SERVING GRADES KINDERGARTEN THROUGH HIGH SCHOOL

FALL CREEK ACADEMY

Fall Creek Academy
Charter School Renewal Application
2008

Presented to

Mayor Greg Ballard, City of Indianapolis
November 14, 2008

With Approval from Fall Creek Academy's Board of Trustees:

Jan Diggins, Chair,
Rollin Dick, Vice Chair
Mary Chalmers, Academic Committee Chair
Roxanne Whitley-Anderson, Finance Committee Chair

Kris Bowen
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SCHOOL OVERVIEW

Fall Creek Academy
2540 North Capitol Avenue
Indianapolis, IN 46208

Mission Statement:

The 21st Century Community School will make "no excuses" for its student population and will dedicate itself to ensure that all students show growth in character, academics, life skills, the arts, and wellness using teaching skills tailored to meet the needs of each student. While our number one goal is to see every child meet and exceed state standards in all subjects, our minimum goal will be to see a greater proportion of students at the 21st Century Community School meet and exceed mastery of state standards as compared to their counter-parts with similar socio-economic backgrounds in the state.

School Principal: Dr. Anita Silverman

Chair, Board of Directors: Jan Diggins

Current Grades Served: K-12
Current Enrollment: 354

Grade Span for Next Charter Term: K-12
Maximum Enrollment for Next Charter Term: 375

EXECUTIVE SUMMARY:

It is with great delight and a deep sense of humility that we submit our application to renew our charter for another seven years. When we started our school in 2002, we did so as the only school in Indiana that will begin with the end in mind—starting at age kindergarten we will instill in the minds of our students the dream and ability to go to college. The five pillars of our mission statement rest on the fact that we intend to produce students who are ready to go to college, able to get a job, create a job, get into the military and be productive members in society. In May 2009, we will graduate our first graduating class and all will graduate not only college ready, but college experienced and job ready. Our valedictorian started with us as a 6th grader and failed both parts of the ISTEP in 2002. In May, she will graduate with honors and 30 college credits and she has already been accepted into a 4-year university to study pediatric dentistry. Our salutatorian started with us four years ago and has 27 college credits to his name and plans to go into the teaching profession, learn how to be a principal and start his own charter school in the future. He is also a national merit scholar semifinalist. In all, we will graduate 18 students in 2009 and all will have a minimum of 20 college credits to their name in addition to their high school diploma.

Today, we are the only school in Indiana providing full-day kindergarten and serving all grades K-12 as well as two years of college. Our intention is to provide a quality school period and with a special focus on serving students in need. Our demographics have consistently reflected that of our neighboring schools and school districts as we have a current population of 70 percent free and reduced price lunch qualified students and 89 percent African-American. We accomplish this by providing a free bus transportation system that goes as far west as 38th and High School Road and as far East as 42nd and Mittenhofer. We also provide the federally-supported hot breakfast and lunch program to our students.

We stated in our charter that we would exceed the academic achievement of schools and school systems with comparable demographics. Today, we have either surpassed IPS or are gaining ground on IPS. In English, 59 percent of our students passed ISTEP compared to 50.9 percent of IPS students in the 2007-08 school year. In math, 50.9 percent of our students passed ISTEP in the 2007-08 school year compared to 54.9 percent of IPS students.

We have accomplished a great deal over the past six years and look forward to benefiting from having reached full capacity in our student body. While our dreams were big in the beginning, the income did not match the size of our dreams. The startup costs are high for any charter school and doubly so for those trying to provide the broad array of services that we provide. Over the years, our receptionist and principal have had to play nurse and maintenance provider, in addition to their day jobs. Today, with a full student body and the associated income, our school has matured in staff, programs and support for the students and parents we serve. With this maturity, comes a mature staff, mature leadership and mature implementation of our model from kindergarten through 12th grade and beyond. There is no more guess work and/or the learning curve has diminished

considerably and the school as a whole is benefiting as are students as demonstrated by the growth in achievement and value-added learning over the past three years.

The school has weathered the storm and the challenge presented when it moved from its original home at Union Station to its new home at 25th and Capitol and doubled its student population. The move was as exciting as it was necessary, but it did not come without a price on the school. Schoolwide performance numbers dropped even though individual students who had been with us continued to gain ground against nationally expected growth rates. School culture needed to be re-established, new teachers hired and trained and new students needed to learn our discipline codes and academic expectations. That said, today, all trends are pointing in the right direction as recorded by NWEA scores, ISTEP passing rates, discipline records, and student retention rates.

We believe we are now well positioned to proceed to a second seven-year contract and to further develop the dream and reality of ensuring that each student graduates from our school a productive member of society. It is our goal that students who start with us as a kindergartner will graduate with two years of college (60 college credits) as well as their high school diploma.

With the Mayor's support, and a renewed 7-year contract, we will set the tone and model for the rest of Indiana to make real the dream of a college education.

SECTION A: PERFORMANCE REVIEW (NARRATIVE RESPONSES)

CORE QUESTION 1: IS THE EDUCATIONAL PROGRAM A SUCCESS?

1.1 Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education?

Approaching Standard.

While the Fall Creek Academy made AYP in 2004 the first year it was eligible to be measured for AYP, it narrowly missed making AYP in 3 of 11 categories (27 percent) the following year, 6 of 17 categories (35 percent) in 2006, and just 1of 15 categories (6 percent) in 2007. The lone category in which the school failed in 2007 was special education math.

It is important to note that a significant change took place in the school between year three (2005) and four (2006). The school moved from its original home at Union Station - where it served 186 students - to its new home at 25th and Capitol - where it nearly doubled its student population to served 300 students. It was essentially a "restart" for the school in year four (2006), as the 150 brand new students needed to learn the school's academic expectations and model, as well as discipline, culture, and other school procedures. However, since moving to its new home, the school has demonstrated steady academic growth towards making AYP in nearly every category.

The school is on track to meet AYP this year (2008-2009). When the current ISTEP results are released in December, the school expects the scores to reflect on the accomplishments and investments made during 2007-2008 school year. The school provided a six week summer school, additional tutoring during the year, renewed its focus on math and reading/language arts skills, reduced discipline issues to a minimum and increased teacher professional development, training, and commitment to the academic model. NWEA scores for student growth from Fall to Spring 2007-08 suggest we should achieve our AYP goal this year.

1.2 Are students making substantial and adequate gains over time, as measured using value-added analysis?

Approaching Standard.

