B.1 Applicant Entity

A. Organizational History

Jenna Leahy and Tacey Clayton, the proposed Directors of CASA Academy, identified their interest and commitment to closing the academic achievement gap during their initial two years as corps members for Teach For America, where they taught kindergarten and second grade respectively. Both Ms. Leahy and Ms. Clayton continued teaching after their commitment to Teach For America ended and have taught in Phoenix for a combined total of eight years. The formal planning for CASA Academy began in May 2012, when Ms. Leahy and Ms. Clayton met in the Aspiring Leaders Fellowship, a fellowship focused on creating competitive charter schools in Arizona, sponsored by the Arizona Department of Education and the Arizona Charter Schools Association. In the winter of 2013, Ms. Leahy and Ms. Clayton obtained an Arizona Charter Schools Program grant and began the first phase of an 18-month Charter Starter program. At this point, they began to write CASA Academy's proposed charter and began meeting with key community members and leaders to build a strong founding Board.

CASA Academy incorporated as a non-profit corporation with the Arizona Corporation Commission on September 17th, 2012 as Clayton and Leahy Educators Incorporated. The corporation changed its name to CASA Academy in April of 2013 to reflect its school name and mission to found and operate a charter school.

The corporation is founded by a diverse group of individuals from Phoenix, who bring their expertise, passion, and leadership to effectively govern a founding board and construct a highly-effective charter school. The members of this Board provide various perspectives and expertise, but their commitment to the school's mission and vision remains steadfast. Each founding board member holds the same common beliefs:

1. All students, regardless of background, deserve the opportunity to receive an excellent education that prepares them for the demands of college, life, and society.
2. The primary grades set the foundation for student success in college, life and society; and, school must include daily opportunities for students to think critically and apply their learning in authentic ways.
3. An excellent education includes both academics and character development; together these elements enable students to persevere throughout their educational experiences and lives, thus setting them up for a better life path.
4. Providing students with an excellent education, in turn, strengthens society as a whole.

This shared vision has brought the Board together and guides every decision that the Board makes.

CASA Academy's founding Board began its work in March of 2013 and remained engaged in the school's development through frequent conversation. The full founding group established monthly meetings starting in May. In these meetings, the founding group reviewed the charter's progress and further honed the school's vision.

CASA Academy's mission is to create empowered citizens of integrity ready for success in college, life, and society by providing a transformative education using authentic approaches that prepare students to overcome challenges, think critically, excel in academics, and become role models for their community. This organization has been formed for the explicit purpose of founding CASA Academy. It has received its entity identification number (17900028) and will file its first annual report with the Arizona Corporation Commission by September 17, 2013. The board of directors also submitted an application for 501(c) 3 tax exemption with the Internal Revenue System (IRS) on May 31st, 2013.

B. Organizational Chart and Reporting Structure

CASA Academy's Organizational Charts (see figures B.1.1-B.1.5) outline the reporting relationships of the Governing Board, Directors, and all school staff during its first three years of operation. Organizational charts can be found in the organizational chart attachment to this section.

Reporting Structure

Academic Director (Y1-Y3). The Academic Director will manage testing, observe teachers and provide weekly feedback, oversee special education services, oversee curriculum development and implementation, facilitate professional development for teachers, and manage instructional assistants. The Academic Director will also oversee special education. The Academic Director is hired by, reports to, and is evaluated by the Board.

Director of Students and Operations (Y1-Y3). The Director of Students and Operations will manage student discipline, oversee marketing for the school, conduct fundraising for the school, create community partnerships, run parent relations programs, and oversee school operations, including contracted business services. The Director of Students and Operations is hired by, reports to, and is evaluated by the Board.

Contracted Business Services (Y1-Y3). Contracted Business services will provide the following services:

- Assist or prepare and submit monthly cash management reports and annual completion reports to the Arizona Department of Education
- Assist in the preparation of monthly financial statements for the Governing Board
- Review accounting related functions including accounts payable, payroll (through third party payroll processing company), general ledger maintenance (review of coding), and preparation of monthly bank reconciliations
- Assist management in complying with state/federal laws and regulations
- Assist and review the annual budgets, reports for AZ Corporation Commission and the Annual Financial Report
- Assist the charter with its annual audit requirements including acting as the audit liaison

These contracted services will ensure that financial records are current and that guidelines for reporting are followed. Contracted business services are hired by the Directors and will report to the Director of Students and Operations.

Contracted Special Education Services (Y1-Y3). Contracted special education services will provide special education services for speech-language pathology, occupational therapy, physical therapy and psychological services during operational years one through three. Contracted special education services will report to the Academic Director.

Additional Contracted Special Education Services (Y1). CASA Academy will use a contracted special education teacher through a service provider in year 1. This person will provide academic services to meet the needs stated on students' IEPs since there will not be a full-time special education teacher on campus in year 1.

