school on two count dates (in September and February) multiplied by the basic tuition support calculation. The calculation uses the Complexity Index for the school corporation in which the proposed charter school will be located- the school's actual Complexity Index amount will likely differ. The Special Education Grant amount is calculated on Tab 4 and uses the grant amount for mild/moderate disabilities (\$2,657 for the 2022-23 SY). The grant amount for severe disabilities is \$10,575 for the 2022-23 SY).

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.

5-Year Projected Staffing Plan

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 employment tax matters before completing this worksheet.

- Complete all relevant Gray 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	Total Expense	Number	Total Expense	Number	Total Expense	Number	Total Expense	Number	Total Expense	Number	Total Expense
INSTRUCTIONAL STAFF												
Certified Teacher - Math	1.0	\$ 50,000.00	2.0	\$ 100,000.00	2.5	\$ 125,000.00	3.0	\$ 150,000.00	3.0	\$ 150,000.00	4.0	\$ 200,000.00
Certified Teacher - ELA	2.0	\$ 100,000.00	2.0	\$ 100,000.00	2.5	\$ 125,000.00	3.0	\$ 150,000.00	3.0	\$ 150,000.00	4.0	\$ 200,000.00
Certified Teacher - Science/SS	1.0	\$ 50,000.00	1.0	\$ 50,000.00	1.0	\$ 50,000.00	1.0	\$ 50,000.00	1.0	\$ 50,000.00	2.0	\$ 100,000.00
Special Education - Resource	1.0	\$ 50,000.00	1.0	\$ 50,000.00	1.0	\$ 50,000.00	1.0	\$ 50,000.00	1.0	\$ 50,000.00	1.0	\$ 50,000.00
Classroom Assistant	1.0	\$ 35,000.00	2.0	\$ 70,000.00	2.0	\$ 70,000.00	2.0	\$ 70,000.00	4.0	\$ 140,000.00	4.0	\$ 140,000.00
Total Instructional Staff:	6.0	\$ 235,000.00	7.0	\$ 370,000.00	9.0	\$ 442,533.00	11.0	\$ 540,000.00	12.0	\$ 604,544.32	15.0	\$ 793,244.00
ADMIN & SUPPORT												
Principal	1.0	\$ 100,000.00	1.0	\$ 100,000.00	1.0	\$ 100,000.00	1.0	\$ 100,000.00	1.0	\$ 100,000.00	1.0	\$ 100,000.00
Assistant Principal	1.0	\$ 80,000.00	1.0	\$ 80,000.00	1.0	\$ 80,000.00	1.0	\$ 80,000.00	1.0	\$ 80,000.00	1.0	\$ 80,000.00
Business Manager	0.2	\$ 40,000.00	0.2	\$ 40,000.00	0.2	\$ 42,000.00	0.2	\$ 43,000.00	0.2	\$ 45,000.00	0.2	\$ 46,000.00
Librarian	0.5	\$ 40,000.00	0.5	\$ 40,000.00	0.5	\$ 42,000.00	0.5	\$ 43,000.00	0.5	\$ 45,000.00	0.5	\$ 46,000.00
Guidance Counselor	1.0	\$ 75,000.00	1.0	\$ 77,250.00	1.0	\$ 79,500.00	1.0	\$ 81,750.00	2.0	\$ 163,500.00	2.0	\$ 167,000.00
Social Worker	1.0	\$ 65,000.00	1.0	\$ 66,950.00	1.0	\$ 68,900.00	1.0	\$ 70,850.00	1.0	\$ 72,800.00	1.0	\$ 74,750.00
Custodial	2.0	\$ 40,000.00	2.0	\$ 41,200.00	2.0	\$ 42,400.00	2.0	\$ 43,600.00	2.0	\$ 44,800.00	2.0	\$ 46,000.00
Total Admin & Support Staff:	8.2	\$ 501,000.00	8.2	\$ 518,900.00	9.2	\$ 576,067.00	9.7	\$ 634,339.02	10.2	\$ 692,564.44	10.2	\$ 716,433.38
BENEFITS												
Health Insurance (2)	\$ 5,000.00	\$ 65,750.00	\$ 5,000.00	\$ 77,520.00	\$ 5,000.00	\$ 94,674.00	\$ 5,000.00	\$ 109,821.00	\$ 5,432.16	\$ 120,149.97	\$ 5,520.00	\$ 139,114.18
Retirement Contributions (3)	\$ 3,000.00	\$ 39,450.00	\$ 3,000.00	\$ 46,512.00	\$ 3,000.00	\$ 56,859.00	\$ 3,000.00	\$ 68,250.00	\$ 3,247.30	\$ 77,089.98	\$ 3,332.00	\$ 83,468.51
Social Security	1.45%	\$ 10,672.00	1.45%	\$ 12,291.51	1.45%	\$ 14,769.72	1.45%	\$ 17,453.37	1.45%	\$ 20,185.58	1.45%	\$ 23,090.30
Unemployment	2.5%	\$ 28,400.00	2.5%	\$ 21,192.25	2.5%	\$ 25,465.00	2.5%	\$ 29,575.47	2.5%	\$ 32,552.72	2.5%	\$ 37,141.08
Other Compensation (4)												