NWEA:
The school administers the NWEA test to its students three times each year. The Fall test provides a benchmark, Winter testing provides a progress report, and the Spring test provides growth results for the year. During the past three years, the number of students making substantial and adequate gains has grown from 56.3 percent in the 2005-06

school year to 60 percent in 2006-07, and 64.8 percent in school year 2007-2008. This measurement places the school in the "approaching standard" category.
We are seeing roughly 4 percentage point gains each year and we believe this trend will continue or improve as the school continues to mature and strengthen the implementation of the model. At this rate, we should be meeting standard within 2-3 years.

A major reason for not meeting standard is, as stated above, the school experienced a significant growth and change between years 3 and 4 when it moved from Union Station. It was essentially a restart as only 150 students came with us from our previous Union Station site to our current site and then we added 150 new students. We also added many more teachers and we had to start all over again with establishing discipline and culture, teacher training and hiring, and educating new parents and students about our model and expectations.

While the school is technically only approaching this standard right now, it is important to note the school has demonstrated terrific growth classwide for the last three years. In the 2005-06 school year, the school met or exceeded nationally expected growth rates in math, reading and language arts in only 6 of 24 categories (25 percent), as measured by NWEA from Fall to Spring. However, the following year, the school met and/or exceeded nationally expected growth rates in math, reading and language arts in ALL 27 of 27 categories (100 percent). And in 2007-08, the school actually exceeded nationally expected growth rates in 28 out of 29 grades/categories (96 percent), with only 7th grade math being the lone category where the school failed to meet nationally expected growth rates.

The school continues to outpace state and national growth expectations. Overall student growth gains for the 2007-08 school year exceeded state growth by a 7.4 to 5.9 margin, and also outpaced the US growth by a margin of 7.4 to 6.1 overall. The school outpaced the state in 66 percent of the categories measured, and outpaced the national average in 62 percent of the categories measured.

The school is well on pace to "meet standard" within the next two years. New and highly qualified and experienced school leadership, along with new and highly qualified support staff and new qualified GEO leadership, more stringent hiring practices, new focus on implementing the model, and a full staff now allows the school to fully address all student needs and to fully support the staff. Over the past two years, the school has put in place many new programs, including a six week summer school mandatory for students who fail one or both parts of ISTEP the previous fall and additional after school tutoring support.

One key to our current success is our new relationship with Marian College for Title I services. The school partners with Marian College for licensed tutorial support in both math and reading skills for our students. Marian College assesses each of our students for math and language arts skills, identifies the student's specific learning methods, and then provides tutorial support in small, 3-5 student groups. Student progress is monitored daily throughout the year.

ISTEP:
When the school opened, only 19 percent of our entire student body was able to pass both parts of the ISTEP. Last year, 55.77 percent of our student body passed both parts of the ISTEP. A review of our specific reading and language arts scores as well as our math scores also shows great growth. In 2003-4, 31.7 percent of our student body passed the math portion of ISTEP, while last year, 50.9 percent passed the math portion. In 2003-04, only 46.3 percent passed the language arts/reading portion of ISTEP while last year 59 percent passed.

CORE QUESTION #2: IS THE ORGANIZATION EFFECTIVE AND WELL RUN?

2.3 Is the school's board active and competent in its oversight?

Meets Standard

The board has been steady over the school's seven years, stretching from before the school even opened to today. Of the original nine board members, Rollie Dick, a former partner in a top accounting firm and noted philanthropist and venture capitalist in Indianapolis, remains on the board as vice chairman. The transition to adding new board members has been done in a steady and modest manner without harm to the school and without any major disruption to the operation of the board. While the board by laws request board members to serve a period of three years, many have actually served more than three years. Of the founding board members, most served five years, with John Mutz, former lieutenant governor of Indiana, Jim McClelland, president of Goodwill Industries, and Rich Harcourt of National City Bank serving three years. Jim went on to start his own charter school. Scott Thiems, a vice president at Regions Bank, replaced himself on the board after five years of service with Roxanne Whitley-Anderson, a branch manager for Regions Bank. Scott remains active providing financial support and counsel outside board meetings. LeVester Johnson resigned after five years for lack of time, but remains active in giving our students tours of Butler University where he serves as vice president of student affairs. Don Laskowski, founder of Wood-Mizer Products and noted entrepreneur and philanthropist, served as chairman for six years before falling ill. Nonetheless, he guaranteed the loan for our new building at Fall Creek Academy, and funded the addition of the music room in year six. Rollie Dick provided start up funding for the school and six years later, he funded GEO's "Vice President of Schools" position for one year to strengthen the school's academic programs.

The current board has significant financial, community and academic expertise. Our current chair is Jan Diggins, community relations director for Citizens Gas. She has no relationship with GEO Foundation as she is neither a board member nor a staff member of GEO. In the Mayor's 4th year report, it was said that there may be a conflict between the school and GEO (the management provider) because the chairman and vice chairman of the school board also served on GEO's board. That has been corrected to resolve any

perceived conflict of interest. Mary Chalmers is a neighborhood representative for the City of Indianapolis, Mike Gorsline is a math professor at Ivy Tech, Kent Smith is a City Council member and parent of students attending the school, Mike Sutton is CEO of Infrastructure Solutions, Mark Bowell is president of a marketing company and a former public school board member and board member for the Marion County Public Library, Kris Bowen is Director of Research and Development for Bowen Engineering, John McShea is a technology director at St. Vincent Hospital, and Roxanne Whitley-Anderson's and Rollie Dick's credentials are provided above.

The board started with 12 members in 2002 and now has 10 active members with two additional members serving in an advisory capacity because their extensive community involvement prevents them from attending regular meetings. Tom Zupancic, vice president of the Indianapolis Colts and Abdul Hakeem Shabazz, host of "Abdul in the Morning" on AM1430, now serve as advisory board members. This resolves the issues found in the Mayor's 6th year review regarding board member attendance.

The board meets six times per year and adheres to the philosophy that the board sets policy and budget. The board has hired the GEO Foundation to manage the day-to-day operations of the school. The board has had few (if any) challenges reaching a quorum over the past seven years and has met on special occasions when needed. Nearly the entire board gathered when the Mayor's site team presented their report to school leadership and board members are present to meet with the Mayor's charter school staff when requested to do so. Board members additionally participate on finance and academic committees to support the school.

As for board member attendance, since January of 2007, the board has had only one meeting whereby it did not have a quorum—thus no official business nor action took place at that meeting. The board has met a total of 11 times since and has had a quorum at each meeting. As noted above, two members of the board have had a difficulty in attending and have since been voted to an "advisory" board capacity as they continue to help the school with marketing and student programs.

