B.1 Applicant Entity

A. Applicant History

Alhambra Preparatory Academy (APA) is an Arizona non-profit corporation organized and operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Service code of 1986. Specifically, this organization has been formed for the purpose of funding Madison Highland Prep (MHP) whose mission is to educate 9-12 students for success in high school to then achieve and graduate from college.

Alhambra Preparatory Academy became an approved incorporated non-profit in the State of Arizona on November 20, 2012. APA is a presumed tax-exempt nonprofit and is currently in the process of completing Form 1023 to apply to the Internal Revenue Service for a 5013(c)(3) tax-exempt status. In addition, APA has received its Employer Identification Number: 46-2323366 and DUNS Number: 078746585. All legal documents are attached including all required exhibits: Alhambra Preparatory Academy's Articles of Incorporation and Bylaws. As stated in the Bylaws, the Alhambra Preparatory Academy Board of Directors will be referred to as the Governing Board ("the Board") and will serve as the governing body for Madison Highland Prep.

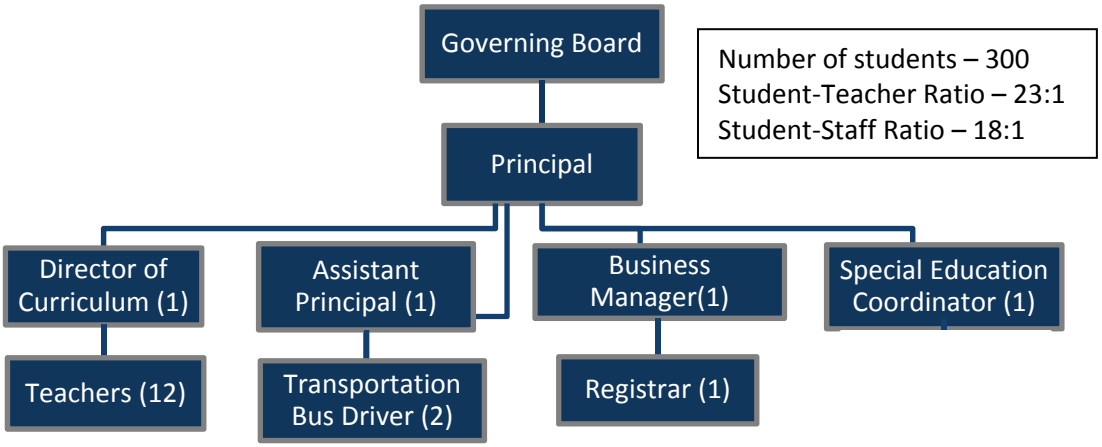
The two incorporating board members of Alhambra Preparatory Academy, Kerry Clark and Paula Wilson both passionate and motivated educators are committed to creating a school that fulfils the vision that brought them to the decision to start a charter school. The founders are diverse and will put forth the variety of skill sets needed to effectively govern and lead the start-up and implementation of a highly successful charter school. The founding board members both share core beliefs about education. They believe that there is a serious need for a ninth through twelfth grade college preparatory and STEM HS in Central Phoenix. Members believe in the educational philosophy of the school – setting high expectations with the structures and supports for all students to meet expectations, and exposing students to a STEM and Advanced Placement program to building the foundational knowledge and skills for students to engage in a rigorous college preparatory and STEM curriculum.

These two Board Members will recruit additional Board Members, who share the same vision and passion and possess extensive background knowledge and experience in education, financial management, and/or business management. Upon Charter approval in January 2014, current board members will interview the prospective board members. At least two prospective board members will be appointed by a majority vote of the existing board members at the first public and scheduled board meeting. Following the appointment of these new board members, Alhambra Preparatory Academy will ensure that newly appointed members receive training on Alhambra Preparatory Academy's mission, vision, instructional program, roles and responsibilities of being a board member, and Open Meeting Law.

