
Indiana Collaborative Learning Partners, Inc.

July 23, 2020

Susan Stagner, SVP for Business Development, Accel Schools
Lynn Black, VP for Business Development, Accel Schools

(via email)
(via email)

Dear Ms. Stagner and Mr. Black:

On behalf of the Board of the Indiana Collaborative Learning Partners, Inc., I am requesting that you submit our Letter of Intent/Initial Proposal for a charter for the Virtual Preparatory Academy of Indiana to Trine University/Education One, LLC. Thank you for your assistance with our endeavor. Please advise if you need additional information prior to submitting our Statement of Intent.

Thank you.

Sincerely,



Rebecca Bowman, President
Board of Directors
Indiana Collaborative Learning Partners, Inc.



Initial Proposal

*Providing high-quality educational opportunities
for students in the state of Indiana*

Trine University
One University Avenue
Angola, Indiana 46703
Telephone: 260-665-4600

The initial proposal questions are organized to solicit information efficiently and to aid quality review and decision making by Education One, L.L.C. Education One staff reserves the right to reject initial proposals that do not adhere to the application specifications.

Throughout the application review process, Education One staff will communicate important information to the charter school applicant designee via email.

Notice of Disclosure

All information submitted as part of the initial proposal (including financial information) is subject to the Indiana Access to Public Records Act (IC § 5-14-3) and subject to disclosure to the public there-under, including disclosure to the media. In the event that it is the applicant's position that certain information submitted as part of the initial proposal falls within an exception to disclosure under the Public Records Act, the applicant must obtain an advisory opinion from the State of Indiana's Public Access Counselor prior to submitting any initial proposal materials. If the Public Access Counselor's opinion supports the applicant's position, then any such information contained in the initial proposal that is considered non-disclosable must be clearly identified in the initial proposal as confidential. The initial proposal must further be accompanied by (a) a written statement specifying the particular exception or exceptions to disclosure under the Public Records Act applicable to the information sought to be exempted from disclosure, and (b) the written opinion from the Public Access Counselor that supports the applicant's position that the information is exempt from disclosure under the Public Records Act.

The applicant acknowledges that if the foregoing procedure is not followed, and an initial proposal is submitted, all information shall be subject to disclosure to the public unless Education One, L.L.C. determines that it must withhold from disclosure certain information in the application pursuant to the Public Records Act. Each applicant, by the submission of an initial proposal, acknowledges its understanding that all initial proposal materials are subject to disclosure under the Public Records Act and may be subject to review and copying by the public. Each applicant and its representatives, employees and agents acknowledges and agrees that Education One, L.L.C. Board members and staff, Trine University, the Indiana Department of Education, and any official, agent, employee or representative of the State of Indiana shall not be held liable or legally responsible in any way for any such disclosure pursuant to the Public Records Act, and such parties hereby waive any rights to redress or claims of action pursuant to any such disclosure.

Specifications

- The proposal must be typed and single-spaced, on white, 8.5"x 11" paper, with a minimum of 11-point font.
- If a particular question does not apply to your team or proposal, simply respond "Not Applicable."
- Do not exceed 15 pages for the narrative. Attachments do not count toward the page limit. Applicants completing the optional section on innovations may use an additional five pages, in which case the total narrative should not exceed 20 pages total.
- Complete all pages of the 5-Year Budget.
- Review your initial proposal for completeness before submitting.

Submission Instructions

- Send one electronic copy of the application as one PDF to lindsay@education1.org.

Education One, L.L.C utilized resources found from the National Association of Charter School Authorizers (NACSA) to create this comprehensive charter school initial proposal Information regarding NACSA and its resources can be found at www.qualitycharters.org.

OVERVIEW AND ENROLLMENT PROJECTION

Please provide information for the applicant group’s designated representative. This individual will serve as the contact for all communications, interviews, and notices from Education One, L.L.C. regarding the submitted proposal.

Legal name of group applying for charter(s):	Indiana Collaborative Learning Partners, Inc.
Designated applicant representative:	Rebecca Bowman, Board President
Office phone number:	NA
Cell phone number:	317-442-4657
Email address:	bbowman632@gmail.com

Names, roles, and current employment of all persons on applicant team (*you may add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School
Rebecca Bowman	Retired, Director of Compliance, Indiana Education Employment Relations Board	Board President
Tony Smarrella	President and Owner, Smarrella Consulting	Vice President
Steve Kunberger	Senior Director of School Relations Indiana, Kentucky, Illinois for Waterford	Treasurer
Cynthia Roach	President and Owner, CAR Education Consulting	Secretary
Edward Brown	Cyber Risk Senior Analyst, Deloitte	Board Member

Provide school opening information (*you may add lines as needed*):

Proposed School Name	Opening Year	New Start or Phase-in/Takeover	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
Virtual Preparatory Academy of Indiana	2021	NEW	Statewide	K – 10	K-12

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

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

Proposed School Name		Virtual Preparatory Academy of Indiana- Elementary School	
Academic Year	Grade Levels	Planned Student Enrollment	Maximum Student Enrollment
Year 1 <small>(specify starting year)</small>	K – 5	200	200
Year 2	K – 5	400	400
Year 3	K – 5	600	600
Year 4	K – 5	800	800
Year 5	K – 5	1000	1000
At Capacity	K – 5	1000	1000

Proposed School Name		Virtual Preparatory Academy of Indiana- Middle School	
Academic Year	Grade Levels	Planned Student Enrollment	Maximum Student Enrollment
Year 1 (specify starting year)	6 – 8	150	200
Year 2	6 – 8	300	400
Year 3	6 – 8	450	500
Year 4	6 – 8	600	600
Year 5	6 – 8	750	800
At Capacity	6 – 8	750	800

Proposed School Name		Virtual Preparatory Academy of Indiana- High School	
Academic Year	Grade Levels	Planned Student Enrollment	Maximum Student Enrollment
Year 1 (specify starting year)	9 – 10	150	200
Year 2	9 – 11	300	400
Year 3	9 – 12	450	500
Year 4	9 – 12	600	600
Year 5	9 – 12	750	800
At Capacity	9 – 12	750	800

The school plans a maximum enrollment capacity of 2,500 students by Year 5. However, this may fluctuate based on the actual grade levels of enrolling students.

Does the school intend to contract with a third-party education service provider (ESP) to manage the educational program and operations of the school but not hold the charter directly? Yes No

If yes, identify the ESP or other partner organization: Accel Online Indiana LLC

Does the school intend to partner or be affiliated with an existing or planned charter management organization (CMO) through which a single governing board governs or will govern multiple schools? No

If yes, identify the CMO or other partner organization: _____

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

Yes No

If yes, complete the table below, adding lines as needed.

Authorizer	Proposed School Name	Planned Submission Date	Decision Date
Office of Charter Schools, Ball State University	Virtual Preparatory Academy of Indiana	July 24, 2020	November 2020

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

Authorizer	Proposed School Name	Submission Date
NOT APPLICABLE		

PROPOSAL NARRATIVE

EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the school design being proposed and the applicant's goals and organizational capacity to execute the plan successfully.

Mission and Vision

1. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal.

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the state charter school law and authorizer's stated priorities for new schools.

The mission of the Virtual Preparatory Academy of Indiana is to educate, empower, and inspire students so they have the knowledge and skills needed to succeed today and in the future.

The Virtual Preparatory Academy of Indiana envisions a learning experience that combines the best of online instruction with its capacity for individualized self-paced learning. Our statewide school will feature an innovative, interactive curriculum being taught by Indiana state-certified teachers. Teacher-led instruction will be synchronous, asynchronous, one-to-one tutoring, and organized peer interaction through project-based learning. We will partner with our parents to insure they have the appropriate resources to support their student's learning.

