



# Indianapolis Local Education Alliance

August 20, 2025

# Agenda

- Welcome and Opening Remarks
- PPHS – Charter School Facilities Presentation
- TogetherEd – Charter School Facilities Presentation
- ILEA Q&A – Charter Partners
- IPS Facilities Presentation
- ILEA Q&A – IPS
- Public Comment
- Closing and Next Steps

# **Welcome and Opening Remarks**

# **Charter School Facilities**

# *Indianapolis Local Education Alliance Presentation*

Keeanna Warren, PhD  
August 20, 2025

# About Us

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## Why We Exist

We are here to give each student access to their *next giant leap*—whether that means earning admission to Purdue University or pursuing a different path that reflects their unique goals and aspirations. At PPHS, we set high expectations and provide meaningful opportunities so every student can build a future that excites them.

## How We Do It

We create relationship-driven schools where students are known, supported, and challenged. Our learning is personal, hands-on, and deeply connected to the real world—preparing students for successful independence beyond high school.

## Our Commitment

We offer access and a clear pathway to Purdue University. Every student is known, valued, and empowered to take ownership of their learning and their future.

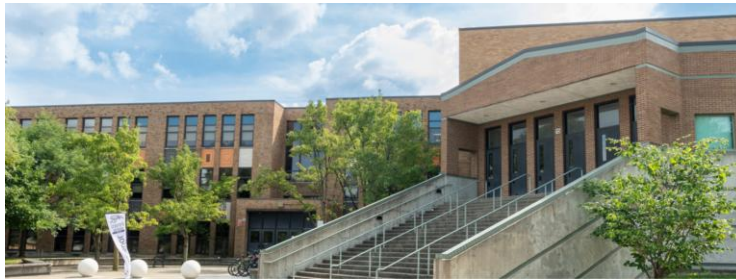
# Our Schools

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**PPHS ENGLEWOOD**



**PPHS BROAD RIPPLE**



**PPHS SOUTH BEND**



**PPHS LAB**

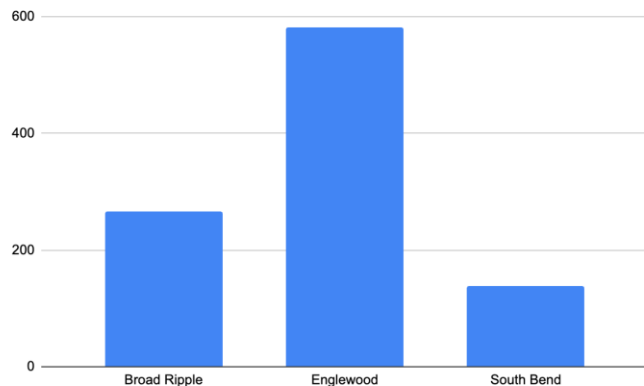


# Enrollment

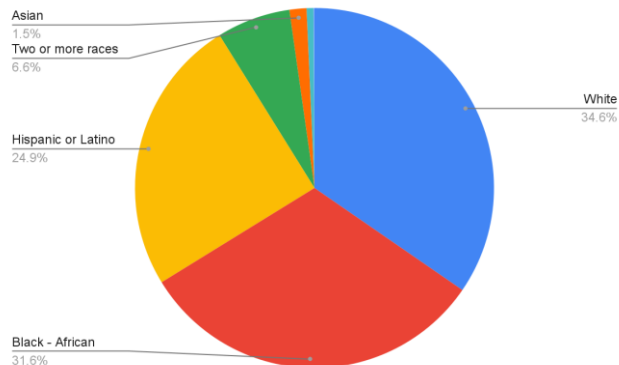
## Total Enrollment

960

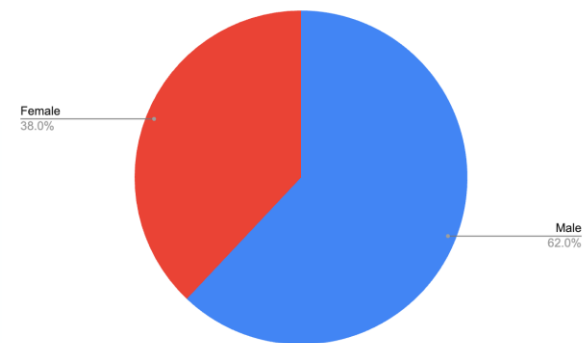
## Enrollment by School



## Enrollment by Race



## Enrollment by Gender





# Our Partnerships Matter

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We are grateful to our **facilities partners**, Indianapolis Public Schools (IPS) and the Englewood Community Development Corporation (ECDC). Even with limited resources, both have consistently put students first—working alongside us to overcome challenges and strengthen our school community.