B. Organizational Chart and Reporting Structure

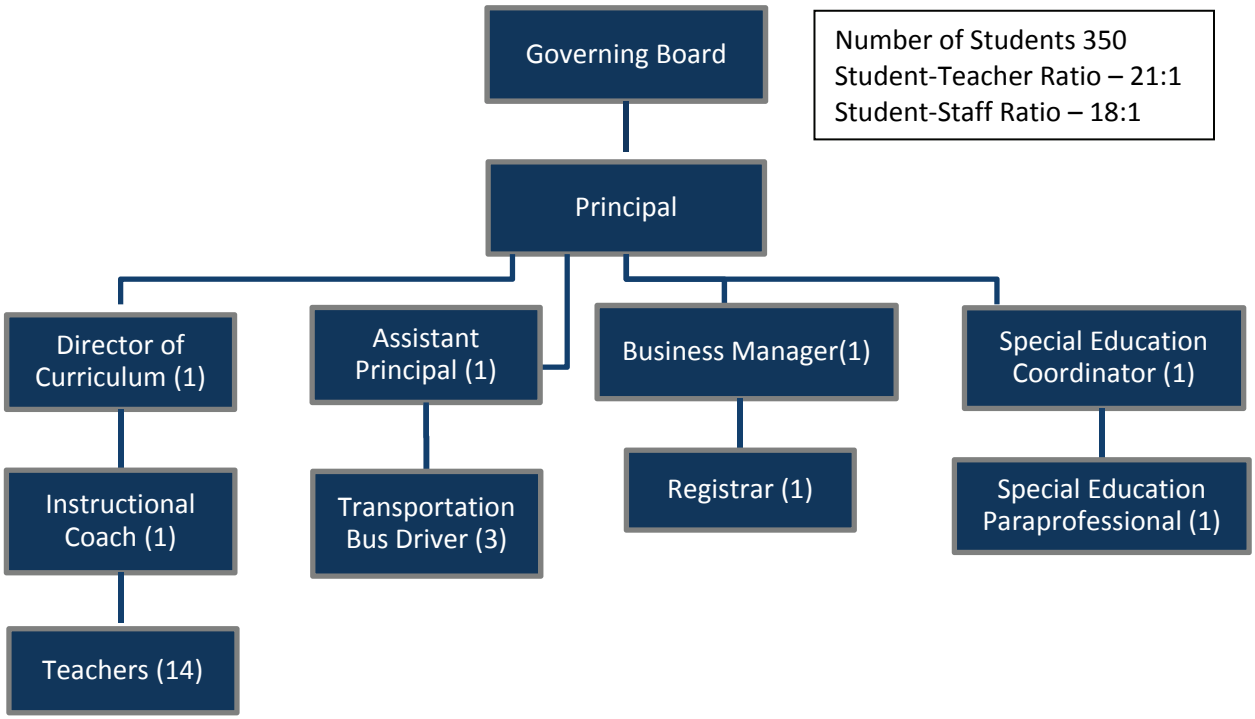
The school's organizational charts (see **Figures 1-3**) outline the reporting relationships of the Governing Board, Principal, and all school staff for the first three years of operation. Below the organization charts are brief narratives of each individual's role within the organization (years one to three).

Figure 1: Organizational Chart (Operational Year One)