Educational Need and Anticipated Student Population

1. Describe the anticipated student population; students' anticipated educational needs; and non-academic challenges the school is likely to encounter.

In the 2020 Fall semester, a majority of school districts in the state of Indiana will attempt to offer part-time and full-time online learning options for their students. As we saw in the Spring of 2020, the transition was difficult and often schools and teachers struggled to provide a comprehensive education to their students despite their best efforts. Unfortunately, teachers had to construct their own lessons because they had no Learning Management System (LMS) to use for content, teachers had no experience or training on using web-based teaching platforms. Most of these platforms were designed for adult communications rather than for teachers and K-12 students. Additionally, instruction has been focused on live synchronous instruction rather than a balance of synchronous and asynchronous. The approach was a Ready – Fire – Aim to respond to the crisis rather than a focus on quality instructional delivery. Schools did the best they could given the circumstances, but parents now have a better understanding of virtual instruction and will demand quality instruction, applicable technologies, and organizational management for future online delivery.

In the Fall of 2021, many parents will continue to seek a quality virtual school option. Some parents will seek this option for the scheduling or pacing flexibility that it offers their student or family. Many Indiana parents now understand the value they can provide in being active participants in their child's education and will choose to continue. The demand for virtual schools will only increase as a result of this pandemic and all schools will need a full-time online learning option going forward.

The Virtual Preparatory Academy of Indiana will be a statewide school, designed specifically to leverage the online medium and incorporate audio, animation, language translations, and images to keep students interested and engaged. Specially curated web-based resources have already been collected and will continue to be collected by the staff to further enhance the curriculum to go above and beyond the typical vendor curriculum. The curriculum is designed to capitalize on the best opportunities that the online school has to offer for both synchronous and asynchronous learning.

We anticipate, like other virtual schools in the state, that the Virtual Preparatory Academy of Indiana will serve a range of students including some who will need remediated and others who will seek an accelerated curriculum, students from rural, suburban and urban locations as well as students with special needs and circumstances. Our online curriculum can support the academic needs of this wide range of students and it provides excellent support for special education students as well as English Learners by combining words and images, as well as audio and visual content.

There are three non-academic challenges that have been discovered by school districts that dedicated virtual schools have responded to over the last decade:

- 1. Inequities in access to computer devices by families*
- 2. Connectivity challenges or lack thereof primarily in rural and urban homes*
- 3. Appropriate adult supervision and engagement with students- This is usually a result of parents/guardians having to work or inability to commit the necessary time as a Learning Coach.*

The Virtual Preparatory Academy of Indiana is prepared to address the first two issues of access by offering a computer device, such as a Chromebook, and an ISP reimbursement option for those families who need it. The school will budget for cellular Wi-Fi hotspots to provide a high-speed Internet connection for those students without cable/DSL options in their home. The third issue will be handled by proactively communicating our upfront expectations for student and parent engagement during the enrollment process, in the school handbook, and during the student and parent onboarding training. Teachers and administrators will maintain high expectations throughout the school year and will use best-in-class engagement data analytics to work with students and parents/guardians to keep students on track.

2. Describe the rationale for selecting the location and the student body.

As a statewide school, having the administrative office located in Indianapolis provides parents and staff equal access to the administrative operations of the school. As the largest city in the state and the capitol, it also provides access to more teacher and administrative talent, along with business and government resources.

The Virtual Preparatory Academy of Indiana will not select the student body but instead will accept any K-12 student who resides in the state of Indiana as long as the school continues to maintain the state-required 60% of prior public school students. If there are grade-level enrollment restrictions due to teacher capacity or caps, the school will hold a random lottery per guidelines defined in state law.

Education Plan/School Design

1. Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model.

The Virtual Preparatory Academy of Indiana believes that maximizing student engagement is a key component for student academic and personal success and this is a non-negotiable. The Virtual Preparatory Academy of Indiana will seek to have all students engaged in putting forth their best effort. The school will have unique student engagement tools and data that will support teachers and parents in ensuring their students are engaged and being supported in their learning activities.

Personalized instruction and continuous progress monitoring are cornerstones of the Virtual Preparatory Academy of Indiana model. The school's educational approach features innovative curricula, a high degree of connectivity and personalized attention, intensive teacher training and inquiry-based student-centered learning. Its program focuses on practical application of knowledge and strong parent and community involvement with the school. Through effective use of technology, it enables teachers to custom-tailor academic programs to students' unique skills and interests, aimed at optimizing the student learning experience. The Virtual Preparatory Academy of Indiana enables a personalized learning experience, tailor-made for each student.

The Virtual Preparatory Academy of Indiana is built upon a strong research-based foundation that supports three pillars of student learning and success.

***Pillar 1:** All students will experience an Indiana fully aligned curriculum leading to mastery of academic skills delivered through the use of collaborative technology.*

***Pillar 2:** All families will be engaged in the students' learning activities and provide support for the students' academic progress maximizing the use of learning technologies and electronic communication methods.*

***Pillar 3:** All students will, through peer interaction, develop interpersonal skills through project-based learning and group assignments; and, through specialized counseling support and role modeling, begin to realize their true potential as citizens and participants in the global economy in which they live.*

Each pillar of the Virtual Preparatory Academy of Indiana educational approach stems from proven research and our team's years of experience in effective instructional and administrative practices. The Virtual Preparatory Academy of Indiana teachers are provided real-time data on student engagement and are taught effective strategies for successfully tailoring instructional and curricular supports to individual student needs, ensuring that different learners are all given the best opportunity to succeed. The uniqueness of this approach also gives each teacher some autonomy with their lessons.

2. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

The description should include, at a minimum, the following items:

- Basic learning environment (e.g., classroom-based, independent study, virtual),
- Class size and structure,
- Overview of the curriculum,
- Use of technology in delivering instruction (if applicable),
- Plans for ensuring the school is staffed with highly effective teachers, and

- Evidence-based support.

The philosophical pedagogy that will be emphasized and practiced at the Virtual Preparatory Academy of Indiana will meet the mission and vision of the school. The school will use world-class content and college preparatory skill building in the core subjects of language arts, mathematics, science, and social studies while providing students access to other subjects such as fine arts, world languages and career focused electives. There will be an emphasis on inquiry-based and project-based learning. Peer interactions will be in small and large classrooms with both synchronous and asynchronous instruction. Our goal is to instill an intellectual curiosity and a sense of each student's unique purpose and strengths for their education.

The Virtual Preparatory Academy of Indiana will use a smart growth strategy by starting the school with smaller, incremental student growth rates of 500 students per year. This allows the school to be more responsive to students and not become overwhelmed with sudden growth. This is deliberate and a result of lessons learned and observed from other virtual schools in Indiana and throughout the nation. Class sizes will be conducive to ensure teacher-student engagement and promote the various methods of instruction. Teachers will be provided with upfront and ongoing professional development to ensure effective management of synchronous and asynchronous instruction. The overall student-to-teacher ratio for the school will be 33:1.