	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
SUMMARY						
Total Staff	14.2	15.2	18.2	20.7	22.2	25.2
Total Salaries	\$ 736,000.00	\$ 867,900.00	\$ 1,018,603.70	\$ 1,189,018.81	\$ 1,300,108.76	\$ 1,509,673.38
Total Benefits	\$ 179,900.00	\$ 210,672.54	\$ 254,879.31	\$ 295,812.45	\$ 324,309.99	\$ 374,614.78
Total Salaries + Benefits	\$ 915,900.00	\$ 1,078,572.54	\$ 1,273,483.01	\$ 1,484,831.26	\$ 1,624,418.75	\$ 1,884,288.16
Student/Teacher ratio	22:1	26:1	27:1	25:1	25:1	22:1
Student/Staff ratio	22:1	26:1	27:1	28:1	30:1	33:1

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. As an individual who performs services for you is an "independent contractor" if you have the right to control or direct (or the result of the work, but not what 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 and advisory opinions holding, based on the specific facts, that an individual rendering services as a substitute teacher should be considered to be an employee and not an independent contractor. Misclassification of an employee as an independent contractor may result in additional payroll taxes due, as well as possible interest and penalties. **Please consult your attorney before classifying an employee. Payments made to "independent contractors" should be listed as "Other Compensation" on Row 58, and explained in the budget narrative. Do not include payments made to independent contractors on Rows 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 15-47) 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>.
- (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: Social Security (Early Retirement Plan, Public Employees Retirement Fund, Teacher's Retirement Fund, Public Employees Retirement Fund (Optional Contribution), Teacher 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: **Gary Middle College, Inc.**
 Renewal Year: **2022 - 2029**