***PPHS Schweitzer  
Center at Englewood***

# Facilities & Growth Overview

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## Our Flagship Campus

- Opened in the **2017–18 school year** at **The Union 525** in downtown Indianapolis with 150 freshmen.
- Outgrew the space at the **end of the first year**.
- **SY 2018–19 and 2019–20**: Operated on the 4th floor of **Circle Centre Mall** while awaiting permanent facility.
- **2020–21**: Moved into **PR Mallory Campus** as our long-term home.
- Now serve **630 students in grades 9–12**, with 99.52% residing in Marion County.

## Multiple Buildings Supporting Students in a Vibrant, Partner-Rich Community

- **Mallory Building** – 3029 E Washington St. | 53,154 SQFT | 25 classrooms (2nd & 3rd floors)
- **Bunker Building** – 3 Moore Ave. | 12,752 SQFT | 3 classrooms
- **Cornerstone Church** – 2837 E New York St. | 4,000 SQFT | 3 classrooms + 1 conference room

# Strength & Opportunities

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- Embedded in a vibrant neighborhood with strong community engagement
- Character-rich, PPHS-branded building fostering strong student and family identity
- Seamless K–12 pathway with Paramount, including program collaborations
- Space designed for our unique learning model
- High transit access via IndyGo, with top student ridership and planned Blue Line
- Large lot with future expansion potential
- Scratch-cooking facilities for fresh meals
- Rich history and abundant natural light
- Fully equipped Makerspace, labs, and engineering facility with professional-grade tools for projects from design to large-scale builds
- State champion, nationally recognized robotics team and 20+ IHSA sports

# Challenges & Constraints

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- Facilities cost
- No ownership of primary property, limiting long-term investment
- Aging infrastructure requiring significant maintenance (including a new roof)
- No parking for staff, currently parking on a lot that needs remediation
- Limited parking for guests
- Located on busy East Washington Street with Indy go line under development
- No auditorium/gathering space; some classrooms undersized for 28+ students
- Indoor air quality issues and poor acoustics
- No on-site sports facilities
- Limited space for growth, with demand exceeding available capacity

***PPHS Broad Ripple***

# Facilities & Growth Overview

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## Broad Ripple Campus

- **2019–20 and 2020–21 school years:** Located at **1405 Broad Ripple Avenue**, a two-story commercial building with limited classroom space.
- Began with **65 students in grades 9–10** and quickly outgrew the space.
- **2021–22 school year:** Operated across **two locations** — the original Broad Ripple site and the **Storefront Theatre of Indianapolis**, less than 2 miles apart — with students taking classes in both locations.
- **2022–23 school year:** Began using space on the **former Broad Ripple High School** campus at **1115 Broad Ripple Ave.**, occupying the **3rd floor** with 32 classrooms, an auxiliary gym, and a cafeteria.
- Now serve **about 220 students in grades 9–12**, with 96.26% of Broad Ripple students residing in Marion County.

## Multiple Facilities and Resources Supporting Students

- **Broad Ripple Building** – 123,721 SQFT | 3rd floor with 32 classrooms, auxiliary gym, and cafeteria
- Access to **shared athletic fields, gymnasiums, and track** through IPS

# Strength & Opportunities

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- Limited access to sports facilities and a supportive neighborhood association
- IPS covers maintenance
- Space to grow and adapt programming
- Benefits from IPS's scale and systems, including expanded resources, purchasing power, and district-level operational support
- A fully equipped Makerspace and engineering labs provide students with professional-grade tools and space for large-scale projects like go-kart design, robotics, and mechanical builds.
- Growing IHSA sports programs, including soccer, basketball, and track.