A point of clarification is needed in how board members are added to the school's board. The Mayor's 4th year report suggests that the board members are appointed to the school board by GEO Foundation. The process is actually quite different. The school board members find appropriate candidates and then suggest they be added to the school board after discussion by the school board. The school board then votes to approve all members to the board. The GEO Foundation board simply ratifies the decision. Why? The school's board voted to seek GEO's board approval of their board member selections in order to gain a financial benefit for the school. This practice improves the school's purchasing power in areas of insurance, payroll, and other services. Both the school and GEO Foundation want to save funds spent on office needs and spend more on the education needs of our students. During the life of the school, GEO's board has yet to deny any individual the opportunity to serve on the board of the school.

Another area of misunderstanding in the 4th year report is the measurable deliverables. While they are not clearly defined in the contract between the school and GEO, they are clearly defined in the charter contract itself as well as the Mayor's own expectations found in the accountability and site visit reports. The school's goals are clearly defined on page 47 of the charter application, and the Mayor's expectations are clearly defined in the Performance Framework document. The board has discussed these requirements and the board has voted to affirm their expectation that the school meets these standards—a vote that was renewed as recently as the board's Nov. 5, 2008 meeting (see attached minutes).

The school has also written a school improvement plan that has been approved by the state department of education's Title I department. The plan was completed with full school staff involvement.

Question 2.5: Is the school administration strong in its academic and organizational leadership?

Exceeds Standard.

Our current principal, Dr. Anita Silverman, is very strong in academics and the board is very strong in business. Dr. Silverman is only the second full time principal for the entire school. She has 15 years of experience working with an at risk population in Indianapolis as she worked for IPS in numerous capacities during her career, most recently serving as Director of the Office of Alternative Education. Dante Brown served as principal of the school for its first six years. During this six year period, there was an addition of an elementary principal for one year to allow Mr. Brown to serve the development high school side exclusively. The elementary position was not renewed in year six and Mr. Brown assumed duties for the whole school. The roles and responsibilities are well understood by all parties including the principal, the management provider, and the Board. This was well documented in the Mayor's 4th year site visit report and repeated in the 6th year review.

GEO's management added a Vice President of Schools in year five and six to provide support to the school principal in improving the academic performance. This has been effective, as evidenced by the improvement in test results and scores. The first VP of Schools was the former superintendent of Zionsville schools, one of the best performing school systems in the state. He put accountability measurements in place and clear expectations. The current VP of Schools is now in his second year, and was the principal of a "Blue Ribbon" school prior to joining GEO. He mentors the school leader on systems and provides guidance on classroom management, as well as attention to academic results. In addition to the VP of Schools, GEO added a curriculum director to assist teachers with classroom academic achievement, scheduling, best practices and use of data to guide instruction. This person started as a classroom teacher in another GEO school, fully understands our model, and helps teachers understand the model, too.

The Mayor's 4th year review reported that the school's model may not be adequate for student success. The real issue was staff not understanding, not implementing, and not supporting the model. The issue was not the model itself, but rather a hiring issue and a student recruiting issue. The school has addressed this by enhancing its hiring process - complete with an 8 page essay questionnaire for potential school leaders (see attached). We have also instituted an "intentional enrollment" process whereby each student applicant is made fully aware of school expectations and procedures during the application stage. New staff are now completely informed and trained in the model prior to signing an agreement with the school. Students and their parents are also thoroughly informed of the school's expectations in academic performance, discipline, attendance, and other expectations during the enrollment process. This practice has resulted in fewer behavior issues, greater educational performance, and greater student retention.

One major shift in school policy took place between year five and six, in that the board approved a summer school requirement for those students who failed ISTEP. The intent of this policy was for the school to provide additional assistance to students in need. The summer school is six weeks long and focuses on reading and math. The school paid for half the costs while the state paid the other half. This decision resulted in 16-20 percent gains in the number of students passing ISTEP in the fall of 2007-08 and the policy is still in place. More than 130 students attended summer school in 2008. This is an example of terrific leadership on the part of the school board and school leadership as well as school staff who organized, staffed and implemented the program. We saw a need. We saw the solution. We implemented it. Students benefited.

School leadership consistently participates in school improvement professional development activities and conferences and visits other successful schools. In 2007-08, leadership visited KIPP, Herron, Tindley, and the Indianapolis Met schools here in Indianapolis as well as Thea Bowman in Gary, and West Denver Prep in Denver, Colorado. School leadership also participates regularly in the CELL leadership breakfasts. School leadership participated in three conferences held by the Middle College National Consortium in 2007 and 2008, several Title One professional development conferences held by the Indiana DOE, NWEA professional development seminars held by Ball State, and professional development seminars hosted by the Charter School Service Center and the Charter School Association on such topics as "Motivating the Unmotivated Child," "Using Data to Drive Instruction," and successful hiring practices.

CORE QUESTION 3: IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

3.1: Has the school satisfactorily completed all of its organizational structure and governance obligations? ***Please specifically respond to whether all board members have had a national criminal background check completed.***

Meets Standard

Although not specifically noted as an area of concern prior to year 6, one area of compliance that needed to be resolved was the requirement for national background checks for all board members. These background checks have been completed and submitted to the Mayor's Office.

3.4: Is the school properly maintaining special education files for its special needs students?

Meets Standard

Since the 4th Year Report, the school has invested significant time and effort in correcting the issues found within the special education files. One major effort towards improvement was to withdraw from the Ball State Virtual Special Education Cooperative and create a new, smaller Charter School Service Center Cooperative that allowed the school more access to its own federal funding and more control over how special education services and responsibilities were delivered.

Further, the school hired a more experienced special education teacher to oversee the program, and supported that teacher with a licensed Special Education Director who was readily accessible, an outside legal consultant with several years of experience specifically in special education law and compliance, additional staff, and stronger accountability at the principal level.

These efforts produced noted and immediate improvement, and significant progress was noted in the 5th Year Review, which stated, "...the vast majority of files were in compliance, and file maintenance has improved considerably since the 4th year."

This progress was further observed in the 6th Year review, which definitively concluded, "Fall Creek Academy satisfied its obligations in 2007-2008 for compliance with laws and regulations and in providing access to students across Indianapolis."

If customer satisfaction is an indicator of success, then truly it must be said that the parents of special education students are indeed satisfied with the program as the school goes into its 7th year. The percentage of special education students within the general education population has reached record levels, with more than 50 students receiving special education services and supports. The school remains committed to the success of these students, and continues to provide two full-time appropriately licensed special education teachers, an additional part-time assistant, a licensed Special Education Director, and additional resources as needed. Between the two licensed teachers, they cover all licensing areas of special education, including the rare licensure for Emotionally Handicapped and Moderately Mentally Handicapped. All staff is trained on ISTAR and ICAN, and have participated in professional development regarding the numerous changes to Indiana's Article 7. Fall Creek Academy has the resources and the commitment to support all special education students and their classroom teachers in meeting academic goals.