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 learning 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, safe, 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 word "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	\$ 1,497,586.85	\$ 1,777,012.58	\$ 2,068,256.93	\$ 2,275,082.62	\$ 2,566,216.96	\$ 2,815,361.98	Other State Grants (Row 29)	
Special Education Grant - From Tab 2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Special Olympics Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
ETC Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Charter and Innovation Network School Grant	\$ 381,250.00	\$ 312,500.00	\$ 260,000.00	\$ 275,000.00	\$ 312,500.00	\$ 343,750.00		
Formative Assessment Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
State Meeting Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
High Ability Gifted and Talented Program	\$ 10,000.00	\$ 10,000.00	\$ 12,000.00	\$ 12,000.00	\$ 14,000.00	\$ 14,000.00		
Feedback Reimbursement	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ -		
Remediation Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Teacher Appreciation Grant	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ -		
Other State Grants (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total State Revenue:	\$ 1,703,836.85	\$ 1,999,512.58	\$ 2,330,256.93	\$ 2,552,082.62	\$ 2,882,426.96	\$ 3,171,161.98		
Federal Revenue - See Footnotes								
Public Charter School Program Grant (1)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Federal Revenue (Row 41)	
Charter Facilities Assistance Program Grant (2)(3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
IDEA-Part B Grant (Special Education)	\$ 50,000.00	\$ 52,500.00	\$ 55,125.00	\$ 57,881.25	\$ 60,776.31	\$ 63,814.08		
Title I	\$ 76,000.00	\$ 78,000.00	\$ 80,700.00	\$ 83,593.00	\$ 86,578.44	\$ 89,657.60		
Title II	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Federal Lunch Program	\$ 40,000.00	\$ 42,000.00	\$ 44,100.00	\$ 46,305.00	\$ 48,620.25	\$ 51,051.26		
Federal Breakfast Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Other Federal Revenue (please describe)	\$ 10,000.00	\$ 10,500.00	\$ 11,025.00	\$ 11,576.25	\$ 12,153.00	\$ 12,762.81		
Total Federal Revenue:	\$ 176,000.00	\$ 184,800.00	\$ 194,825.00	\$ 205,744.00	\$ 217,327.69	\$ 229,421.56		
Other Revenue								
Contributions and Donations from Private Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Revenue (Row 50)	
Student Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Other Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Other Revenue (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total Other Revenue:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
TOTAL REVENUE:	\$ 1,879,836.85	\$ 2,184,312.58	\$ 2,525,281.93	\$ 2,757,826.62	\$ 3,100,754.65	\$ 3,397,737.53		
EXPENSES								
Administrative Staff - See Footnotes (3)								
Executive Administration - Office of Superintendent	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Administrative Staff (Row 43)	
School Administration - Office of the Principal	\$ 180,000.00	\$ 185,400.00	\$ 190,762.50	\$ 196,076.25	\$ 202,351.56	\$ 208,604.34		
Other School Administration	\$ 400,000.00	\$ 412,200.00	\$ 424,600.00	\$ 437,148.75	\$ 450,847.50	\$ 464,697.00		
Business Manager/Director of Finance	\$ 6,000.00	\$ 6,240.00	\$ 6,487.20	\$ 6,741.81	\$ 7,003.67	\$ 7,274.19		
Total Administrative Staff:	\$ 586,000.00	\$ 603,840.00	\$ 621,850.00	\$ 640,066.81	\$ 660,202.73	\$ 681,075.63		
Instructional Staff								
Teachers - Regular	\$ 150,000.00	\$ 156,000.00	\$ 162,125.00	\$ 168,376.25	\$ 174,754.50	\$ 181,268.75	Other Instructional Staff (Row 44)	
Teachers - Special Education	\$ 50,000.00	\$ 51,500.00	\$ 53,045.00	\$ 54,636.25	\$ 56,274.44	\$ 57,959.79		
Lecturers, Assistants, Paraprofessionals, Aides	\$ 30,000.00	\$ 30,900.00	\$ 31,800.00	\$ 32,700.00	\$ 33,600.00	\$ 34,500.00		