# Challenges & Constraints

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- Shared facilities limit customization, impact scheduling, and require coordination with other school communities.
- Limited use of athletic facilities
- Building not designed for PPHS, creating layout inefficiencies.
- 3rd-floor location in an older building with no strong visual identity.
- Lacks PPHS branding (e.g., crimson lockers instead of school colors).
- Kitchen limited to warming only, not full cooking.
- Ongoing Wi-Fi, heating, and cooling issues.
- No ownership or full control over building use.
- Limited parking.
- Governance challenges for event and space usage.
- Classrooms and shared spaces need upgrades to meet modern learning standards.
- Notice of deficiency from OEI due to falling enrollment

# Facilities Goals & Priorities

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- All students in Indianapolis have access to updated, high-quality spaces that meet their educational needs
- Increased access to shared spaces and sports facilities
- Updated, PPHS-branded campuses
- Opportunity to lease or purchase our facilities if it becomes available

***Thank you!!!***

# INDIANAPOLIS LOCAL EDUCATION ALLIANCE

AUGUST 20, 2025

ANDY SEIBERT

TOGETHERED

# Agenda



Facility and  
Transportation Pilot  
Overview (HEA 1515)



Facility Funding for  
Charter Schools



Facility Context for  
Charter Schools



Overview of  
Strengths &  
Challenges

Q&A



Established in 2025 through **HEA 1515**



Requires facilities assessments & long-term plan



Creates **Facilities Pilot + Transportation Pilot**



Built on collaboration: charter schools, community partners, non-public schools



**54** schools engaged  
**21,650** students  
represented in the  
pilots

### **Spring 2025 – Legislation Passed**

- HEA 1515 establishes ILEA
- IDOE begins designing pilot application process

### **Summer/Fall 2025 – Pilot Development & Selection**

- IDOE released application due 8/15
- Schools and partners engaged to discuss transportation and facility assets and challenges
- Indianapolis-based application submitted
- IDOE will review and confirm recipients – October 2025

### **Winter 2026 – Pilot Launch**

- Short and medium term collaboration and innovation pursued by pilot coalition

### **2026–2027 – Ongoing Evaluation**

- Data collection on efficiency, cost savings, and student impact
- Mid-course adjustments informed by early results

### **2028 – Expansion / Policy Consideration**

- Legislative review of pilot outcomes
- Potential to sustain and/or expand efforts

## **Charter School/Network-Owned**

- 23 schools (8 Innovation, 15 Independent)
- Stability, equity, control
- Debt and financing challenges
- Full maintenance & compliance responsibility

## **Lease Arrangements**

- Common entry point for new/small schools
- Strong options if speed/flexible launches are a priority
- No equity, subject to owner's plans/intended use

## **IPS-Owned (Innovation Network)**

- 67% of Innovation students (7,400) in IPS facilities
- Established buildings with more space, higher quality common spaces (i.e. gyms, cafeterias,
- Lower direct costs because of IPS in-kind supports

## **Co-Located/Shared**

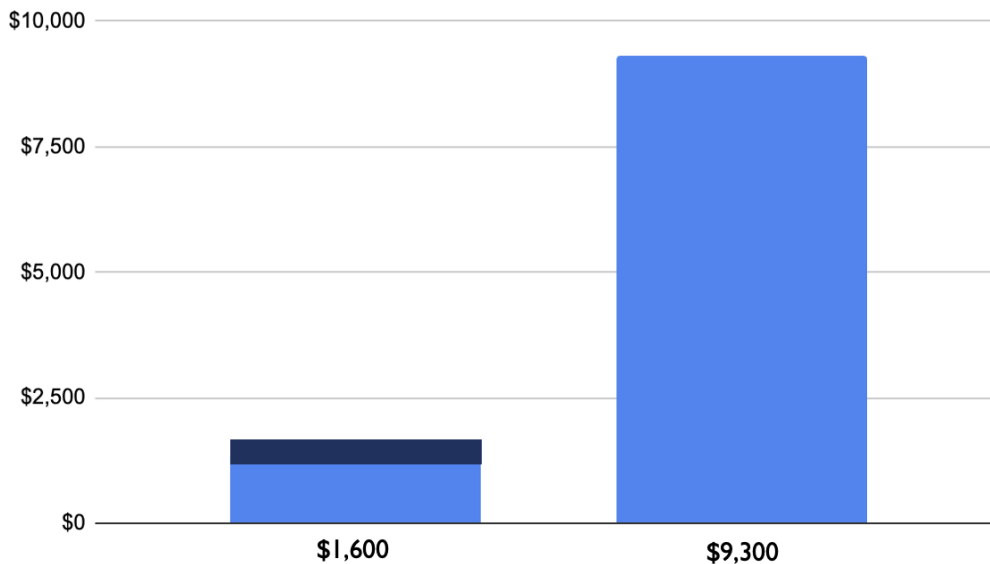
- Space shared with IPS, other charter schools, or community partners
- Cost-efficient, community integration
- Scheduling conflicts, culture inconsistency, risk of displacement depending on ownership structure