The ACCEL Schools curriculum proposal for the Virtual Preparatory Academy of Indiana is aligned to the Indiana Standards and includes a robust offering of classes that includes core subjects for all grade levels, Honors and Advanced Placement, credit recovery courses, electives, and Career Technology, along with an array of supplemental courses for specific student needs. Below are highlights of our course content providers:

Grade K-5 Curriculum- Accelerate Education

Accel Schools is proud to partner with Accelerate Education as the curriculum content provider for grades K-5. The Accelerate Education curriculum is a comprehensive course offering that delivers a rich personalized learning experience for every student. These courses use project-based lessons and authentic learning assignments that help students apply their learning to build higher level thinking and digital skills. Accelerate Education's courses have passed the most rigorous standards-based reviews. Including being fully accredited by the Cognia/North Central Association Commission on Accreditation and School Improvement (NCA CASI).

Grade 6-12 Core Subjects and Electives- StrongMind Curriculum

ACCEL Schools is proud to partner with StrongMind for grades 6-12 course content. StrongMind provides immersive courses, both General and Honors, as well as a variety of electives that elevate the student experience and challenge the way they think. StrongMind's robust digital courses empower and support students no matter where they are on their educational journey. The company's digital curriculum has been awarded Emmys® (regional), CODiEs, Tellys, and EdTech.

Credit Recovery and Advanced Placement (AP) Courses- Accelerate Education

The credit recovery courses are designed to serve students seeking to recapture credit for courses previously taken. The program allows students to follow an individualized path based on preassessments and progress at their own pace while being excused from material for which they have demonstrated mastery. These individualized, self-paced, standards-based courses are intended to keep students on track for graduation.

AP Courses are available in Mathematics, Language Arts, Spanish, Science, and History/Government.

Elective and CTE courses- eDynamic Learning

ACCEL Schools will also partner with eDynamic Learning to offer additional Elective and Career and Technical Education (CTE) courses. eDynamic Learning is the largest publisher of CTE courses in North America offering over 150 courses in middle and high schools. The CTE courses offered follow the National Career Clusters categories. ACCEL Schools curriculum department will work with school leaders to develop an elective and CTE course offering for the 2021-2022 school year. All eDynamic courses are designed and written with engaging curriculum narratives that employs backwards design methodology to support best practices on how today's students learn. Each lesson is organized in manageable sections of text with the integration of visuals to keep students engaged. Teachers can also customize course units and lessons providing more personalization for students.

Supplemental Curricular Resources

To address the wide range of learners at the Virtual Preparatory Academy of Indiana, a variety of additional resources will be utilized by teachers. Students and teachers will have access to additional tools through supplemental resources that may include, but are not limited to:

Brain Pop – *Brain Pop is an online animated curriculum-based content that is aligned to state education standards. The site includes video, game, quiz, and activity sections for science, health, writing, reading, social studies, and math based on national education standards.*

IXL – *iXL - is an interactive online learning solution that helps teachers personalize instruction through comprehensive curriculum, continuous diagnostic, personalized guidance, and analytics.*

Reading A-Z – *Reading A-Z is an instructional content platform that provides thousands of downloadable, projectable, printable teacher materials, covering all the skills necessary for effective reading instruction.*

Newsela – *Newsela is an instructional content platform that provides teachers and students with access to 20+ genres of content to support core instruction, like primary sources, reference texts, 18 essays, fiction, issue overviews, and more—all at 5 reading levels.*

DIBELS – *DIBELS provides a battery of short (one minute) fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring in Kindergarten - 8th grade*

Webinar Platform- Big Blue Button

The Virtual Preparatory Academy of Indiana will provide live instruction through the Big Blue Button Webinar Platform. The webinar software is used for synchronous collaboration between teacher and students and among students. When working on a project, students can go to the teacher's virtual office and work together on a project. They have use of a whiteboard, typed chat, voice chat and webcams to do this. Documents can be file transferred while in an online session, and the moderator can share his/her desktop to show, in real-time, how to accomplish a task. If the student is given moderator rights, the student will be able to share his/her desktop or application with other students. Multiple students can all edit a document at the same time and can all view the changes simultaneously, if given permission to do so. Additionally, if a teacher is holding a whole-class meeting in his/her virtual office, he/she can create "breakout" rooms where collaborative groups can meet to discuss a project or work on content.

The Virtual Preparatory Academy of Indiana model is designed specifically to leverage the online medium and incorporates audio, animation, language translations, and images to keep students interested and engaged. Specially curated web-based resources have already been collected and will continue to be collected by the staff to further enhance the curriculum to go above and beyond the typical vendor curriculum. The curriculum is designed to capitalize on the best opportunities that the online school has to offer for both synchronous and asynchronous learning. The online curriculum can support the academic needs of a wide range of students, and it provides excellent support for special education students and English Language Learners by combining words and images,

as well as audio and visual content. Instructional delivery will be both synchronous, asynchronous and a combination of the two.

ACCEL Schools believes in offering students and teachers the best online learning courses and instructional tools available today! We are constantly reviewing the very best course content so we can provide our partner schools the "best-in-class" offering. We integrate these great courses with a powerful Learning Management System and Student Information System to create the ACCEL Management Platform (AMP) for Education providing students, parents, teachers, and administrators with a single sign-on, consistent user experience. The AMP system allows teacher to truly personalize learning and allows school administrators to operate an efficient online school centered on data.

Learning best occurs when the teachers are well-prepared, best practices are employed, the students are engaged, and the lessons are designed based on individual needs. The proposed school staff will all have prior teaching experience at either brick and mortar schools or online environments. Staff may have received teacher preparedness courses from their university programs but not at a level to demonstrate competency with online instruction. We will provide numerous hours of in-services on online student engagement, boosting achievement in the online environment, working with subgroups in the online environment, and many other topics. In addition, teachers will also receive more than forty hours of staff development before the school year begins. Ongoing training will continue throughout the school year, based on detailed assessments of staff needs. Along with participation in online professional learning communities, staff will be trained in techniques of differentiated instruction, enabling them to identify students' learning styles and to create learning activities compatible with the students' needs. Concurrently, the School will use various assessments to enable students to demonstrate their understanding of concepts and skills. These assessments will also be used to develop additional lessons that address individual student needs.

The Virtual Preparatory Academy of Indiana will continuously develop and update teaching strategies through instructional reflections and by remaining current on new and developing research. This includes a specific focus on developing best practices in teaching in an online environment. These teaching strategies ensure that students are given every opportunity to succeed and that the Professional Development program remains fresh and useful. The School provides a 1:1 groundbreaking tutorial that supports students with highly qualified teachers, coaches and mentors vested in the student's personal success. The Virtual Preparatory Academy of Indiana opens portals of opportunity for students to choose the college or career path that suits them best.

Assessment System

ACCEL Schools implements numerous assessment tools for students and would propose the following for the Virtual Preparatory Academy of Indiana in order to determine student educational needs and measure improvement in performance over time.