Summer School Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total Instructional Staff:	\$ 230,000.00	\$ 238,400.00	\$ 246,970.00	\$ 255,712.50	\$ 264,528.94	\$ 273,728.54		
Non-Instructional/Support Staff - See Footnotes								
Social Workers, Guidance Counselors, Therapists	\$ 140,000.00	\$ 144,200.00	\$ 148,524.00	\$ 152,959.00	\$ 157,504.00	\$ 162,160.00		Other Support Staff (Row 78)
Instructional Support Staff (4)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Other Support Staff (please describe) (5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Nurse	\$ 55,000.00	\$ 56,850.00	\$ 58,749.50	\$ 60,689.25	\$ 62,669.50	\$ 64,689.75		
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Information Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)	\$ 80,000.00	\$ 82,400.00	\$ 84,872.00	\$ 87,418.24	\$ 90,037.74	\$ 92,741.84		
Security Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Athletic Coaches	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total Non-Instructional/Support Staff:	\$ 275,000.00	\$ 283,450.00	\$ 291,745.50	\$ 299,877.25	\$ 307,931.24	\$ 315,951.59		
Subtotal Wages and Salaries:	\$ 786,000.00	\$ 847,690.00	\$ 918,601.20	\$ 988,616.81	\$ 1,069,164.78	\$ 1,159,675.76		
Payroll Taxes and Benefits - From Tab 5								
Social Security/Medicare/Unemployment	\$ 74,704.00	\$ 76,545.54	\$ 78,388.17	\$ 80,231.41	\$ 82,076.20	\$ 83,922.29	Other Compensation (Row 54)	
Health Insurance	\$ 67,750.00	\$ 71,520.00	\$ 75,290.00	\$ 79,060.00	\$ 82,830.00	\$ 86,600.00		
Retirement Contributions	\$ 39,450.00	\$ 40,512.00	\$ 41,574.00	\$ 42,636.00	\$ 43,698.00	\$ 44,760.00		
Other Compensation (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total Payroll Taxes and Benefits:	\$ 179,904.00	\$ 188,577.54	\$ 197,252.17	\$ 205,927.41	\$ 214,604.20	\$ 223,282.29		
Total Personnel Expenses:	\$ 965,904.00	\$ 1,036,267.54	\$ 1,115,853.37	\$ 1,194,544.22	\$ 1,283,768.98	\$ 1,384,957.95		
Instructional Supplies and Resources - See Footnotes								
Textbooks	\$ 10,000.00	\$ 10,200.00	\$ 10,400.00	\$ 10,600.00	\$ 10,800.00	\$ 11,000.00	Other Instructional Supplies and Resources (Row 108)	
Library/Media Services (Other than Staff)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Technology Supporting Instruction (computers, tablets, etc.)	\$ 5,000.00	\$ 5,100.00	\$ 5,200.00	\$ 5,300.00	\$ 5,400.00	\$ 5,500.00		
Student Assessment	\$ 5,000.00	\$ 5,100.00	\$ 5,200.00	\$ 5,300.00	\$ 5,400.00	\$ 5,500.00		
Instructional Software	\$ 5,000.00	\$ 5,100.00	\$ 5,200.00	\$ 5,300.00	\$ 5,400.00	\$ 5,500.00		
Professional Development	\$ 2,500.00	\$ 2,550.00	\$ 2,600.00	\$ 2,650.00	\$ 2,700.00	\$ 2,750.00		
Enrichment Programs (athletic or extra-curricular activities)	\$ 20,000.00	\$ 20,400.00	\$ 20,800.00	\$ 21,200.00	\$ 21,600.00	\$ 22,000.00		
Other Instructional Supplies (please describe)	\$ 20,000.00	\$ 20,800.00	\$ 21,600.00	\$ 22,400.00	\$ 23,200.00	\$ 24,000.00		
Total Instructional Supplies and Resources:	\$ 112,500.00	\$ 117,000.00	\$ 121,600.00	\$ 126,400.00	\$ 131,400.00	\$ 136,400.00		
Administrative Expenses								
Administrative Technology - Computers & Software (not ITC)	\$ 1,000.00	\$ 1,000.00	\$ 1,100.00	\$ 1,200.00	\$ 1,300.00	\$ 1,400.00	Other Administrative Expenses (Row 114)	
Other Administrative Expenses (please describe)	\$ 30,000.00	\$ 31,200.00	\$ 32,400.00	\$ 33,600.00	\$ 34,800.00	\$ 36,000.00		
Total Administrative Expenses:	\$ 31,000.00	\$ 32,200.00	\$ 33,500.00	\$ 34,800.00	\$ 36,100.00	\$ 37,400.00		
Governing Board Expenses								
Legal Services	\$ 2,000.00	\$ 2,000.00	\$ 2,100.00	\$ 2,200.00	\$ 2,300.00	\$ 2,400.00	Other Governing Board Expenses (Row 120)	
Other Governing Board Expenses (please describe)	\$ 3,000.00	\$ 3,100.00	\$ 3,200.00	\$ 3,300.00	\$ 3,400.00	\$ 3,500.00		
Total Governing Board Expenses:	\$ 5,000.00	\$ 5,100.00	\$ 5,300.00	\$ 5,500.00	\$ 5,700.00	\$ 5,900.00		