## FACILITY FUNDING FOR CHARTER SCHOOLS: REVENUE

- Indianapolis charter schools receive **\$1,400 per pupil in state support for operational funding**, and now have access to incremental property tax operations funding (**~\$200/student per FY26 projections**) but no dedicated funding specifically for facilities.
- This creates a **structural gap of ~\$7,700 per pupil** compared to what's available to cover facilities in other public school contexts.
- As a result, charters must use dollars intended for instruction to cover leases, mortgages, deferred maintenance, and capital improvements.

### Available per-pupil operations revenue



# FACILITY FUNDING FOR CHARTER SCHOOLS – EXPENSES



**Facility costs vary widely:** some charters report over **\$3,000 per student annually**.



Many carry **long-term lease obligations or significant debt service for owned buildings** that have to be addressed with general operations funds.



These obligations are **paid from the same per-pupil dollars** that must also fund teacher salaries, curriculum, and student supports.



Schools face substantially higher financing costs because of a lack of access to sustainable municipal bonds and an inability to issue referenda

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**Innovative and efficient utilization**

Charter schools have established and thrived within a diversity of facility contexts.

**Flexibility**

Ability to right-size or expand capacity quickly to respond to students, families, and neighborhoods and to align with programmatic vision.

**Creative partnerships**

Schools co-locate with community organizations, lease non-traditional spaces, and adapt facilities that deepen ties in neighborhoods across the city.

**Long-term investments**

Many charters own their buildings, building stability and equity over time despite financing challenges.

# CHARTER SCHOOL FACILITY STRENGTHS

**No dedicated capital revenue**

Charters receive only \$1,400 per pupil in state operations funding and have incremental access to local property tax operations funding (~\$200/student). Today, there is a ~\$7,700/student gap comparative to other public school contexts.

**Financing constraints**

Charters face higher financing costs as a result of not having access to sustainable municipal bonds and not being able to issue referenda.

**High facility costs**

Due to structural challenges across various contexts, charter schools face high facility costs that require redirecting general operating funding that could be used to hire more teachers and staff and invest in high-quality programming for students.

**Deferred maintenance burden**

Most available or vacant buildings come with tremendous deferred maintenance needs—often requiring millions in repairs and upgrades before they can be safely used as schools.