1. *Incoming Assessment - All new students coming into the Virtual Preparatory Academy of Indiana will be assessed for learning readiness using a computer adaptive, nationally normed test. The results from this initial assessment will assist teachers in developing a personalized plan for each student against Indiana Academic Standards.*
2. *Ongoing Assessments – Once a student is enrolled at the Virtual Preparatory Academy of Indiana and has finalized his/her personalized plan with an advisor, the student will participate in a variety of performance assessments from time to time to monitor their progress and modify their academic program keeping them on track for academic success. These assessments include:*
 - *Short Cycle Assessments*
 - *Course level Assessments*

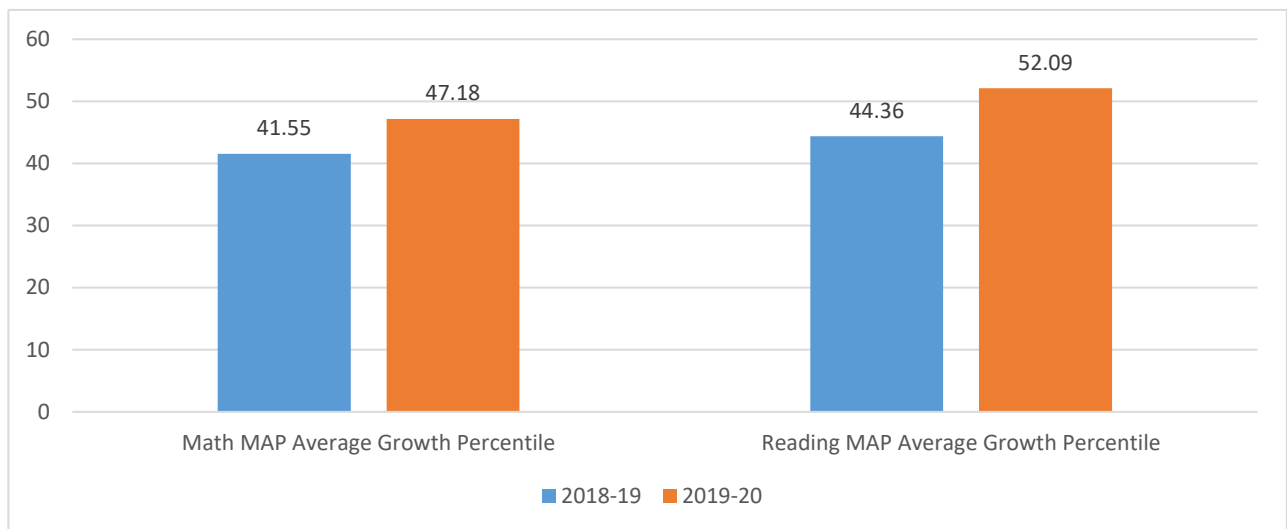
• *Computer-adaptive Nationally Normed Assessments: The assessments are taken three times per school year by all students. Baselines (Incoming Assessment) are established the first month of the school year. Once a baseline has been established, performance is measured two more times – winter and spring.*

3. *State tests: The State of Indiana system of assessments measure student achievement in learning the state content standards.*

Online School Evidence of Effective Curriculum

*Using the NWEA MAP testing results from a current Accel partner online school, we can show the online school curriculum is effective. ACCEL became the operator of this online school late in the summer of 2018. It was too late to implement a new Learning Management System and curriculum, so the same academic program of the prior operator was used. Now in the second year of operating this school, the school is benefiting from ACCEL's new Accel Management Platform (AMP) system including new curriculum, new Learning Management System, new assessment strategy, new teacher instructional tools, and new professional development implemented. The Fall to Winter academic growth from this school year can be compared to the Fall to Spring growth (see note¹) from the last school year. **Figure 1** below shows the data for these two years. The data presented are averages of the Median Student Growth Percentiles for grades Kindergarten through 10th grade. NWEA MAP provides a breakdown of Median Student Growth percentiles by grade. Comparing the average of these for the 2018-19 and 2019-20 school years, there is a statistically significant increase ($p < 0.001$) in both Mathematics and Reading.*

Figure 1: A Comparison of the Average Growth Percentile for Math and Reading using NWEA MAP



*Note: The school did not have a Spring 2020 administration of the NWEA assessment. If they had, we anticipate the growth gains would have been even greater.

4. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.

Throughout this document are multiple references that distinguish our virtual model compared to others. To summarize, they are:

- *Smart enrollment growth*
- *Strong governance by experienced School Board members*
- *Experienced and recognized ESP partner with industry leadership in online learning curriculum design and instructional best practices*
- *Curriculum fully aligned to Indiana Standards*
- *Deliberate focus on assessment and differentiation*
- *Teacher quality and continuous professional development*
- *Emphasis on student and parent engagement*
- *Small and large group project-based instruction*
- *High expectations and accountability for all*

The Virtual Preparatory Academy of Indiana will achieve its' goals as a result of constant and consistent evaluation of the curriculum, instruction, student performance, operations, and leadership.

5. For Blended Learning Operators Only: As described in IC § 20-24-7-13, Indiana statute defines a virtual charter school in the following manner: a virtual charter school “means any charter school, including a conversion charter school, that provides for the delivery of more than fifty percent (50%) of instruction to students through: (1) virtual distance learning; (2) online technologies; or (3) computer based instruction.” Describe the number of hours per day that instruction at your proposed school will be delivered through virtual distance learning, online technologies, and/or computer-based instruction. Does your proposed education model meet the definition of a virtual charter school as defined under Indiana law? If yes, please ensure your budget assumptions reflect Indiana’s funding formula for virtual charter schools.

NOT APPLICABLE

Community Engagement

1. Describe the relationships that you have established to generate community engagement in and support for the proposed school.

Essential partnerships that we want to establish are those that support, understand, and respect the complexity of virtual education. These individuals and organizations will be:

- *Betsy Wiley - Executive Director – Hoosiers for Quality Education*
- *Marcie Carter-Brown – Director – Indiana Charter Schools Network*
- *Robert Enlow – CEO and President – Ed Choice, Inc.*
- *Brandon Brown – CEO – The MindTrust*
- *Dr. John Keller – Chief Technology Officer – Indiana Department of Education*
- *Dr. Todd Bess – Executive Director - Indiana Association of School Principals*
- *Dr. Vince Bertram -President and CEO - Project Lead the Way*

- *Buck Institute for Education- PBLworks.org- Project Based Learning Works!*

In addition, we will identify regional community partners to provide student testing sites around the state. Ivy Tech has been a partner with other virtual schools and we anticipate having a similar relationship with them. It is also the desire of the school to identify other regional partners that would have space for testing.

Another potential partner can be the local hospitals or health organizations that offer physical and mental health support for our students and their families.

2. Describe how you have assessed demand and/or solicited support for the school and summarize their results.

It's no secret across our nation that schools and parents are faced with the most difficult decisions whether they should return their students to their traditional brick and mortar school or whether they should accept remaining in a virtual learning environment. The distinct challenges that schools face are that they are not accustomed or trained how to instruct in a virtual environment. Teachers are challenged with having to create their own online lessons, using a video interactive platform that is foreign to them and one not designed for teaching in a K-12 environment. The results of multiples polls across the nation demonstrate a near even split between parents who want their children to remain in their brick and mortar classroom and those who want their children to remain in a virtual classroom that will protect the health of the students and/or teachers. Again, with all due respect to the schools across the nation, our expertise is providing the content through a Learning Management System as well as the training that allows teachers to teach using our technologies that engage our students with a high quality curriculum. Families need to be in a position to accurately evaluate an abruptly organized school district's virtual program compared with a school like ours that can effectively demonstrate, from an organizational and educational perspective, the value of years of experiences in this educational environment.

Leadership and Governance

1. Provide an overview of the proposed network governance, management structure, and leadership team.

As referenced previously, the governing Board is very diverse in their work experiences and understanding of the operations of a school. This Board has already established a partnership and working relationship with the national and local leadership of the Education Service Provider. Through each step of this process from the Letter of Intent, to the full proposal, and, hopefully, an eventual charter for this school, the Board will be active participants and provide input. The Governing Board is responsible for setting school policy, approving school budgets, and ensuring the school is succeeding in its mission to serve Indiana students effectively.

Accel Online Indiana LLC is a subsidiary of Accel Schools and is the proposed Education Service Provider. The School Board would contract with Accel Online Indiana LLC and Accel would employ all staff at the school and provide most services.