Purchased or Other Services (do not include staff expenses)								
Audit Services	\$ 10,000.00	\$ 10,200.00	\$ 10,400.00	\$ 10,600.00	\$ 10,800.00	\$ 11,000.00	Other Services (Row 138) - Child Care, Service & Learning Fees	
Financial Accounting	\$ 15,000.00	\$ 15,300.00	\$ 15,600.00	\$ 15,900.00	\$ 16,200.00	\$ 16,500.00		
Printing, Publishing, Duplicating Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Telecommunications & IT Services	\$ 75,000.00	\$ 76,500.00	\$ 78,000.00	\$ 79,500.00	\$ 81,000.00	\$ 82,500.00		
Travel (non-facility)	\$ 2,500.00	\$ 2,550.00	\$ 2,600.00	\$ 2,650.00	\$ 2,700.00	\$ 2,750.00		
Mail Services	\$ 5,000.00	\$ 5,100.00	\$ 5,200.00	\$ 5,300.00	\$ 5,400.00	\$ 5,500.00		
Special Education Administration	\$ 10,000.00	\$ 10,200.00	\$ 10,400.00	\$ 10,600.00	\$ 10,800.00	\$ 11,000.00		
Student Information Services or Systems	\$ 10,000.00	\$ 10,200.00	\$ 10,400.00	\$ 10,600.00	\$ 10,800.00	\$ 11,000.00		
Food Services	\$ 40,000.00	\$ 41,000.00	\$ 42,000.00	\$ 43,000.00	\$ 44,000.00	\$ 45,000.00		
Transportation	\$ 4,000.00	\$ 4,100.00	\$ 4,200.00	\$ 4,300.00	\$ 4,400.00	\$ 4,500.00		
Warehousing Expenses	\$ 20,000.00	\$ 20,400.00	\$ 20,800.00	\$ 21,200.00	\$ 21,600.00	\$ 22,000.00		
Other Facility Expenses (please describe)	\$ 383,888.89	\$ 393,413.26	\$ 402,937.63	\$ 412,462.00	\$ 421,986.37	\$ 431,510.74		
Total Purchased or Other Services:	\$ 615,988.89	\$ 626,713.26	\$ 637,437.63	\$ 648,162.00	\$ 658,886.37	\$ 669,610.74		
Facilities Expenses (do not include staff expenses, e.g. custodial)								
Facility Loans/Mortgage Payments (please describe)	\$ 45,000.00	\$ 47,000.00	\$ 49,000.00	\$ 51,000.00	\$ 53,000.00	\$ 55,000.00		Lease, Mortgage, & Other Facilities (Row 143, 148)
Capital Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Other Principal Payments	\$ 17,000.00	\$ 17,350.00	\$ 17,700.00	\$ 18,050.00	\$ 18,400.00	\$ 18,750.00		
Operating Leases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Interest Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Depreciation Expense	\$ 150,000.00	\$ 140,400.00	\$ 130,800.00	\$ 121,200.00	\$ 111,600.00	\$ 102,000.00		
Insurance (Facility)	\$ 20,000.00	\$ 20,400.00	\$ 20,800.00	\$ 21,200.00	\$ 21,600.00	\$ 22,000.00		
Purchase of Furniture, Fixtures, & Equipment	\$ 15,000.00	\$ 15,300.00	\$ 15,600.00	\$ 15,900.00	\$ 16,200.00	\$ 16,500.00		
Utilities & Gas	\$ 5,000.00	\$ 5,100.00	\$ 5,200.00	\$ 5,300.00	\$ 5,400.00	\$ 5,500.00		
Water & Sewage	\$ 3,000.00	\$ 3,060.00	\$ 3,120.00	\$ 3,180.00	\$ 3,240.00	\$ 3,300.00		
Repair and Maintenance Services (including cost of supplies)	\$ 80,000.00	\$ 81,600.00	\$ 83,200.00	\$ 84,800.00	\$ 86,400.00	\$ 88,000.00		
Waste Disposal (including cost of supplies)	\$ 800.00	\$ 812.00	\$ 824.00	\$ 836.00	\$ 848.00	\$ 860.00		
Security Services	\$ 20,000.00	\$ 20,400.00	\$ 20,800.00	\$ 21,200.00	\$ 21,600.00	\$ 22,000.00		
Other Facility Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total Facilities Expenses:	\$ 366,300.00	\$ 359,912.00	\$ 353,524.00	\$ 347,136.00	\$ 340,748.00	\$ 334,360.00		
Other Expenses - See Footnotes								
Indiana Charter School Board Administrative Fee (6)	\$ -	\$ 11,211.00	\$ 11,327.59	\$ 11,444.18	\$ 11,560.77	\$ 11,677.36	Other Expenses (Row 147)	
Management Fee (7)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Bank Fee	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00		
Electric	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Other Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total Other Expenses:	\$ 500.00	\$ 11,711.00	\$ 11,827.59	\$ 11,943.18	\$ 12,058.77	\$ 12,174.36		
TOTAL EXPENSES:	\$ 1,879,836.85	\$ 2,087,897.63	\$ 2,371,684.18	\$ 2,638,305.45	\$ 2,854,747.18	\$ 3,118,182.40		
CHANGE IN NET ASSETS:	\$ 22,449.17	\$ 96,514.89	\$ 152,617.75	\$ 177,218.69	\$ 232,006.90	\$ 279,555.13		