# CHARTER SCHOOL FACILITY CHALLENGES

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# PARTNERSHIP GRATITUDE Q&A

# ILEA Q&A

# IPS Facilities



# IPS Facilities Overview

August 20, 2025



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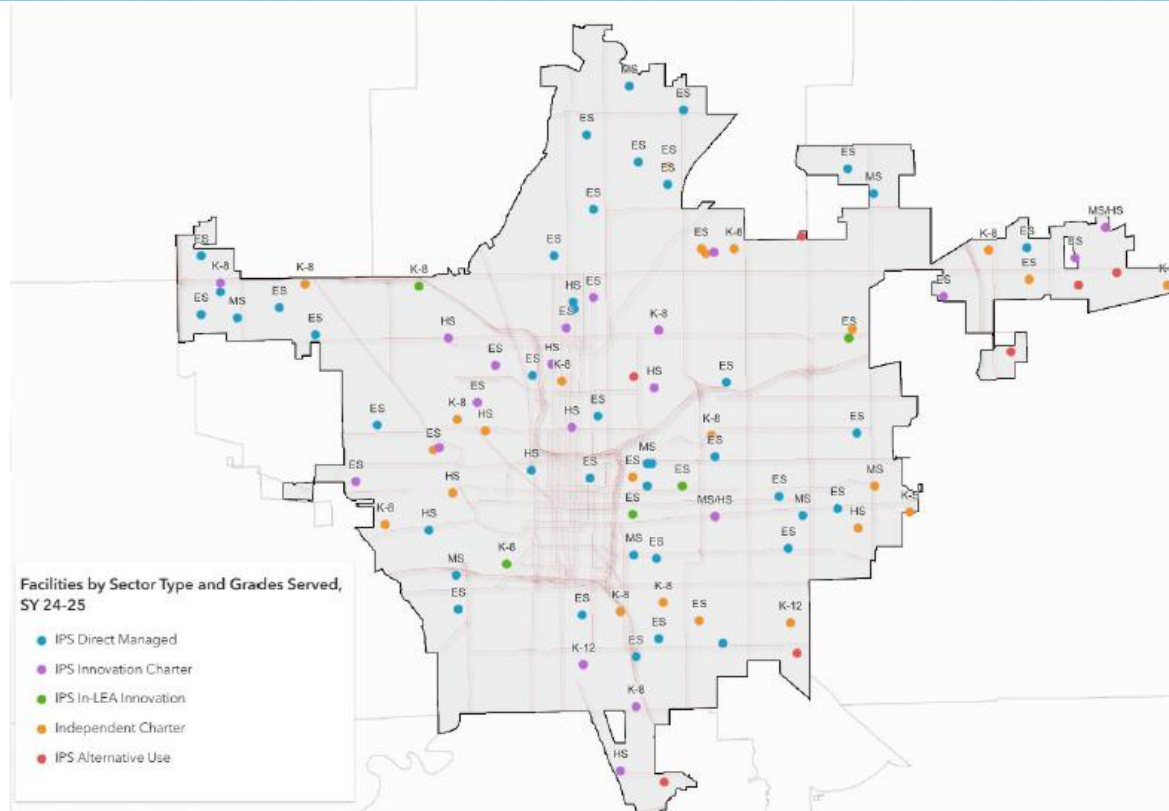
- Current Landscape
- Partnerships
- History
- Key Questions



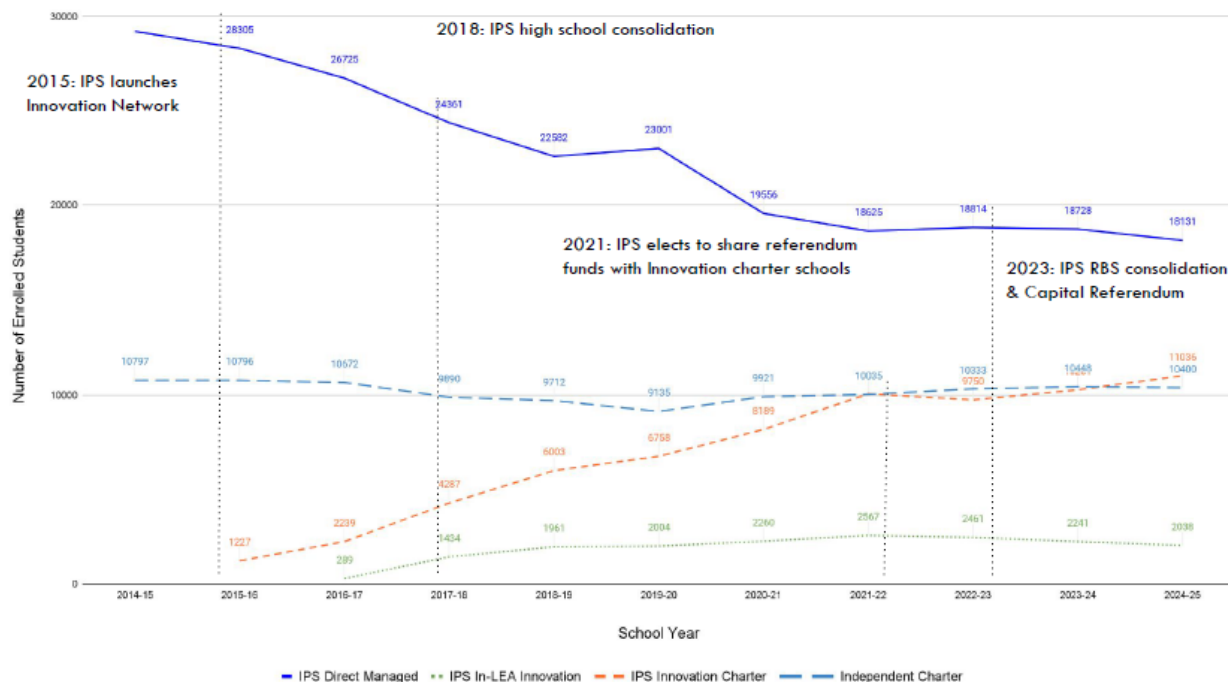
- **98** total public school buildings within IPS boundaries
- **65** IPS-owned facilities (Direct-Managed, Innovation, and Alternative Use)
- **33** charter facilities (Innovation and Independent)
- **67%** of public school students attend school in an IPS-owned building
- IPS spends **\$150M annually** to operate school facilities