CORE QUESTION #4: IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

4.1 Does the school have high quality curriculum and supporting materials for each grade? Predicted Rating:

Meets Standard

The Mayor's fourth year review confirms that A+ Anywhere Learning is closely aligned with Indiana State Standards; however, it questioned how the school addresses state "process" standards such as writing, listening, speaking, and problem solving. Since the fourth year, school leadership developed a curriculum map for all teachers to follow. Each teacher was provided a copy of the mapping and trained to follow the scope and sequence. In addition, the school addressed staff concerns about A+ and its effectiveness in reaching this student population by increasing traditional direct instruction teaching methods that require textbooks. Our language arts curriculum includes phonics based instruction for our introduction to reading and requires students to use their listening skills in order to succeed. Literacy by Design is our writing, language arts, social studies and science curriculum through grade five. We compliment Literacy by Design with traditional textbooks. Saxon Math and various science, social studies and secondary literature books are also being used to support our instruction and are all standards based.

To further address the "process" standards concerns at the upper grade levels, the school has trained our teachers in Bloom's Taxonomy to help them create learning experiences in which students must use prior knowledge as a base to higher level learning. Project based learning allows students to take the process skills and demonstrate in writing, listening and presentation skills that they have mastered. Teachers are evaluating writing, listening, problem solving, and student public speaking skills using rubrics designed by teachers.

Project Based Learning is the focus of our Professional Development Grant for the 2008-09 school year. We have contracted with Marian College to present multiple workshops on this topic to the teaching staff and the tutors so that all of Fall Creek Academy is strong in this area. Not only will the staff be further trained on this topic but they will also be observed and receive constructive feedback. The staff will receive follow up training to ask more questions and receive more support.

The Mayor's 2007 site team report commends the school on developing a high-quality curriculum aligned with Indiana standards which focused on language arts, math, social studies and science and for creating a curriculum map. Included in the curricular maps are state standards as well as quarterly benchmarks that allow teachers to have guidelines to assist them with keeping a correct scope and sequence. This was done to ensure that while teachers are implementing the rotational model that they are also aligning state standards within their curriculum units and lesson plans.

The 2007 site team challenged the school for implementation of its evaluation process and in year six, the school conducted "teacher pedagogy" meetings led by GEO's CEO and GEO's VP of Schools twice, once at the end of each semester. These pedagogy meetings provided teachers the opportunity to demonstrate learning took place in their classrooms during the previous periods and provided school leadership the opportunity to provide constructive feed back to each teacher. In addition to the pedagogy meetings, teachers were provided regular written feedback by the VP of Schools and the principal as well as the curriculum director. This year, school leadership has increased the number of teacher pedagogy meetings from two to four to better monitor teacher progress, their growth plans, and their results.

Professional development during the 2008-09 academic year is focused on intentional instruction and project based learning and how it differs from cooperative learning.

The school uses multiple forms of data collection, including NWEA, ISTEP, and A+ assessments, to identify gaps in learning. Our quarterly teacher pedagogies use these data to identify gaps in curriculum. The teachers assess students at the beginning and throughout the year to mark growth. Students who, according to data, are not progressing as well as expected now have documentation that support is needed and in which areas. Lesson plans are adjusted to meet the needs of students whether it is for more challenging curriculum or more adaptive individual lessons. Continuous data allows teachers to evaluate their teaching methods and make decisions based on students needs for learning.

Through our quarterly teacher pedagogy process and our weekly classroom visitations, administration ensures that teachers are following scope and sequence of standards and following grade appropriate curriculum.

Question 4.2 Are the teaching processes (pedagogies) consistent with the school's mission? (see attachment – GEO Foundation Growth Plan)

Meets Standards

The Mayor's 4th year review suggested significant concerns regarding focus on learning outside the A+ program, pace and rigor of instruction, and the ability to engage a wide range of students. Two years later, the Mayor's 2007 report commends the school by saying that "nearly all teachers appear to be working to implement the school's rotational learning model, which consists of online learning, teacher-led instruction, and project-based work—two-thirds of which is away from A+ and the computers. However, the 2007 report does suggest the school needs to continue to improve implementation of the rotational model. In 2007-08, the school benefited from the addition of a curriculum director trained in the model who provided regular teacher training and monitoring. This year, the school is benefiting from a principal who believes in the A+ instructional program, which helps the staff understand and utilize the program in the classroom, and she is experienced in project-based learning and attentive to teacher-led instruction.

We have addressed the "appropriate pace and rigor" question through our curriculum framework which was commended in the Mayor's 2007 report by setting benchmarks for quarterly progress that is aligned with state standards. The school has also invested in software that allows school leadership to monitor school A+ mastery by students and to ensure students are moving at a pace consistent with the school's expectation. Our teacher pedagogy process serves to enhance monitoring of pace and rigor, too. In year six, we expanded our pedagogy program and included two meetings between the teacher, curriculum director, VP of Schools, and the principal. This year, we have expanded the pedagogy meetings to quarterly meetings.

As for serving a wide range of students, Fall Creek Academy serves grades K-12 now, thus a wide range of ages and ability, and the school has a population that is 94 percent minority and 70 percent free and reduced price lunch qualified. The rotational model of the school serves to address the wide range of needs our students have in each classroom. Teachers use the rotational model to break students into small learning groups by ability and teach to the specific needs of each small group. The Mayor's 2007 report commended the school for teachers implementing this rotational model.

4.3 For secondary students, does the school provide sufficient guidance on and support and prepare for post-secondary options?

Meets Standards

October 28, 2008, Fall Creek Academy was evaluated by The Department of Research and Evaluation at Indiana University, Bloomington in collaboration with the Mayor's office to review this standard. The reviewer believes the school "meets standard", noting:

> Based on the evidence collected during the special education file review, it is evident that the school is **MEETING STANDARD 4.3**, providing sufficient guidance on and support preparation for post-secondary options. The school has challenging coursework and options for advanced study, college coursework, internships, and independent study. School staff has high expectations to motivate and prepare students for post-secondary academic opportunities. There is evidence that the school has developed sufficient material resources and personnel guidance available to inform students of post-secondary options. The school presents multiple opportunities for extracurricular engagement and activities to increase post-secondary options. While there is no direct evidence yet that the school is meeting Core 40 graduation standard requirements, it is projected that they will do so.