Special Education Teacher (Y2-Y3). A full-time special education teacher will be hired by CASA Academy beginning in year 2. The special education teacher will maintain special education records, oversee the IEP process, ensure that special education students receive accommodations and modifications within the classroom, and will be certified in the state of Arizona in special education. The special education teacher is hired by the Directors and reports to the Academic Director.

Teachers (Y1-Y3). Teachers create and implement curriculum and instruct students in an effort to reach academic goals. All teachers are Highly Qualified and are hired by the Directors. The teachers report to the Academic Director, but are evaluated by both the Director of Students and Operations and the Academic Director.

Specials/ Intervention Teacher (Y1-Y3). There will be one specials/ intervention teacher in years 1-2 and two specials/ intervention teachers in year 3. The specials/ intervention teacher will teach special area classes and when not teaching specials, will act as an intervention teacher for students. Specials/ intervention teachers will be hired by the Directors. The specials/ intervention teacher reports to the Academic Director and is evaluated by both the Director of Students and Operations and the Academic Director.

Office Manager (Y1-Y3). The Office Manager oversees office operations. The Office Manager develops office procedures, files and maintains records, and oversees student enrollment and attendance. The Office Manager is hired by the Directors and reports to the Director of Students and Operations, but is evaluated by both the Director of Students and Operations and the Academic Director.

Instructional Assistants (Y1-Y3). The instructional assistants assist teachers and Directors with day-to-day operations. The instructional assistants report to the Academic Director.

C. Subsidiary Relationships with Other Organizations

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

D. Other Charters Operated by Applicant

CASA Academy is not currently and has not previously been involved with a prior charter operation.

E. Roles of Charter Principals

The CASA Academy Board members represent a diverse group of individuals whose experience is essential to strong governance of the organization. Figure B.1.5 provides an outline of each member's areas of expertise and proposed officer status. Resumes for each Board member are attached.

Figure B.1.5. Board Member Expertise and Officer Status

Board Member	Position	Board Position	Authorized Rep.?	Qualifications	Expertise
Tacey Clayton	Academic Director	Ex-Officio Board member	Yes	➢ Certified Elementary Teacher ➢ Holds Masters in Administration and Supervision ➢ Literacy Specialist for Teach For	➢ School Leadership ➢ Curriculum ➢ Instruction ➢ Coaching

				America Institute ➢ Aspiring Leaders Fellow (professional development in adult leadership, curriculum and instruction)	
Jenna Leahy	Director of Students and Operations	Ex-Officio Board member	Yes	➢ Certified Elementary Teacher ➢ Will have Masters in School Administration and Supervision by May 2014 ➢ Aspiring Leaders Fellow (professional development in marketing, operations and financial oversight)	➢ School Leadership ➢ Discipline ➢ Parent Relations ➢ Development ➢ Marketing
Nathan Arrowsmith	N/A	Board Member and Chair	No	➢ Certified Elementary Teacher ➢ Master's Degree in Elementary Education ➢ Will hold Law Degree on May 9^{the}, 2013	➢ Legal Expertise ➢ Early Childhood Education

Olu Omodara	N/A	Board Member and Treasurer	No	➢ Self-employed Business Manager ➢ Financial and Entrepreneurial Expertise ➢ Community Member	➢ Business Operations ➢ Financial Oversight ➢ Community Relations
Julie Rhein	N/A	Board Member and Secretary	No	➢ Masters in Curriculum and Instruction ➢ Mental Health Consultant for Southwest Human Development ➢ Certified Elementary Teacher	➢ Early childhood ➢ Training and Evaluation

Current Voting Governing Board Members

Nathan Arrowsmith, Board member, Chair

Mr. Arrowsmith is currently completing his third year of law school at Arizona State University's Sandra Day O'Connor College of Law and will graduate with honors on May 9, 2013. Upon graduation, Mr. Arrowsmith will sit for the Arizona Bar Exam and will begin work in September 2013 as a law clerk for Judge David Campbell of the United States District Court for the District of Arizona. Prior to attending law school, Mr. Arrowsmith was a 2007 Teach for America Corps Member, teaching 2nd grade for three years in Phoenix's Roosevelt School District. Mr. Arrowsmith was a National Merit Scholar and earned his BA in History at Arizona State University. He has also completed a Master's degree in Elementary Education at ASU's College of Teacher Education and Leadership. Mr. Arrowsmith brings prior board experience, having served on the board of directors of Sigma Phi Beta Fraternity for four years between 2007 and 2011. Mr. Arrowsmith served as the fraternity's President and Chairman from 2009 to 2011.

Julie Rhein, Board member, Secretary

As an Early Childhood Mental Health Consultant with more than 10 years of experience working with a n d on behalf of young children, Julie Rhein's expertise regarding the target population of CASA Academy students will be an asset to the Governing Board. Her successful history as a leader in the classroom and as an administrator at a local Head Start program serving children at high risk of child abuse and neglect demonstrate her ability to organize, prioritize, and rally populations in support of young children. Ms. Rhein is an alumna of The University of Wisconsin – Madison where she earned a BA in Psychology, Arizona State University where she earned a M.Ed. in Curriculum and Instruction,

and Teach For America – Phoenix where she was a corps member. Ms. Rhein brings a wealth of leadership experience and knowledge of the many needs of young children and their families to the Governing Board of CASA Academy.