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## SY 24-25 Facilities by Sector Type and Grades Served



Total K-12 ADM Student Enrollment by Sector Type, SY 14-15 to SY 24-25

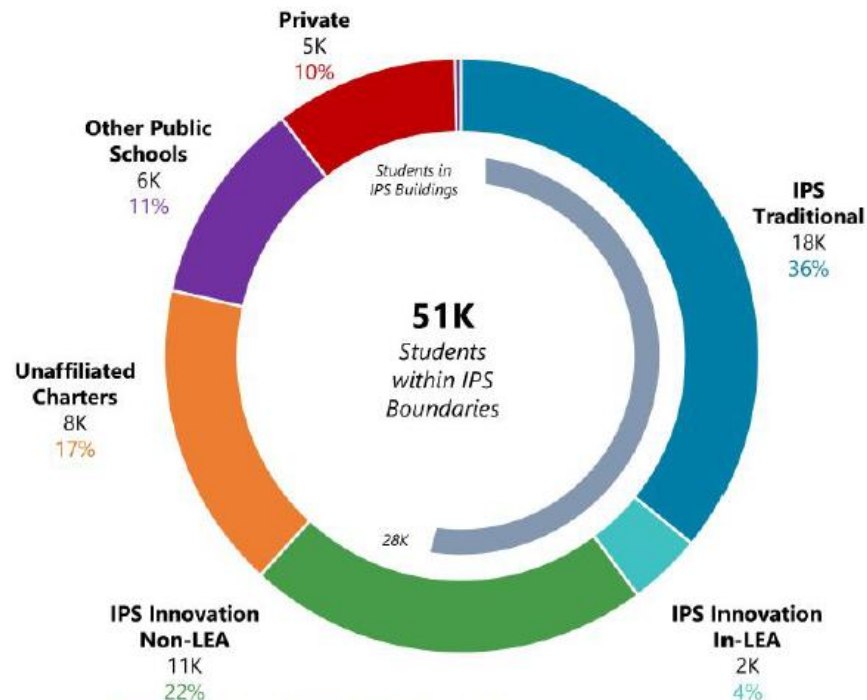


Since SY 20-21, the number of IPS boundary resident students attending public schools within the IPS boundary has increased **1%**.

**IPS Boundary Resident Student Enrollment by School Type, SY 20-21 to SY 24-25**



### Distribution of Resident Students





## Annual Operating Expenses (Day-to-Day Upkeep)

- Paid from the Operations Fund (part of annual school budget)
  - Covers utilities, routine maintenance, custodial services, minor repairs
  - Approved annually through the district's operating budget
  - No separate voter approval required
  - Revenue source is property tax levy

Power Rangers Program

In 2024 we have rolled out a new program... The Power Rangers! It is our belief that the kids in the classroom have the power to help take our program to the next level. Staff can select their own Power Rangers for the school and change them as needed. We are looking to roll this out in k-5 to begin with. Power Rangers will graduate their successful missions with a certificate.