Fall Creek Academy holds itself to a high academic standard. We require an 80% mastery during the high school years. Our students have the opportunity to enter into our Middle College program in order to receive dual credit and/or an associate degree. In

order for students to take the COMPASS test for Ivy Tech, the student must be successful in Algebra 1, English 9, and the first semester in Geometry and English 10 as well as pass the GQE or the current graduation requirement (moving towards End of Course Assessment). Beginning Fall of 2008, students who do not pass into 100 level college courses on COMPASS, must successfully complete the online remediation prior to repeating COMPASS in the future. Fall Creek Academy has created "Gold Level" status for students who have passed all the requirements and have entered into 100 level (college level) courses. As of Fall 2008, Fall Creek Academy has 24 Gold Level Students. The Senior Class of 2009, the first graduating class, will have at least 15 students with college credits. The average will be with 9 – 15 credits and the highest achiever will be 30 credits.

The Principal and Student Services Coordinator serve as the academic counselors for the middle college program in partnership with two counselors at the college. A high school lead teacher monitors students and communicates with college professors throughout the semester. There is one specific counselor at Ivy Tech who works only with graduating seniors to ensure that all their middle college credits transfer to universities in which they are accepted to continue their education beyond high school. All students and their families complete "Double Up" forms to allow for open communication between the school and the university including an exchange of records.

Events coordinated to prepare students for college include college tours either sponsored by the school or in partnership with community agencies, college fairs, in house representation by colleges, senior nights, senior college application day, FAFSA night, Parent Information Night, and other information seminars offered throughout the city.

The school has sent information home regarding college deadlines, SAT and ACT registration and has helped parents with waivers and completing forms. All of the class of 2009 has either taken both the SAT and ACT or has registered to take them prior to December 31, 2008. 100% of the sophomores at Fall Creek Academy have taken the PSAT.

Fall Creek Academy realizes that extra curricular activities also are important when applying to college. Our school offers a great deal of activities including a high school sport every season, student council, difference club, cheerleading, dance, elementary student government, and numerous service opportunities.

4.4 Does the school effectively use learning standards and assessments to inform and improve instruction?

Meets Standards

To meet this standard, the Mayor's rubric specifically requires the school's standardized and/or classroom assessments to be accurate and useful measures of established learning standards/objectives. To this end, the Mayor's team commended the school's use of various assessment tools including NWEA, ISTEP, GQE, COMPASS (for middle

college), A+ Anytime Learning, Waterford, running records (elementary only) and teacher generated assessments.

The standard also requests that teachers receive assessment results in a timely manner to influence instructional decisions. NWEA and A+ provide teacher instant feedback. The teacher pedagogy meetings provide teachers quarterly feedback. The principal's weekly visits to classrooms also provide teachers instant feedback. The curriculum director also provides periodic feedback to teachers. Beginning in 2008, Fall Creek Academy implemented Acuity and is participating in a grant for the K-2 Wireless Generation Assessment (Dibbles utilizing Palm Pilots). Acuity will evaluate grades 3-8. This 2008 – 09 year will also be the first year for the End of Course Assessments for high school students will be part of the Core 40 graduation requirements for Algebra 1 and English 11. We send progress reports out bi-weekly and report cards out every nine weeks that must be signed by parents. Transcripts are sent home at the conclusion of each semester.

4th year review questioned the school's classroom assessments to measure higher-order thinking. In year five, the school participated in Bloom's Taxonomy training to address higher-order thinking skills and to help teachers develop project-based learning opportunities for students. The Mayor's 2007 report commended the school for implementation of project-based learning which is a reflection of the school's focus on higher-level learning.

The Mayor's 4th year team took issue with how the school administers ISTEP despite the fact that this policy has been approved by the Mayor's office and the state department of education. Our policy is no different from any other school in that if a student does not pass ISTEP and then does not show mastery of skills and learning during the school year, that student is retained and may take the same ISTEP the following year. The school does allow students to progress beyond a grade level and the student may indeed skip an entire ISTEP level if the school deems it appropriate. The school has a written policy on this and parents are fully informed of this policy. The school does not allow students to take an ISTEP test that is beneath their age appropriate grade level when they first enter the school, likewise, the student can never go back in time on ISTEP and take a test that is lower in grade level than the student is capable.

Our teachers create unit lesson plans based on state standards with the understanding that daily lessons may need to be altered to reflect the needs based on data reflection. Because we have some assessments that are more frequent such as A+, running records and teacher-generated assessments, teachers can evaluate and change lessons to focus on subject mastery and differentiation of instruction. Our less frequent but yet good benchmarks such as NWEA allow the teacher to see growth throughout the year and especially from Fall to Spring. The teachers at Fall Creek have been trained on utilizing the NWEA website which includes finding student scores, using *DesCartes,* and creating parent reports which can easily be used during communications. ISTEP allows for growth understanding over the year. The various types of data have proven that Fall Creek Academy is providing a strong rigorous academic program. During the past year

we made AYP in all areas except special ed math. This is significant growth since year four.

NWEA and ISTEP also allow for data disaggregation for the entire school view. NWEA allows for the teachers to view growth of their class as well as individual students. By utilizing the *DesCartes* package of NWEA, teachers can easily group kids according to RIT bands and do flexible grouping based on a scaffolding model. It also allows for the principal to view various groupings by age and ability level and how it relates to our schools placement of students. Our school places by performance ability using data and not simply by grade. ISTEP allows the school to make decisions based on yearly performance in specific areas of instruction.

4.5 Has the school developed adequate human resource systems and deployed its staff effectively. Predicted Rating: Meets Standards

The Mayor's 4th year review questioned the deployment of staff and the amount of time for class preparation. Today, the elementary staff has one full hour of planning time each day of the week and middle/high school staff receive two hours of planning time every other day and one hour on Friday to reflect their block schedule. Professional development is now planned by the principal and the VP of schools and curriculum director. Staff determinations continue to be made by the principal. All teachers are licensed. Teachers receive weekly site visits by the principal and curriculum director and frequent visits and written comments from the VP of schools. They also participate in a quarterly "teacher pedagogy" meeting.

As for teacher training in our model, the school continues to hold a two week training session for all staff to participate in prior to school opening. The school also uses its summer school program to recruit new teachers and to see them in action prior to being hired as a full time faculty member. Lastly, the school's partnership with Marion College allows the principal to see tutors in action and if a vacancy occurs, the principal may choose to hire the tutor if the tutor has demonstrated competency in the school's model.

A chart has been made as to when licensures expire so that the principal can make teachers aware when renewal coursework must be obtained. The newly hired principal, who holds a superintendent's license, has a great deal of experience in secondary education and in developing a strong staff.