The Head of School would be the senior administrative leader at the school and would be hired as soon as possible following the school being chartered with the expectation to work with and alongside of the Board. The Head of School will have overall responsibility for school academics and operations. The Head of School will be the primary contact with the Virtual Preparatory Academy of Indiana School Board and will report directly to senior leadership at ACCEL Schools. ACCEL Schools will also hire an Assistant Head of School, Special Education Manager, a Guidance Counselor and a Student Advisor, a Registrar, and an Administrative Assistant who will all report to the Head of School. Accel Schools will provide full-service school academic, operational, technical, and

business/financial support services to School. These positions are part of the ACCEL Schools shared services structure and will be assigned on either a part or full-time basis, depending upon the need of the school.

2. Identify the strengths of the proposed governing board and leadership team.

The governing board members' work backgrounds demonstrate multiple interactions with public and private organizations that include school districts, the Department of Education, State Board of Education and Higher Education. Having this core base of knowledge will assist the Board with leading this school as it relates to the academics, assessments, fiscal accountability, and human resources.

- The Board President is a retired attorney and very familiar with school law and state governance having served in roles for the following agencies: Indiana Education Employment Relations Board, Indiana Department of Education, State Board of Education, Hamilton-Boone-Madison Special Services Cooperative and Indiana Department of Mental Health.*
- The Board Vice President has been a recognized middle school teacher in the MSD of Pike Township, Indianapolis, a trainer, facilitator and curriculum developer in the Agri-Seed business and a former President of Kaplan University, a higher education virtual college, prior to its' purchase by Purdue University.*
- The Board Secretary is a recognized former Indiana Mathematics teacher and student assessment expert who has served in multiple roles in agencies such as: Director of Assessment, Project Lead the Way, Senior Director of Accountability and Assessment Indiana State Board of Education, Chief Accountability and Assessment Officer Center for Education and Career Innovation*
- The Board Treasurer has worked in the education technology field and currently is the Senior Director of School Relations Indiana, Kentucky &, Illinois for Waterford, a primary grades technology platform that remediates and accelerates math and reading skills for elementary students. Prior to his current position he worked for Pearson Education as Senior Account General Manager Responsible for the entire Pearson PreK-12 portfolio focused on the implementation of large-scale learning systems at the elementary, middle and high school grades in Indiana.*
- The final Board Member work experience has been in the area of Cyber Risk Security. His experience includes IT auditing and assessments, IT risk and compliance, and information security business analysis and project management. Most importantly, this Board member has two adult sons who attended and graduated from the first statewide virtual school. He and his wife were very active parents within and outside of that school. He has a unique understanding as a parent on the needed commitment of support and oversight for virtual school students.*

The leadership team of this school has yet to be identified but it is our goal that we hire a Head of School who has experience and an understanding of the complexities of virtual education. Once the Head of School is hired, he/she will then determine the membership of the administrative team.

3. Explain how the governance and management structure will provide for stable, effective governance and leadership for the proposed school long term.

The founding board of the Virtual Preparatory Academy of Indiana is a seasoned group of former and current educators, technologists, and business owners who are well positioned to provide the required leadership and governance of a new virtual charter school. The proposed Education Service Provider consists of many of the original pioneers of public virtual schooling in the United States and in Indiana. Their collective experience of best practices in virtual schooling and education in general will result in the Virtual Preparatory Academy of Indiana as

a remote learning leader in the state. Indiana students and families will be the benefactors of this quality public virtual school.

Consistent and transparent communication is key to any successful organization. Accel Schools will provide the School Board with data on an ongoing basis through monthly reports and an annual state-of-the school report. Based on the prior year results, the annual school improvement plan will be reviewed in detail at a school board meeting prior to submission to the authorizer and Department of Education. The School Board will also receive the results of annual parent satisfaction surveys and all reports and results from the authorizer and the Department of Education. Accel Schools will insist that all school-based staff and support staff work collaboratively with the School Board and authorizer to ensure school success.

The School Board will create a committee to work on expanding the board membership to seven members. This committee will continue to seek out future board members to take advantage of the statewide pool of candidates this unique school allows for.

4. Describe how the school will be contracting with the chosen ESP (if applicable).

The School proposes to contract with Accel Online Indiana, LLC to provide management services and the educational program for the school. Administrative and teaching staff will be employees of Accel Schools.

Facility Plan (Applicant is in the Process of Identifying a Facility)

1. Describe, with as much detail, the plan for identifying a target location for the proposed school(s). Include the following:
- Brokers and/or consultants employed to navigate the real estate market,
 - Plans for renovations,
 - Timelines, and
 - Financing

As referenced above, the school administrative office will be located on the northside of Indianapolis. The preliminary goal is to secure office space of approximately 5,000 square feet that will house the administrative team for the school. Providing that the Board is approved to open the school, we have an Accel Schools facilities team whose role is to identify potential office and/or school facilities. We anticipate securing office space no later than May of 2021 with a move-in date no later than July 2021.

Teachers will work primarily from a home office but may visit the administrative office for planning, professional development, or student/parent meetings. The facility will host the School Board meetings as well as other meetings, as needed. The facility layout will include several offices, flexible classroom/meeting space, conference rooms, storage room, and a staff breakroom. The school will be looking for a flexible office space layout that allows the staff to adapt the room size for some events.

2. Describe the organizations capacity and experience managing the state and local health and safety requirements as described in IC § 20-26-7, 20-24 for facilities.

The School Board and Education Service Provider have extensive experience working with the Indiana Department of Education and Department of Health. We are capable of managing the state and local health and safety requirements for opening and operating the Virtual Preparatory Academy school administrative facility.

3. Detail the specific interactions the applicant group has had with state and local agencies to determine whether the identified facilities are suitable and affordable.

Since this is a virtual school and the facility serves primarily as an administrative facility, we are confident that we can find suitable and affordable facilities. The School Board and Education Service Provider are more concerned about finding the best facility in the desired region of metropolitan Indianapolis, that is safe and easily accessible for parents and staff.

There is consistently available office space in the Parkwood Office Park, Duke Properties along with other office buildings close to Meridian and I-465.

4. Explain the inputs, including specific sources of information, the applicant group has used to project all facility related costs. *These inputs should be reflected in the facility related expenses included in the 5-Year Budget.*

The School Board and Accel Schools researched currently available, similar Indianapolis offices for their lease rates and utility costs. We also used publicly available data on other Indianapolis-based virtual schools.

Facility Plan (Applicant has Identified a Facility)

1. Indicate the street address and applicable school district:

TBD office- Target area would be in the MSD of Washington Township

2. Describe the facility, including whether it is new construction, part of an existing public or private school building, or part of another type of facility.

Existing office building

3. Explain in detail any anticipated construction or renovation costs. *These should be described in the budget narrative and reflected in the 5-Year Budget.*

We hope for a move-in ready administrative office but are prepared to do minor construction/renovation to get the office layout that makes most sense for the school.

4. If possible, provide a layout and description of the proposed facility, including the number of classrooms, common areas, recreational space, any community facilities, and any residential facilities.

*A sample of a proposed administrative office layout is in **Attachment A**.*

5. Explain how the facility will meet the needs of the targeted student population and any students who are physically challenged.

The school administrative office will be ADA compliant.

Financial Plan

1. Present a detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the 5-Year business plan. The budget narrative should detail the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).
 - Per-Pupil Revenue
 - Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends.
 - Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

See **Attachment B** for the 5-year budget and narrative

INNOVATION

Education One is particularly interested in applicants that propose school models with strong potential to accelerate student success through dramatically different school designs, instructional strategies, use of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.