Olu Omodara, Board member, Treasurer

Olu Omodara is a self-employed business manager in Phoenix, Arizona. Mr. Omodara's background as business manager at three pharmacies in the target community that he founded and currently operates, has given him the opportunity to oversee business operations and lead, mentor, and motivate others to bring out their best qualities. Mr. Omodara's experience as a parent has given him an opportunity to see his three children evolve through the education system. He can relate well to the educational needs of a child after having gone through the process himself. Olu has a desire to see young children, from various walks of life, be provided with equal opportunities for education and equipped with the tools to succeed in life. As a Board member, Mr. Omodara intends to utilize his financial and entrepreneurial expertise to help oversee and contribute to the advancement and success of CASA Academy. Mr. Omodara looks forward to serving on the board in order to contribute positively to society through the efforts of supporting education for children.

Non-Voting Members

Jenna Leahy, Ex-officio board member

Jenna Leahy graduated from Scripps College in 2010, with a degree in International Relations and French. While in college, Ms. Leahy led a mentoring program for low-income middle-school students in Pomona, California and lived and taught in Tijuana, Mexico and Dakar, Senegal. During this time, Ms. Leahy successfully wrote multiple grants, including a research grant to teach in Mexico and a grant to meet with Jimmy Carter and his board of executive directors on his education initiatives abroad. She then moved to Phoenix, Arizona in 2010 to work as a kindergarten teacher with Teach For America.

Since 2010, Ms. Leahy has taught kindergarten at Imagine Schools at Camelback, a Title I charter school in central Phoenix. There, she is academy leader of her five-person kindergarten team, and leads multiple task forces on campus, encompassing shared values, school safety, attendance, and professional development. Ms. Leahy has also written leadership reports, evaluated schools, and written and evaluated budgets for Imagine Camelback. Additionally, Ms. Leahy runs an afterschool program for middle school students called Scholarship Seekers in which students in this class have obtained over $200,000 in scholarships to private boarding schools. Ms. Leahy holds a certificate in Elementary and Early C h i l d h o o d instruction and is pursuing her Masters in Administration through a Teach for America scholarship at the University of Phoenix. Additionally, Ms. Leahy has attended numerous conferences on school leadership including the ADE Leading Change Conference in Tucson this past summer. Ms. Leahy is currently involved in a leadership apprentice in the Imagine Schools' Growing Our Own Leaders program, an Aspiring Leaders Fellow through the Arizona Charter Schools Association and is a current Charter Starter Fellow at the Arizona Charter School's Association. During this time she has participated in a series of seminars related to academics, leadership, governance, and finance, visited exemplar schools, and conducted activities designed to prepare her to be an effective charter school leader.

Tacey Clayton, Ex-officio board member

Tacey Clayton graduated from Bucknell University in Pennsylvania in 2008 with a degree in Elementary Education. She moved to Phoenix in 2008 and taught second grade English Language Development in the Roosevelt School District for two years as a Teach For America Phoenix 2008

corps member. While a corps member, Ms. Clayton also attended Arizona State University to earn her Master's in Elementary Education and Reading Endorsement. Upon completion of her Master's program, Ms. Clayton pursued a second Master's degree in Administration and School Leadership through a scholarship from Teach for America and the University of Phoenix, which she completed in March 2012.

During this experience, Ms. Clayton taught third grade in the Creighton School District and completed her principal internship with a highly respected and successful school leader. During her time in the Creighton School District, Ms. Clayton participated in curriculum development opportunities including assisting the district in long-term planning reading units that align to the Arizona Common Core Standards. Additionally, Ms. Clayton attended instructional coaching meetings and met with her instructional coach to further her knowledge in coaching teachers to improve their instruction. During the 2012-13 school year, Ms. Clayton is teaching second grade in the Glendale Elementary School District. She has taken an active role in her school and has been asked to facilitate professional development sessions for teachers in addition to her own teaching responsibilities.

Ms. Clayton has also worked as a staff member on the Teach For America Phoenix Institute team as a Literacy Specialist for the past two summers. In this role, she delivers core literacy content to incoming corps members so that they are able to effectively plan for and execute rigorous literacy instruction. Ms. Clayton also participated in the Aspiring Leaders Fellowship through the Arizona Charter Schools Association from June to November 2012. During this time she participated in a series of seminars related to academics, leadership, governance, and finance; visited exemplar schools; and conducted activities designed to prepare her to be an effective charter school leader. Ms. Clayton is currently participating in the Charter Starter Program, a continuation of the Aspiring Leaders Fellowship that will prepare her for her role as Academic Director of CASA Academy.

F. Other Charters Operated by Principals

No principal of CASA Academy is currently or has previously been involved in a leadership or governance position with another charter school.