The staff at Fall Creek Academy is fully licensed, including one on a Transition to Teaching Permit. The 2007-08 school year to the 2008-09 school year, Fall Creek Academy maintained a 83% retention rate of teaching staff (one was released for performance, one relocation, and one failed praxis exam and the school opted not to utilize emergency permit). Along with our teachers, we also have two licensed special education teachers. Between our two licensed special education teachers we have all of the categories of special education covered except for vision and hearing impaired. Eight highly qualified, under HOUSE rules, tutors from Marion College are in our classrooms during the day to support our Language Arts and Mathematics Curriculum

along with our fully staffed computer lab. Because of our rotational model, the students are in a 1:15 ratio in the secondary side of the building and a 1:10 ratio on the elementary side of the building. This small ratio allows for individualized instruction and the opportunity for students to get the assistance they need in a timely manner.

The professional development is funded through a state professional development grant and is focused on decisions made by the leadership team and aligned with the Title I school wide improvement plan. All professional development is data driven based on ISTEP and NWEA scores. This year's professional development has focused on the inclusion model, writing across the curriculum, mathematics – emphasis on utilizing manipulative in the primary grades, and project based learning. Individual teachers are also encouraged to attend professional development that is specific to the subject they teach as well as their individual needs as identified in the teacher growth plan.

The new supervision/evaluation plan allows for teacher growth and support from the administrator. It is a teacher growth plan instead of a teacher evaluation plan. The growth plan allows for pedagogy reviews four times a year. Two of the meetings are less formal with the teacher and the principal and the other two are more formal with a full leadership team in attendance. There is also a process for classroom visits in which the principal, student services coordinator, VP of schools or Curriculum Director can do a classroom visit and complete a form to leave with the teacher as well as keep a carbon copy. This allows for instant feedback as well as an open door for communication. Our supervision plan allows for growth in a healthy manner that is best for teachers and students.

4.8 Is ongoing communication with students and parents clear and helpful?
Predicted Rating: Meets Standards

The Mayor's 4th year review reported we met this standard but due to recent changes in staff and leadership, as well as new parents with students attending our school, we were asked to provide an update on this standard. Fall Creek Academy has made many improvements with parent communication since year four. Today, our official forms of communication include our website with individual teacher sites, parent phone calls by teachers, letters home through students, mailings, and Blackboard Connect which is a phone system that allows the principal to make one call and it reaches out to all of our families instantly. Along with these formal forms of communication, we often communicate with parents through email and informal notes home through note cards and postcards and a communication board outside. For our elementary students we have even put a sticker on their shirts for important reminders such as "Picture Day Tomorrow". There are many ways that our school communicates with parents. Whether it is through email, phone calls, or mailings, we feel that parents are well informed of the events that take place at Fall Creek Academy.

Fall Creek Academy sends home information concerning student progress on a regular basis. Progress reports are sent home bi-weekly with students to keep parents updated on their current classroom work. Report cards are sent home every nine weeks with parent

conferences scheduled to match report card distribution dates to match the first and third grading period. Fall Creek Academy expects 100% participation in parent conferences. Over a three day period, parents are expected to minimally pick up report cards. Our intention is for parents to also participate in conferences with teachers. During the Fall 2008 conference period, we had 100% of parents pick up report cards by the 2nd day past conferences. The high school students also receive official transcripts at the conclusion of each semester.

Along with our traditional forms of communication, Fall Creek Academy also has two staff members who are bi-lingual. Our Title I Coordinator has the ability to not only translate into Spanish but she is also fluent in various dialects of Spanish such as South American Spanish or Spanish from Spain. This is useful for parents who need translation. We do have a population of students whose families are from Nigeria and speak the native language of Urabi. By reaching out to the families, Fall Creek has utilized parent volunteers to provide assistance during meetings and conferences to translate in order for effective communication.

The PTA is currently re-evaluating their meeting time in order to serve more parents. According to our new Title I status, we are required to hold meetings at various times. Our school board has agreed to also hold meetings at various times to accommodate families. The school has found that there is more parent participation if activities are held in the evening.

SECTION B. SUSTAINABILITY AND IMPROVEMENT

1. Sustaining Success

A. The Governing Board:

The Governing Board will continue to be developed over the lifetime of the school and participate in various professional development exercises. This past year, the governing board received copies of "The Seven Outs: Strategic Planning Made Easy for Charter Schools." This book, authored by Brian Carpenter of the National Charter School Institute, provides a road map for board members to write a strategic plan for the school. Our board members are currently reading this book and preparing to begin the process of strategic planning for the future of our school.

The current ten member board has evolved over time via our experiences and need for expertise in various fields. Generally, when one board member indicates a need to depart the board, we ask that board member to recommend a replacement. If a replacement is not readily recommended, the board seeks additional suggestions from others on the board. Our current board has one founding board member still who has served 8 years, two members are in their 3rd year of service, three members are in their second year of service and three are new to the board. Members serve three year terms and are eligible for renewal at the end of their three year term.

The school has developed a job description for board members (see attached). The primary focus of each board member is to review and approve budget and policy for the school, as well as hold the management company accountable for the performance of the school. The school has a charter and plan approved by the Mayor's office and it is the board's responsibility to ensure adherence to the charter.

The current approach for the board is to be more engaged in the operations of the school, and assisting the management team and school level leadership address various needs. The board also voted in January of 2007 to seek more participation on the board by local leaders and neighborhood businesses and representatives. Prior to this, the approach of the board was to rely on GEO Foundation's expertise to address concerns.

B. The Leadership Team:

The leadership team at the school has been very consistent in personnel over the life of the charter. It was not until year 7 that we made a significant change in leadership with the exit of Dante Brown and the addition of Dr. Anita Silverman. The hiring of Dr. Silverman represents a very strong step in the direction of improving personnel schoolwide. Dr. Silverman's experience in alternative education at the high school level, her academic degrees, her expertise in cultural diversity and sensitivity, her focus on details and her outstanding work ethic are strong leadership qualities we believe will raise the level of performance at all levels of the school. From the very beginning, she built a

strong team to support her at the school, and she has a strong leadership team at the GEO level supporting her.

GEO Foundation has an experienced Vice President of Schools to whom Dr. Silverman reports. The two work together to address any and all concerns. In addition to the VP of Schools, GEO assists Dr. Silverman with partnerships such as that with Marion College. Of course, GEO also provides all the business functions, legal, HR, insurance, payroll, accounting, audits, marketing, as well as special education support necessary, too. GEO's long-time Vice President and General Counsel has been overseeing these functions for the school for nearly five years. In addition, GEO provides a compliance manager for the school to complete all reporting requirements to the state and to the Mayor's office.