(1) Including, but not limited to alternative education program grants (IC 20-20-1); educational technology pilot grants (IC 20-20-1); school safety pilot grants (IC 5-1-10.1); career school fund grants (IC 20-21-1); dual language pilot program grants (IC 20-20-4); teacher and student achievement fund grants (IC 20-20-4.3); student and parent support services grants (IC 20-20-4); etc.

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

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

(4) Includes staffing for instruction and curriculum development, instructional staff training, etc.

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

(6) Three quarters of one (75%) of the basic tuition support or adult learner grant amount received by the school.

(7) Include

Academic Performance: Comparable Schools

Provide the three (3) most recent years of academic data for each school currently operated by the organizer or education service provider that has a similar grade-span and serves a similar demographic to the proposed charter school, even if the proposed charter school is not a replication of an existing school. Copy additional Tabs and insert additional Rows as necessary.

School Name: Gary Middle College

School Year 1:	2021-2022	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		9								N	
		10								N	
		11	5%		0%		SAT			N	
		12	24%		0%		ISTEP+			N	
									9.20%		
School Year 2:	2020-2021	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		9								N	
		10								N	
		11	22%		0%		ISTEP+			N	
		12	13%		0%		ISTEP+			N	
									9.38%		
School Year 3:	2019-2020	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		9								N	
		10	Waved		Waved		ISTEP+			N	
		11	12%		0%		ISTEP+			N	
		12	7%		0%		ISTEP+			N	
									100%	16.00%	

Enrollment Plan for Adult High Schools Authorized by the Indiana Charter School Board

1. Please complete all appropriate grey cells. The first seven (7) lines are required.
2. The Enrollment Plan Approval Date on line 13 is the date the initial Enrollment Plan was approved as part of a Charter Application.
3. Enrollment Plan Amendments list the amendments, effective year, and approval date of those amendments to the school's Enrollment Plan that are approved pursuant to ICSB's Enrollment Plan Amendment Policy.

Charter School Network:	Gary Middle College
Name of Charter School:	Gary Middle College
Designated Representative:	Joe Arredondo
Contact Information:	jarredondo@geocademies.org
Grade Span (Format: "X-X"):	9-12
Maximum Enrollment:	400
Year 1 (Format: "YYYY"):	2023
Initial Approval Date:	

Yearly Enrollment By Grade Level

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Maximum
	2023-24	2024-25	2025-26	2026-27	2027-28	
9	25	30	35	40	45	50
10	25	30	35	40	45	50
11	55	65	70	75	80	150
12	100	110	120	130	135	150
AHS						
Total Enrollment (School):	205	235	260	285	305	400

**Approved Amendments
(Completed by ICSB)**

Approval Date:

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Amended Enrollment			
0	0	0	0

Amendment Notes

Proposed Amendment to Enrollment Plan

1. Complete this worksheet only as part of a request to amend your existing Enrollment Plan. Approved amendments will be reflected on your official Enrollment Plan on Sheet 1.
2. Complete all applicable grey cells. The first seven (7) lines are required.
3. Amendment requests must fit within the maximum enrollment for the Network as set forth in the State Budget for the appropriate year.

Charter School Network:

Name of Charter School:

Designated Representative:

Contact Information:

Grade Span (Format: "X-X"):

Maximum Enrollment:

Year 1 (Format: "YYYY"):

Current Yearly Enrollment By Grade Level <small>(Should be the same as the information on Sheet 1)</small>							Proposed Yearly Enrollment By Grade Level						
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Maximum	Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Maximum
9							9						
10							10						
11							11						
12							12						
AHS							AHS						
Total Enrollment:	0	0	0	0	0	0	Total Enrollment:	0	0	0	0	0	0