Summarize the innovation(s) embodied in the proposed school design. The summary should include, at a minimum, the following:

- An explanation of how the proposed model is fundamentally different than typical school models, specifically those found in the district in which the charter school will be located
- Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model
- An explanation of how the model will still permit Education One to hold the operator to the same high accountability standards to which it holds all authorized schools

An educated person in the 21st Century will be versed in the use of technology as a tool for communications, research, computations, analysis, and a range of other purposes. They will have an understanding of national history and culture as well as a sense of the workings of the world and of his or her place in local, national and global communities.

The uniqueness of our school is an emphasis on project-based learning with students working together in a virtual world. We, as adults, are experiencing this shift of thinking and its implications of working in a virtual world that has minimized face to face interactions. Our students will learn how to use the same technologies that our teachers use in their instruction emphasizing both small and large group interactions.

The school will also provide virtual field trips to museums, different countries, and different cultures. In-person field trips, college visits, career exploration trips, and other in-person activities will resume based on guidance from the state and direction of the School Board.

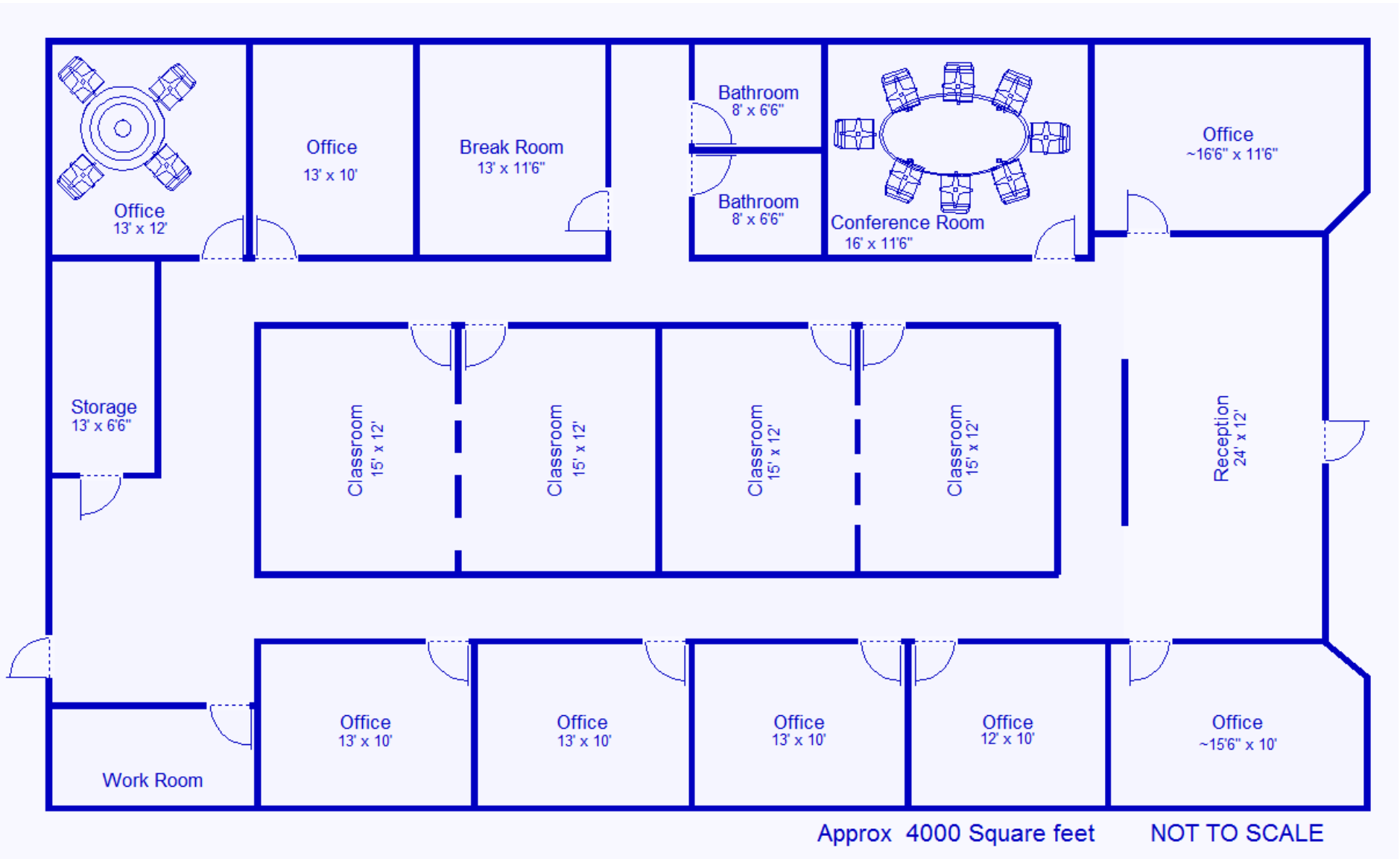
Indiana parents have become more informed consumers of remote learning and now understand the difference between what traditional schools provide compared to an authorized virtual school. The Virtual Preparatory Academy of Indiana will provide a statewide outreach program that makes Indiana parents aware of this quality virtual school. We will use multiple marketing channels including but not limited to mass media, social media, and print communications.

It is public knowledge that virtual schools have not always had the academic success that they have desired. We believe that we have mitigated many of these obstacles preventing academic success based on lessons learned in this environment. Virtual Preparatory Academy of Indiana will a) start and manage enrollment growth; b) maintain reasonable teacher-to-student ratios; c) focus on effective student onboarding and parent engagement requirements; d) provide constant and deliberate professional development for teachers; and e) assess our students regularly to allow for remediation or acceleration of their grade level curriculum.

There is no virtual school located in the MSD of Washington Township although it is assumed that there are students within that district who attend a virtual school. There are specific criteria of why families select a virtual school for their students and it is not our goal to disrupt the district where our administrative office will be located by target marketing to their students. Instead, we will provide a statewide awareness campaign which will allow families to make an educated choice of what the best virtual learning environment for their child(ren). We believe that the quality of our school and, its' leadership and instruction will become the standard bearer for virtual education within Indiana regardless of student location.

High expectations and accountability are part of the culture at Accel Schools and will also be at the Virtual Preparatory Academy of Indiana. The School Board members will hold Accel Schools accountable for this and Trine will hold the School Board accountable. We will work collaboratively toward the same result- student success.

**Attachment A: Virtual Preparatory Academy of Indiana
Proposed Facility Layout**



Attachment B

Virtual Preparatory Academy of Indiana Budget Narrative

STUDENT ENROLLMENT & DEMOGRAPHICS

Enrollment & Grade Level Mix:

Beginning in the 2021-22 school year, enrollment is projected to serve 500 students, with the school growing to a maximum enrollment of 2,500 students by 2025 -26.

In year one of operations, Virtual Preparatory Academy of Indiana school will enroll students in grades K through 10, expanding in 2022-23 to serve grades K-11, and serving all K-12 grades in all subsequent years.

The enrollment and grade level mix are projected at:

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	500	1,000	1,500	2,000	2,500
K-5	40%	40%	40%	40%	40%
6-8	30%	30%	27%	25%	28%
9-12	30%	30%	33%	35%	32%
Key Assumption:	Grade K-10	Grades K-11	Full K-12 Offering	Full K-12 Offering	Full K-12 Offering

Student Re-enrollment Rate:

At the end of each school year, students either graduate from the school or their parents/guardians decide to voluntarily withdraw them. The budget assumes a projected reenrollment rate of 75%.