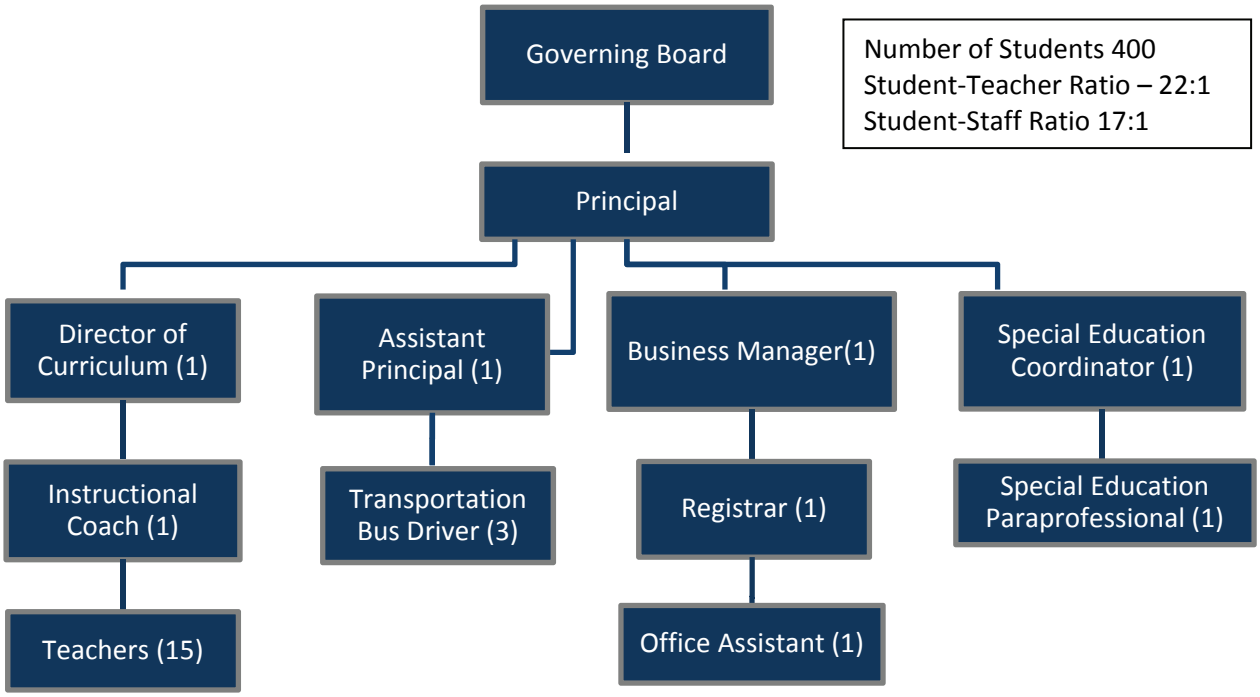
Madison Highland Prep proposes to open with five key administration positions including the Principal, Director of Curriculum, Assistant Principal, Business Manager, and Special Education Coordinator, one Registrar and two Bus Drivers. We will open with ninth and tenth grade, requiring 12 high school teachers. The school will actively recruit certified paraprofessionals and interns, all with fingerprint clearance cards, to assist the Special Education Coordinator and the Registrar as well as other personnel.

Figure 2: Organizational Chart (Operational Year Two)



By Y2, our student population has increased by 17%. We have added eleventh grade as we add two high school classrooms, which means we have recruited and hired two new teachers, added one Instructional Coach, one certified Special Education Paraprofessional, and one Bus Driver.

Figure 3: Organizational Chart (Operational Year Three)



Y3 marks a student population increase of 14% and the final addition to our student population adding twelfth grade as we add one high school classrooms, which means we have recruited and hired one new teachers and one Office Assistant.

Reporting Structure Narrative

The narrative defines the reporting structure for each position listed in the organizational charts above. The responsibility to hire, evaluate, and terminate employees belongs solely to the Principal. Likewise, in all years, the responsibility to hire, evaluate and terminate the Principal belongs to the Governing Board

The Board of Alhambra Preparatory Academy will provide leadership for the school's vision and mission as well as serve as the governing body of the school. As stated above, the current Board members are Kerry Clark, Secretary who also serves as the Authorized Representative and Paula Wilson, Treasurer. One of these board members' main responsibilities as the initial board is to recruit additional board members. Each member is responsible for attending board meetings and making sound decisions to further Madison Highland Prep's mission. Responsibilities per title (i.e., president, secretary, etc.) are outlined in the by-laws. The board is ultimately responsible for all organization activities and governing responsibilities for the school(s) it is authorized to operate (section B.2 provides further explanation of the governing responsibilities).

Principal (Y1-Y3). The Principal oversees school performance, provides executive management and ensures organizational viability. The Principal leads external issues, works with Board, reports to/interfaces with Arizona State Board for Charter Schools, conducts fundraising, public relations, and oversees finance and operations. The Principal manages the Director of Curriculum, Business Manager, Administrative Personnel, and Teachers. The Principal is hired by, reports to, and is evaluated by the Governing Board.