Schools Participating

- Carl Wilde-79
- Edison school of the arts-47
- Jonathan Jennings-109
- Robert Frost-106
- Sankofa at Arlington Woods-99
- James Lowell-51
- Ralph Emerson-58



## Major Capital Improvements (Replacement, Renovations, & New Buildings)

- Funded through Capital Projects Bonds/Debt (requires approval)
  - Requires School Board approval to propose funding; may also require voter approval
  - Long-term debt is issued and repaid through a Debt Service Fund (property tax revenues)
  - Debt Proceeds used for Improvements





Since June 2024: ~250 short- or medium-term uses of IPS facilities. *Excludes Innovation partners and long-term agreements*

School Year 2025–26: 60 facility use requests already submitted

### Access & Reservations:

- Facilities use and reservation request portal available on the IPS website

### Examples:

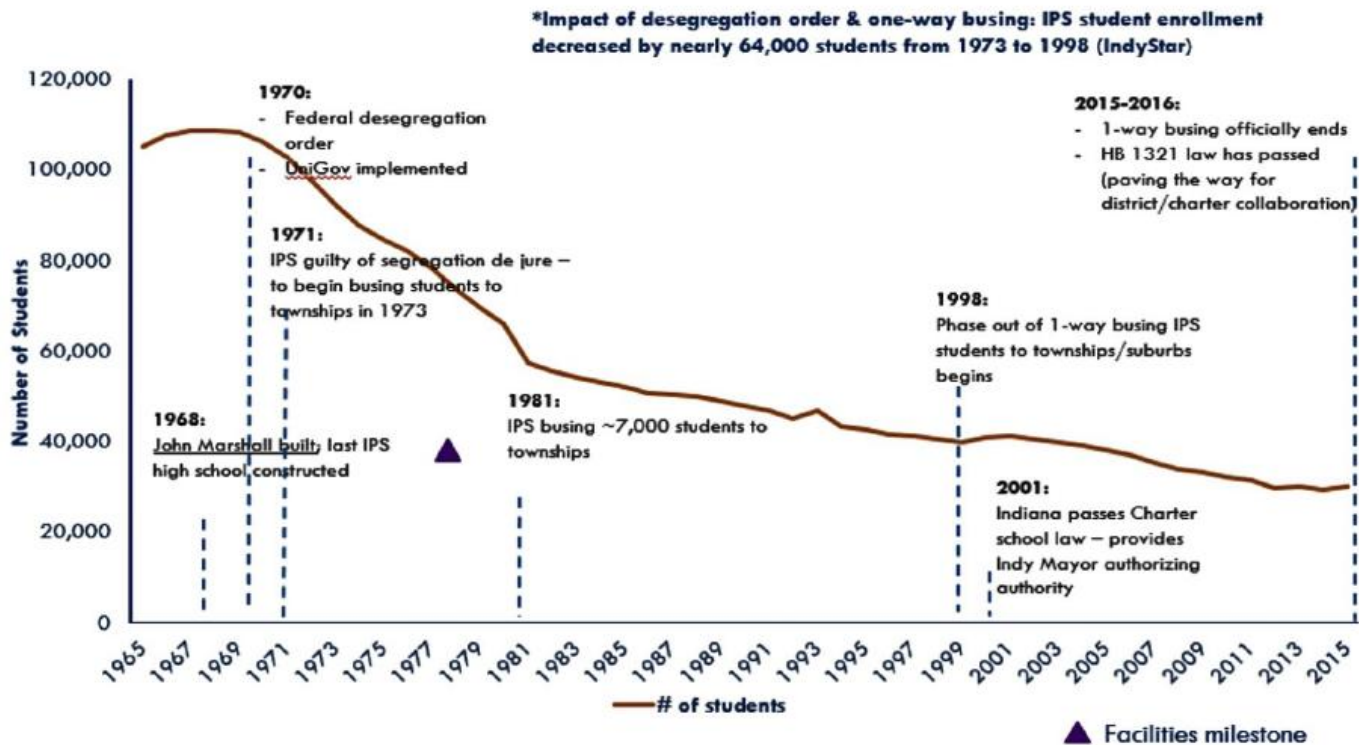
- Howe MS: Early Learning Center
- Arsenal Tech HS: Gennesaret Dental Clinic, 100 Black Men, Boner/Chase Legacy Center
- Arlington MS: Family Resource Center
- Paul Miller 114: The Excel Center
- George Washington HS & School 49: Indy Parks
- Broad Ripple MS: Farmer's Market
- Washington Irving 14: ELEVATE & Playworks
- Eliza Blaker 55: Broad Ripple Haverford Little League



- **Innovation Network Schools**
  - 2014: Indiana passes innovation network school law to allow for districts and charters to cooperate & collaborate on facilities and services through innovation network school agreements.
  - From 2015 to 2025, IPS approves or converts **30** schools to innovation network schools (both charter & in-LEA innovation schools).
- **Innovation Network Agreements**
  - IPS supports innovation network school partners with operations funds to support student transportation, custodial services, IT services, and other facilities-related support services.