In-Year New Enrollments vs. Withdrawals:

New student enrollment continues throughout the school year, peaking in July through September. Overall enrollment is partially offset by students who are withdrawn for a variety of reasons.

Student Demographics:

We project the following student demographics at Virtual Preparatory Academy of Indiana:

- Special Education: 15%
- English Language Learners: 1%
- Economically Disadvantaged: 48%

REVENUES

In the forecast for 2021-22, we assumed state foundation funding of \$7,128 per pupil; calculated using the FY21 state tuition support at \$4,848 per pupil and using the complexity index funding of \$2,280 per pupil based on publicly available reports of currently operating statewide virtual charter schools. Special Education funding was calculated assuming a similar population of students served at current virtual charter schools, resulting in incremental Special Education funding of \$1,667 per pupil.

Funded Enrollment, or the percent of total Average Daily Membership (ADM) enrollment expected to receive 100% of possible per pupil funding, is budgeted at 94%. Student mobility is the primary reason for this conservative estimate of funded enrollment and the school will strive to improve on this assumption during the school year.

Federal revenues were calculated based on per pupil rate assumptions. The budget used a Title I rate of \$328 per pupil and an IDEA funding at a rate of \$1,650 per pupil.

The budget includes a loan advancement to cover start- up expenses incurred before the school opens. The School Board may choose to seek a commercial operating loan from a bank or the State. Accel Schools is prepared to support the School with a

start-up loan, if needed. The budget assumes an interest rate of 4% and assumes repayment in full by the end of 2023 -24.

COST & EXPENDITURES

Key Assumptions:

Most school expenditures are variable costs based on student enrollment and subsequent staffing ratios. Fixed costs represent a much smaller percentage of total costs. Examples of some of the fixed costs include Office Expenses and Office Rent.

Budget lines containing an asterisk signify that the service is provided by Accel Online Indiana LLC, "Accel".

The budget assumes a 2.5% inflation cost increase year-over-year of all appropriate items.

Salary assumptions were based on Indiana-specific market research and include year-round staffing needs.

Staffing benefits cost assumptions include health benefits at 20% of salaries, payroll taxes at 10% of salaries and a 4% contribution rate for a retirement plan. Additionally, a 2% annual salary raise was budgeted, as well as a \$70,000, or 5% of payroll, initial bonus allocation for year 2021-22. This bonus allocation covers all school-based staff and would be in addition to any Teacher Appreciation Grants awarded by the state. This annual bonus allocation scales accordingly with staff in subsequent years beyond 2021-22.

Staffing:

The overall general education student-to-teacher ratio is 44:1. The special education student-to-teacher ratio is 25:1. (This ratio is for budgeting purpose only and does not imply special education students will be served in a self-contained classroom.) The school will also have a licensed guidance counselor and advisor.

Administrative staffing in year one includes a Head of School, Assistant Head of School, Manager of Special Education, Registrar, Attendance Officer and Administrative Assistant. Additional administrative roles will be added in year two and beyond as the school scales.

General Education Staffing:

The Staff Recruiting expense covers recruiting costs of new school-based staff members.

The Teacher Leadership Program expense supports the additional cost of teachers who volunteer to participate in supplemental leadership roles that support and mentor other teachers on their team.

The Staff Training/Professional Development (Teachers) budgeted expense covers travel for in-person teacher professional development and any miscellaneous training not provided by Accel Schools.

Student Support Staff:

Contracted Pupil Health Support are budgeted to cover expenses related to contracted school health and nursing services.

Curriculum Materials, Supplies, and Support Services:

The Curriculum & Materials, AMP System, and Instructional Support Services* expense was calculated using the Accel Fee Schedule and includes:

- Core Curriculum
- Elective Courses
- CTE Courses
- Advanced Placement (AP) Courses
- Supplemental Instructional Support Programs
- ACCEL Management Platform for Education (AMP)
- Synchronous Online Instructional Tools
- Online and Physical Textbooks
- Teacher Professional Development

The School Operations Support Services* expense was calculated using the Accel Fee Schedule and includes:

- Human Resources
- Records Security and Management
- School Leadership Support and Development
- Accreditation Support
- External Reporting Support
- State Testing Support
- Legal Support
- Board Relations
- Staff Technology Support
- Special Education Support
- Gifted Program Support
- Homeless and Migrant Services Support
- School Counseling and Family Support
- Accessibility Support
- ELL Support
- Additional recruiting fees if needed

The Student Technology Support Reimbursement expense covers internet service reimbursement costs for those families who need it. It also considers the students who are enrolled during the summer months.

Student Computers and Software are budgeted to cover the computer hardware and software distributed to students.

The Student Technology Assistance Services* expenditures include:

- 24/7 Technical Support Through Online Help
- Live Phone Support via Accel Support Services to Parents and Students on Monday-Friday 9:00 a.m. to 7:00 p.m. (ET)
- Oversight, Logistics and Fulfillment Service for Student Computer Distribution, Reclamation and Refurbishment

Student Testing (Administration and Facilities) cover expenses associated with administering state assessments including the leased facilities, as well as the setup and maintenance of computers for any online testing.

State Testing (Travel) covers the travel and other related costs associated with proctoring annual testing.

Student Academic/Career Activities Program Expenses are budgeted to cover expenses for academic and career related student activities outside the classroom.

Special Education Staffing, Supplies, Materials, and Resources

The Special Ed Program Support Services* expense is calculated using the Accel Fee Schedule and includes:

- Special Education Protocol Development
- Special Education Training and Professional Development
- Special Education Oversight and Compliance Support
- Provide guidance on IEP Management Software
- Provide guidance on Assistive Technology Procurement
- Special Education Service Provider Coordination
- Accessibility Support
- 504 Plan Guidance
- At-Risk Population Support Services

- Homeless and Migrant Support
- School Counseling Support
- Gifted Program Support
- ELL Support (provided by ESOL/TESOL certified leaders and teachers)

Special Education Direct Service Providers expense covers the costs for licensed, contracted service providers such as speech therapists, occupational therapists, etc.

IEP Management Software, Alternative Curriculum and Assistive Technology covers the software, curriculum, and technology costs for some Special Education students.

Extended School Year (Special Ed Staffing) covers the costs associated with the additional 5-6 weeks of summer Special Education teacher staffing that may be needed for some students.

School Outreach and Enrollment Expenses:

The Community Outreach and School Website* expense was calculated using the Accel Fee Schedule and includes:

- Development and Execution of Marketing Programs and Tools
- Management of the School Website

The Enrollment Process Fee* expense was calculated using the Accel Fee Schedule and includes:

- Assist parents/guardians with the school enrollment process

Board and Sponsor Related Expenses:

Oversight/Sponsor Fee covers the sponsor oversight fee.

Legal Services cover any board legal expenses.

Other Board Related Expenses cover any other expenses such as Board travel reimbursement or training.

Business, Contracted Services, and Other:

The External Audit expenditure will cover the cost of an independent CPA firm to conduct the audit.

The School Business Support Services* expense was calculated using the Accel Fee Schedule and includes:

- School Financial Services
- Accounts Payable
- School Budgeting & Planning
- Pupil Accounting
- Federal Programs & Compliance Support
- Student ISP Stipend Administration
- Procurement
- Audit Support
- Insurance/Risk Management Support
- Facility Support
- Payroll Services

Liability and D&O Insurance and Association Dues cover the expenses related to these items.

Administrative Travel and Conferences expenses are for school leadership or other staff travel and training expenses.

Office Supplies, Postage, and Copier expenditures are variable costs budgeted to increase as the school grows.