Director of Curriculum (Y1-Y3). The Director of Curriculum supports teaching and learning - developing curriculum, overseeing the assessment system, and observing teachers in conjunction with the Principal. The Director of Curriculum will lead professional development, manage teachers, deliver instructional written and verbal feedback, and develop curriculum. The Director of Curriculum will assist the principal in managing daily operations and providing financial and programmatic oversight. The Director of Curriculum ensures that financial records are accurate and up-to-date and that programmatic guidelines for reporting and implementation are followed. Along with the Principal, the Director of Curriculum manages the disaggregation of data, the sharing of results and the implementation of interventions that result. The Director of Curriculum reports to and is evaluated by the Principal, and the Governing Board.

Assistant Principal (Y1-Y3) The Assistant Principal aids the principal in the overall executive management of the school. The assistant principal is primarily responsible for scheduling student classes, and coordinating transportation and other support services. The Assistant Principal handles student discipline and attendance problems, social and recreational programs, and health and safety matters. The Assistant Principal will provide counseling to students on personal, educational, and college and career planning. The Assistant Principal reports to and is evaluated by the Principal.

Teachers (Y1-Y3). Teachers develop and implement curriculum and support all students in reaching clear academic goals. Teachers also deliver instruction to and facilitate learning for students. All teachers are Highly Qualified as defined by No Child Left Behind, possessing a valid Arizona Teaching Certificate, and DPS fingerprint clearance card. Teachers are hired by the Principal with the input of the Director of Curriculum and Instruction. Teachers report to the Principal, the Assistant Principal and Director of Curriculum, and are evaluated by the Principal, Assistant Principal, and Director of Curriculum.

Business Manager (Y1-Y3). The Business Manager manages daily operations and provides financial and programmatic oversight. The Business Manager ensures financial records are accurate and up-to-date and programmatic guidelines for reporting and implementation are followed. Along with the Principal, and the Director of Curriculum, the Business Manager will manage student data, the tracking of data. The Director of Business and Operations reports to and is evaluated by the Principal.

Special Education Coordinator (Y1-Y3). The Special Education Coordinator maintains special needs records, oversees the IEP process, ensures that special needs students receive accommodations and modifications within the classroom, and will be AZ certified in special education. The SPED Coordinator is hired by, reports to and is evaluated by the Principal.

Registrar (Y1-Y3) The Registrar enters and maintains student records, immunization and attendance information, and grade reports into online student information system; reviews student records to ensure current information, accuracy and completeness with state regulations and county office policies and guidelines; assists in collecting and maintaining daily and weekly average attendance; provides instructors, school districts and outside agencies with information regarding student enrollment; prepares a variety of records and reports regarding student enrollment; prepares records/paperwork for

re-admission to former district. The Registrar is hired by the Principal with the input of the Business Managers. The Registrar reports to and is evaluated by the Principal and the Business Manager.

Office Assistant (Y3). The Office Assistant oversees day-to-day office procedures, ensuring that a high level of service is provided to the school's stakeholders. The Office Assistant will uphold office and school policies and procedures. The Office Assistant maintains records, and trains staff members in procedures, systems, and equipment. The Office Assistant is hired by the Principal with the input of the Office Manager. The Office Assistant reports to and is evaluated by the Business Manager, with input from the Principal.

Instructional Coach (Y2-Y3) The Instructional Coach will work as a colleague with classroom teachers to support student learning. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding about researched-base effective instruction. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers. The Instructional Coach is hired by the Principal with the input of the Director of Curriculum. The Instructional Coach reports to and is evaluated by the Director of Curriculum with the input of the Principal.