- **13 Innovation schools** in IPS-owned buildings
  - **2 Innovation schools co-located** with district-run schools
  - **\$33M in in-kind services** to Innovation schools (2023-24)
- **\$118M in capital improvements** through Rebuilding Stronger capital referendum
- **Example: Adelante (Emma Donnan) + 2023 Capital Referendum**
  - Renovated roof, exterior windows and doors, interior doors and gym ceilings, electrical, plumbing, HVAC, lighting, elevators, and fire alarm
  - Increased security through card access and cameras
  - State-of-the-art VOIP phone system and intercom



*The operation and use of IPS facilities has been a direct result of the legal and policy conditions put in place. Facilities use can not be examined absent this context.*

**1970s**

- IPS guilty of de jure segregation in 1968
- Desegregation plan, 1-way bussing for Black students, begins, leading to loss of more than 10K students
- Student assignment to schools must be approved by courts
- School closures, consolidations, and reassignments begin in response; 1 high school closes

**1980s**

- At start of decade, enrollment has decreased by ~50K students as a result of the 1-way bussing of Black students desegregation plan,
- Over the decade, 15+ schools close, including 3 high schools

**1990s**

- 15+ additional schools close
- Magnet schools introduced in multiple buildings, providing expanded school choice options
- IPS submits motion to end court-mandated desegregation

**2000s**

- Comprehensive facilities assessment completed
- Enrollment begins to stabilize
- Facilities modernization efforts begin

**2010s**

- 1-way bussing of Black students desegregation plan ends
- Mandatory state takeover of four IPS schools
- Innovation network school model implemented in multiple IPS facilities
- 1 high school building closes; 2 other high school buildings reconfigured

**2020s**

- COVID impacts facilities use and student experience
- Rebuilding Stronger plan implemented
- 7 schools close, 4 schools consolidated
- Facilities modernization efforts are underway
- Innovation partnerships continue



*The operation and use of IPS facilities has been a direct result of the legal and policy conditions put in place. Facilities use can not be examined absent this context.*



- IB and STEM program enrollments have **more than doubled**.
- MS World language enrollment has **increased 75%**.
- MS Instrumental Music enrollment has **increased more than 50%**.
- Elementary computer science enrollment has **increased 120%**.
- The number of district buildings operating "at scale" has **increased 10%**.
- District utilization rate has **increased 3%**.
- Enrollment in buildings in "Good" or better condition has **increased 15%**.

- No common definition of 'building capacity'
- **Key questions:**
  - How many students are there in the IPS boundary (present and future forecast)?
  - How many buildings/facilities should support those students?
  - How do we best utilize finite resources to support these facilities for the short and long term?
  - **What does our community desire to be true for our children and their educational experience?**

**teamIPS**



# ILEA Q&A

# Public Comment Procedure

For everyone to have a fair chance to speak and be heard, please observe the following rules:

**First**, each speaker will be limited to **1** minute. When the timer sounds, please conclude your statement.

**Second**, please ensure comments reasonably relate to the work of the ILEA and address the alliance as a whole. Tonight, comments should focus on facilities.

**Finally**, please avoid repeating what a prior speaker has said so that we may hear from as many people as possible.

# Public Comment

# Tentative ILEA Roadmap

- **July/August:** Review current landscape, identify priority data around academics, transportation, facilities, etc.
- **September/October:** Issues deep dive to identify potential challenges and consider draft recommendations
- **November/December:** Continued analysis and refinement of recommendations
- **December:** ILEA adopts final recommendations. Plan submitted to state and local leaders by 12/31.

# Closing

Next steps include:

- Transportation focus coming in September
- Data collection and analysis ongoing

Next Meeting:

- 6 p.m., Wednesday, Sept. 24, 2025.
- Details and upcoming meeting schedule available at <https://www.indy.gov/activity/indianapolis-local-education-alliance>
- Contact [ILEA@Indy.gov](mailto:ILEA@Indy.gov) or [IPSEExternalAffairs@myips.org](mailto:IPSEExternalAffairs@myips.org) with questions or comments.