A key development over the past two years was GEO Foundation's "Principal Fellowship" program. This program trains future leaders and gives GEO and the school the opportunity to see a potential new leader in action for a full year prior to taking the helm at the school. The "fellow" works under the direction of the principal and conducts business as a vice principal for an entire year. The school gets to see how the "fellow" works with staff, parents, and students in real school situations. The "fellow" gets to see how the school is held accountable by the state and authorizers as well as by parents, too. At the end of the "fellowship," the fellow is either offered a position as principal or vice principal at the school or an opportunity at another GEO school. We have one "fellow" in our schools today and another one who has taken on the principalship of another one of GEO's schools. GEO is currently discussing a relationship with Marion College that will formalize this program and provide coursework at Marion College specific to the principalship of a charter school. The program will include the provision of a principal license at the conclusion of the fellowship.

C: Teaching Staff:

The school has already implemented several new programs to not only attract new teachers, but to enrich and retain current staff, too. The school participates in the New Teacher Project (NTP) and the Teach for American (TFA) program. These programs promise to bring new vibrant teachers to the school in specific areas of need including math and language arts as well as science and Spanish. The NTP and TFA teachers participate in a year long program at Marion College to improve their teaching skills while teaching in our school. This is a promising program, but we are not resting on it alone for our future success. We are also currently developing our own "lead teachers" in our building who are not only outstanding teachers, but well versed with our rotational model. Our model is unique and new teachers need proper training and support in the classroom to fully implement the model properly. We currently have team teaching taking place in our school in both math and language arts at the middle and high school levels. This allows two teachers to be in the same room at the same time and to learn from one another while providing additional academic support for students.

Our recruiting practices have been improved in recent years, too. We not only visit teacher fairs and post our openings on line, but we also require prospective teachers to fill out eight page essay questionnaires. This helps us assess the teacher's communication and writing skills, while also providing us more insight into their accomplishments, personality, and personal commitments. We also mine the TFA field of experienced teachers and we ask existing teachers to help recruit fellow teachers.

Turnover at Fall Creek Academy has been minimal in recent years. The only turnover we experienced between year 6 and 7 was attributed to an individual finding a better paying job elsewhere, poor performance, lack of a license, and/or simply need for a change. Many of our founding teachers worked with us for 4-5 years before taking a new position.

A key development in year 6 for the school was GEO's admission into the Charter School Growth Fund (CSGF). This nationally recognized program admits only high performing charter management programs into its cohort each year and we were one of nine applicants accepted last year out of a pool of 72 applications from across the country. The importance of this development should not be underestimated as it promises to help GEO learn "best practices" from other non profit charter management programs in the areas of hiring, training, staffing and operations – lessons that GEO uses to continually improve these areas in its schools. In addition, the CSGF promises to provide an infusion of cash to GEO that may lead to reduction in management fees to the school.

Another area in which the school has been proactive about its future and sustaining success is its partnership with the Middle College National Consortium. This program provides professional development opportunities for our school leader and staff to successfully implement our programs at the high school/college level. It also provides financial support to the school for staff specifically focused on supporting our high school students going to college.

2. Ongoing Improvement

We described many of our efforts toward ongoing improvement in the above section "Sustaining Success." Governance, leadership, and teaching staff are integral to our school's success. Admission into the Charter School Growth Fund and the Middle College National Consortium are also key to our ongoing improvement as both programs provide the type of professional development we need to grow successfully in all areas.

Continued improvement in academics will be accomplished by strict adherence to the school's stated expectations in student academic performance. We have an expected growth rate for students and we must monitor it quarterly and weekly. It is safe to say the "new" school era is over and now everyone has a deep level of understanding of our school's model. To the extent that we have new teachers, they are provided terrific staff support that was non-existent in years past, as nearly everyone was trying to learn the

model at the same time when the school opened. Today, our seasoned and experienced teachers assist our newer teachers in understanding the model, and our school leader, VP of Schools, and curriculum director provide additional monitoring, training, and support, thus minimizing mistakes in the classroom and optimizing academic achievement.

We believe our academic achievement will continue to grow as our school matures over time and parents and students realize the dream of actually going to college. Whereas before we were growing toward this goal, we didn't have actual students to demonstrate the realization of the dream. However, in May of 2009, we will have our first graduation class and nearly all will have a minimum of 20 college credits to their name. Our valedictorian will have 30 college credits and has been accepted already into a four year university to study pediatric dentistry. While we are proud of our first graduating class, we believe the best is yet to come as those who started with us as kindergarteners will soon start middle and high school and actually have the chance to graduate with perhaps as many as 60 college credits when they graduate from our high school.

All of these ideas and programs work hand in hand to further cement the success of our school. We are now putting the words of our charter into action and achieving real results. These results invigorate staff. Parents believe. Students achieve. Success builds on success.

But that does not mean we want to rest. We are still discussing and evaluating new ideas that may help even more students achieve their dreams through our school. For example, one area we are currently reviewing at our school is the idea of adding a new building to allow us to split the elementary school from the middle and high school grades. The school currently has a waiting list of more than 200 and that is without any marketing whatsoever. We believe we could grow to twice our size in future years if we added a new building to our school. By doing so, we believe the school would benefit from having two teachers at every grade level in elementary which will allow the teachers to work with one another on ideas and lesson plans. It will also help our students who may have challenges with one teacher for one reason or another and simply is more comfortable with another teacher. We also believe a split may be necessary because the needs of younger students are quite different from those of our older students. The maturity levels are different, as are experiences with puberty and social issues, student expressions and language, and so on. Having younger students in one building and older students in another may address these issues. We believe this idea merits a full discussion and review by our board before choosing to go forward. We have provided a projected budget if we do indeed move forward with this idea.

Another area we are currently reviewing is the idea of actually renting out the school building at night and partnering with a new charter school that will be an early college night high school. If the school can share costs and cut its rent in half, the school will save $150,000 each year and have more funds to spend on classroom instruction and student specific programs. By partnering with a charter that shares our mission and uses our building at night, we will also save costs in furniture, computers, and other equipment for the school. A proposed budget is provided in the attachments.

ASSURANCES STATEMENT

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for charter renewal for Fall Creek Academy, located at 2540 North Capitol Avenue, Indianapolis, IN 46204, is true to the best of my knowledge and belief; and I further understand that, if awarded a renewal, the school:

1. will not charge tuition, fees, or other mandatory payments attendance at the charter school, or for participation in its programs, except for a preschool program or a latchkey program. IC 20-5.5-8-2.

2. will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case, each timely application will be given equal chance of admission. IC 20-5.5-5-4.

3. will provide the number of students enrolled in the charter school, the name of each student and the school corporation in which each student resides to the Indiana Department of Education by the date established thereby. IC 20-5.5-7-3.

4. will submit an annual report to the Indiana Department of Education in the form required thereby. IC 20-5.5-9-1.