Banking Fees cover expenses related to banking services.

Facilities:

Office Rent (including utilities) was budgeted for a facility in year one and subsequent years, as well as the leasing of Furniture, Fixtures and Equipment.

Maintenance and Repair, Internet, and Telephone cover the expenses related to these items.

In Person Covid-19 Health Measures were budgeted annually to cover any expenses related to these items.

Debt Service:

Interest and Principal expenditures are related to the proposed loan to support the startup period. The school will pursue any available competitive charter school start-up grants available from the state or private foundations. The Board may pursue a commercially available start-up loan, or Accel will offer an option loan to the board at 4%.

Invoice Credit:

Accel service fee credits may be issued at the end of the fiscal year to ensure the school maintains a positive fund balance.

Net Income & Fund Balance:

Projected Cash Reserve of \$18,000 in 2021 -22, with the fund balance as a percent of revenue growing to 1% by year four and continuing to improve through 2025-26.

School Name: Virtual Prep Academy of Indiana						
Enrollment		500	1000	1500	2000	2500
	Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Funding	-	3,349,984	6,869,579	10,565,224	14,443,579	18,511,525
SPED Funding	-	124,992	256,312	394,201	538,908	690,688
Federal Revenue						
IDEA	-	123,750	253,765	390,284	533,553	683,825
Title 1	-	164,000	336,303	517,225	707,092	906,240
Other Revenue						
Advance	27,042	-	-	-	-	-
		Total Revenue	7,715,960	11,866,935	16,223,131	20,792,277
		Revenue Per Pupil	7,525	7,716	7,911	8,112
EXPENDITURES						
General Education Staffing						
General Education Teachers	-	750,000	1,307,277	1,822,904	2,418,772	3,212,732
Benefits, Retirement & Payroll Taxes	-	262,500	457,547	638,016	846,570	1,124,456
Staff Recruiting	-	3,750	3,845	3,942	4,042	4,144
Teacher Leadership Program	-	15,000	20,000	25,000	30,000	35,000
Staff Training / Professional Development (Teachers)	-	30,000	61,519	94,614	129,346	165,776
	-	Total General Education Staffing	1,850,187	2,584,477	3,428,730	4,542,108
Student Support Staffing						
Student Support Service Staff	-	97,000	241,585	430,559	482,138	603,689
Benefits, Retirement & Payroll Taxes	-	33,950	84,555	150,696	168,748	211,291
Contracted Pupil Health Support	-	6,000	12,304	18,923	25,869	33,155
	-	Total Student Support Staffing	338,443	600,177	676,755	848,135
School Administration and Support Staffing						
School Administration and Support Staff	9,167	250,833	310,260	409,260	419,620	496,553
Benefits, Retirement & Payroll Taxes	3,208	87,792	108,591	143,241	146,867	173,794
Total School Staff Bonus Allotment	-	70,000	118,462	164,231	201,923	253,077
	12,375	408,625	537,313	716,732	768,410	923,424
Curriculum Materials, Supplies, and Support Services						
Curriculum & Materials, AMP System, and Instructional Support	-	650,000	1,332,910	2,049,979	2,802,499	3,591,805
School Operations Support Services*	-	451,527	925,915	1,424,032	1,946,776	2,495,073
Student Technology Support Reimbursement	-	153,000	313,746	482,533	659,665	845,456
Student Computers and Software	-	55,000	112,785	173,460	237,135	303,922
Student Technology Assistance Services*	-	75,000	95,662	118,583	154,569	184,343
State Testing (Administration and Facilities)	-	75,000	153,797	236,536	323,365	414,439
State Testing (Travel)	-	25,000	25,633	26,282	26,947	27,629
Student Academic/Career Activities Program	-	20,000	41,013	63,076	86,231	110,517
	-	Total Curriculum Materials, Supplies, and Support Services	3,001,461	4,574,481	6,237,186	7,973,184
Special Education Staffing, Supplies, Materials, and Resources						
Special Education Administration & Support Staff	-	88,000	130,379	203,379	208,528	213,807
Special Education Teachers	-	157,500	329,434	506,660	692,648	887,729
Benefits, Retirement & Payroll Taxes	-	106,925	182,897	271,032	338,500	409,210
Special Ed Program Support Services*	-	56,250	115,348	177,402	242,524	310,829
Special Education Direct Service Providers	-	450,000	922,784	1,419,216	1,940,191	2,486,635
IEP Management Software	-	6,000	6,152	6,308	6,467	6,631
Alternative Curriculum	-	1,864	3,822	5,877	8,035	10,298

School Name: Virtual Prep Academy of Indiana						
Enrollment		500	1000	1500	2000	2500
	Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5
Assistive Technology	-	18,750	38,449	59,134	80,841	103,610
Extended School Year (Special Ed Staffing)	-	5,553	5,693	5,838	5,985	6,137
ELL Lead Teachers	-	60,000	62,749	64,338	65,967	67,636
Total Special Education Instructional Supplies and Materials	-	950,841	1,797,707	2,719,184	3,589,687	4,502,521
School Outreach and Enrollment Expenses						
Community Outreach and School Website*	-	150,000	153,797	157,691	161,683	165,776
Enrollment Processing Fee*	-	50,000	63,775	79,056	103,046	122,895
Total Outreach and Enrollment Expenses	-	200,000	217,572	236,746	264,728	288,671
Board and Sponsor Related Expenses						
Oversight/Sponsor Fee	-	112,882	231,479	356,008	486,694	623,768
Legal Services	-	15,000	15,380	15,769	16,168	16,578
Board Related Expenses	-	10,000	10,513	11,052	11,618	12,214
Total Board and Sponsor Related Expenses	-	137,882	257,371	382,829	514,481	652,560
Business, Contracted Services, and Other						
External Audit	-	20,000	20,506	21,025	21,558	22,103
School Business Support Services*	-	75,255	154,319	237,339	324,463	415,846
Liability and D&O Insurance	-	31,000	31,785	32,589	33,414	34,260
Association Dues	-	3,000	3,076	3,154	3,234	3,316
Administrative Travel and Conferences	-	10,000	20,506	31,538	43,115	55,259
Office Supplies, Postage, and Copier	-	42,500	43,576	44,679	45,810	46,970
Banking Fees	-	1,000	1,025	1,051	1,078	1,105
Total Business, Contracted Services, and Other	-	182,755	274,794	371,376	472,672	578,858
Facilities						
Office Rent (Including Utilities)	7,000	77,000	86,126	88,307	90,542	92,834
Maintenance and Repair, Internet, and Telephone	4,333	47,667	53,316	54,666	56,050	57,469
In Person Covid-19 Health Measures	833	9,167	10,253	10,513	10,779	11,052
Furniture, Fixtures and Equipment	2,500	27,500	30,759	31,538	32,337	33,155
Total Facilities	14,667	161,333	180,455	185,024	189,708	194,510
Debt Service and Financing Uses						
Interest (Advance)	-	-	-	1,082	-	-
Principal (Advance)	-	-	-	27,042	-	-
Accel Invoice Credit	-	(999,498)	(739,344)	(532,213)	-	-
Total Debt Service and Financing Uses	-	(999,498)	(739,344)	(504,090)	-	-
Total Expenditures	27,042	3,744,665	7,715,960	11,866,935	16,142,357	20,503,971
Carryover / Deficit	-	18,061	-	-	80,774	288,306
Carryover / Deficit Balance	-	18,061	18,061	18,061	98,835	387,141
Accel Fees % of Revenue	0%	14%	27%	31%	35%	35%