Special Education Para Professional (Y2-Y3) The Special Education Para Professional works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher. The Special Education Para Professional assists the Special Education Coordinator, and classroom teachers in ensuring that the day-to-day accommodations and modifications are carried out on behalf of the students. The Special Education Para Professional ensures the delivery of special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests and abilities. The Special Education Para Professional distributes and collects workbooks, papers and other materials for instruction. The Special Education Para Professional assists the Special Education Teacher in maintaining accurate records required by federal, state and District policies. The SPED Paraprofessional is hired by the Principal with the input of the SPED Coordinator. The SPED Para Professional reports to and is evaluated by the Special Education Teacher with input from the Principal

Bus Driver (Y1-Y3) Bus Drivers ensure the safe day-to-day transportation of student to and from the school. Bus Drivers also ensure that students are safely transported to and from the school for extra-curricular activities. Bus Drivers will maintain all state licensure, ensuring that they are qualified to drive and meeting all expectations of the Department of Public Safety. Bus Drivers are responsible for maintaining the safety and mechanical operation of their bus. Bus Drivers must conduct regular bus evacuation drills. Bus drivers must maintain up-to-date family contact information for students they transport. Bus drivers are responsible for maintaining a safety inspection and occurrence log book.

C. Subsidiary Relationships with Other Organizations

Alhambra Preparatory Academy does not have a subsidiary relationship with any other organization.

D. Other Charters Operated by Applicant

Alhambra Preparatory Academy is not currently and has not previously been involved in the operation of any other charter school.

E. Roles of Charter Principals

The Principals of Alhambra Preparatory Academy shall be all Governing Board members and one principal the Authorized Representative. Below are the biographies and roles of the Principals of Alhambra Preparatory Academy Principals

Kerry Clark

Dr. Kerry Clark has served as a high school principal for the past 12 years. His first school was a turn-around assignment, and his second school was a start-up college preparatory school. As a result of Kerry's leadership and quality staff, his two previous schools experienced exemplary student academic growth. His most recent school was recognized as one of *America's Best High Schools* in 2010, 2011, 2012, and 2013 by U.S. News & World Report, and was ranked 13th in the state of Arizona for exposure of the Advanced Placement (AP) curriculum for its students. Kerry is currently serving as a turn-around principal and under his leadership his current school received an 'A' label for *AZ Learns*, and was recognized as a Title I "*High Performing Reward*" school. Kerry continues to serve as a Quality Assurance Review Chair for AdvancED. Kerry holds state principal and superintendent certifications and is a member of the Arizona School Administrators Association, and the National Association of Secondary School Principals.

Paula Wilson

Mrs. Paula Wilson holds a BAE Secondary Education-Mathematics, Arizona State University. She has served over twelve (12) years in education, positions including Mathematics teacher, Data and Remediation Specialist, Curriculum Coach, and Assistant Principal. Paula has extensive experience with analyzing student achievement and subpopulation (demographic) data, collaborating with stakeholders including administrators and teachers to understand and implement data driven instruction as well as working closely with board members and leadership team to procure disaggregated and aggregated data based on school needs. Paula's in-depth understanding of content-based standards has given her opportunity to design and develop curricula, training materials and teaching aids for all contents incorporating the common core. In her previous position she supervised the implementation of grants, ensuring completion despite obstacles by meeting time commitments, schedules and budgets paid out of general, and Title funds.

As stated above, current Principles of the corporation have and will continue to seek additional board members that represent relevant expertise and can contribute to providing oversight and resources that ensure the corporation complies with its charter and advances its mission. Relevant areas of expertise may include academics, finance, governance, fundraising, law, real estate, and knowledge of the community. The process for election of board members will be as follows: The initial three directors are the incorporators and are listed on our Articles of Incorporation. At the first scheduled board meeting following the charter approval and in transition to a governing board, the board president will propose a list of at least two additional members. The whole board will discuss and vote on at least two additional members, expanding the size of the board to five, which is in alignment with the bylaws. If a vacancy were to occur, it will be filled by the Board of Directors for the unexpired portion of the term. The Board of Directors will begin the election process as soon as possible and begin identifying additional members. There are no current or prior charter operations by any principal, including the authorizer.

F. Other Charters Operated by Principal

There are no current or prior charter operations by any Principal, including the authorizer.