5. will submit attendance records, student performance data, financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the Mayor's Office. IC 20-5.5-9-5.

6. will participate in Indiana State Teachers' Retirement Fund in accordance with IC 21-6.1 and the Public Employees' Retirement Fund in accordance with IC 5-10.3. IC 20-5.5-6-7, and/or another comparable and appropriate pension or retirement fund approved by the Mayor's Office.

7. will maintain separate accountings of all funds received and disbursed by the school. IC 20-5.5-7-1.

8. will employ individuals who teach that hold a license to teach in a public school in Indiana under IC 20-6.1-3 or are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program set forth in IC 20-6.1-3-11. IC 20-5.5-6-5.

9. will permit certified employees at the charter school the opportunity to organize and bargain collectively under IC 20-7.5. IC 20-5.5-6-3.

10. will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted government accounting principles.

11. will at all times maintain all necessary and appropriate insurance coverage.

12. will indemnify and hold harmless the City of Indianapolis (including without limitation, the Mayor's Office), the State of Indiana, all school corporations providing funds to the charter school, and their officers, directors, agents, and employees, and any successors and assigns from all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

13. will follow all federal and state laws and constitutional provisions that prohibit discrimination on the basis of the following: disability, race, color, gender, national origin, religion, and ancestry. IC 20-5.5-2-2.

14. will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

15. will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.

16. will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964, and the Equal Educational Opportunities Act of 1974, that are applicable to it.

17. will follow any other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Jan Diggins, Chair, Board of Trustees, Fall Creek Academy

NOV 14, 2008

Version #1: Current Model

Fall Creek Academy
Five-Year Projected Budget 2009-2014
(Submitted as part of the Charter School Renewal Application 2008)

Fiscal Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Student Count	375	375	375	375	375
I. Revenues					
Carryover from pervious period	10,000	37,914	31,421	20,792	26,263
Per Pupil Payments	2,485,905	2,535,623	2,586,336	2,638,062	2,690,824
State Grants	180,000	183,600	187,272	191,017	194,838
Federal Grants	320,000	326,400	332,928	339,587	346,378
Private Funds					
Other (Briefly detail)					
Total Revenues	**2,995,905**	**3,083,537**	**3,137,956**	**3,189,458**	**3,258,303**
II. Expenditures					
Human Resources					
Director/Principal Salary	85,000	87,550	90,177	92,882	95,668
Supervisors/Lead Teachers Salaries		-	-	-	-
Teachers (FT) Salaries	983,369	1,012,870	1,043,256	1,074,554	1,106,791
Teachers (PT) Salaries	57,518	59,244	61,021	62,852	64,737
Clerical Salaries	67,465	69,489	71,574	73,721	75,932
Custodial Salaries		-	-	-	-
Other (Admin. Staff) Salaries	70,040	72,141	74,305	76,535	78,831
Payroll Taxes	58,920	60,687	62,508	64,383	66,315
Benefits	153,179	157,775	162,508	167,383	172,405
Professional Development	12,500	12,875	13,261	13,659	14,069
Substitute Teachers	10,000	10,300	10,609	10,927	11,255
Board Recruitment		-	-	-	-
Board Development	1,000	1,030	1,061	1,093	1,126
Other Human Resources Expenses		-	-	-	-
Total Human Resources	**1,498,991**	**1,543,961**	**1,590,280**	**1,637,988**	**1,687,128**
Facility					
Rent	300,000	300,000	300,000	300,000	300,000
Mortgage					
Rennovation/Construction					
Debt Service (please specify outstanding loan obligations) (note 1)	150,000	200,000	250,000	250,000	250,000
Utilities	65,000	66,950	68,959	71,027	73,158
Maintenance	10,000	12,000	14,000	16,000	18,000
Other Facility Expenses	39,000	40,170	41,375	42,616	43,895
Total Facility	**564,000**	**619,120**	**674,334**	**679,644**	**685,053**

Fall Creek Academy
Five-Year Projected Budget 2009-2014
(Submitted as part of the Charter School Renewal Application 2008)

Version #1: Current Model

Materials/Supplies/Equipment					
Textbooks and Other Instructional Supplies	82,500	84,975	87,524	90,150	92,854
Assessments	10,000	10,300	10,609	10,927	11,255
Instructional Equipment	10,000	10,300	10,609	10,927	11,255
Classroom Technology	50,000	50,000	25,000	25,000	25,000
Office Technology	5,000	5,150	5,305	5,464	5,628
Instructional Software	20,000	20,000	10,000	10,000	10,000
Office Software	2,000	2,060	2,122	2,185	2,251
Library	5,000	5,150	5,305	5,464	5,628
Office Furniture	500	1,500	1,500	500	500
Classroom Furniture	10,000	10,300	10,609	10,927	11,255
Other Equipment	5,000	5,150	5,305	5,464	5,628
Copying and Reproduction	7,000	7,210	7,426	7,649	7,879
Postage and Shipping	2,500	2,575	2,652	2,732	2,814
Telephone and Fax Lines	6,000	6,180	6,365	6,556	6,753
Long Distance Telephone Expenses	-	-	-	-	-
Internet Access	10,000	10,300	10,609	10,927	11,255
Other Materials/Supplies/Equipment	15,000	15,450	15,914	16,391	16,883
Total Materials/Supplies//Equipment	**240,500**	**246,600**	**216,853**	**221,264**	**226,836**
Additional Costs					
Contracted Services (Note 2)	290,000	267,000	249,000	226,000	206,000
Business Services (Note 3)	192,500	198,275	204,223	210,350	216,660
Insurance	30,000	30,900	31,827	32,782	33,765
Marketing/Development	10,000	10,300	10,609	10,927	11,255
Legal Expenses	1,000	1,030	1,061	1,093	1,126
Accounting/Audit	25,000	25,750	26,523	27,318	28,138
Transportation	61,000	62,830	64,715	66,656	68,656
Field Trips	10,000	10,300	10,609	10,927	11,255
Food Service		-	-	-	-
Other (Note 4)	35,000	36,050	37,132	38,245	39,393
Total Additional Costs	**654,500**	**642,435**	**635,698**	**624,299**	**616,248**
Total Revenues	**2,995,905**	**3,083,537**	**3,137,956**	**3,189,458**	**3,258,303**
Total Expenditures	**2,957,991**	**3,052,116**	**3,117,165**	**3,163,195**	**3,215,265**
Balance	**37,914**	**31,421**	**20,792**	**26,263**	**43,037**

Note 1: Common School Loan Principal/Interest, Note Payable
Note 2: Administrative, Special Education Services
Note 3: Business Services, Payroll
Note 4: Middle College Program