B.1 Applicant Entity

a. Applicant's History.

The Founders of Pensar Academy, Patricia Paddock and Sandra Zupetz, worked together as a teacher team for over 8 years in a low income, urban school district. During that time, the team had successfully instituted programs inside and outside the classroom. Inside the classroom, they instituted a full inclusion special education model, a Project Based Learning curriculum, and Blended Learning opportunities for students. This process led to the establishment of an instructional model that yielded higher student achievement than in other regular education classrooms. Outside the classroom, the team chaired numerous community involvement ventures, including community partnerships and fundraising activities, athletic and theatre productions, and formulated a student leadership academy.

The team worked together in an administrative capacity in a myriad of academic intervention programs, including 21st Century Learning Centers. Over a two year period, the team served as Co-Principals for the Glendale Elementary School District Title I Intervention Summer Program. Serving over 1000 students and a teaching staff of over 70 each session, the Summer Program showed increased learning in 90% of attending students and 92% staff retention between sessions. The administrative team used a combination of servant leadership and a structured curriculum to bring about change.

Wanting to contribute on a larger scale, the team wanted to take the culmination of these experiences and create a program to impact students school-wide. In the spring of 2014, the team applied for and was selected to be a part of the New Schools For Phoenix Fellowship (Phase I). During this five month professional development program, the team shaped their vision and mission, visited successful charter schools from around the country, and learned how to intentionally institute a culture for high student achievement.

In December of 2014, the team was accepted into Phase II-Plan Development of the New Schools for Phoenix Program. The team extended their background in charter school operations, including the aspects of marketing and advertisement, business and finance, and governance.

In March of 2015, the team incorporated under the name "Pensar Academy" with the intention of opening a public charter school. The team expanded to include a Founding Board of Directors (the "Board"). The Board is comprised of professional individuals from different backgrounds, including business, development, and school governance. The Founding Board, including the ex-officio members Patricia Paddock and Sandra Zupetz, all share the same vision, a new school of thought in Phoenix that develops middle school students with the essential skills to be agents of change in a 21st century global society.

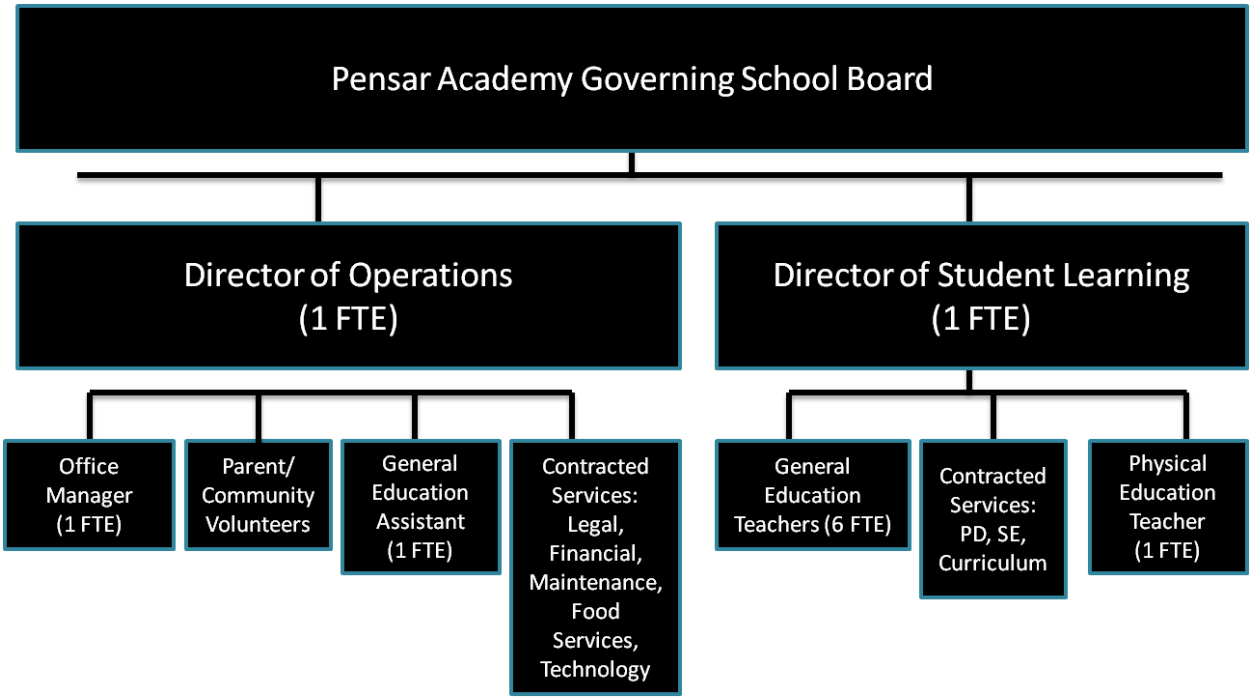
b. Organizational Chart

The organizational charts below (B.1 Organizational Charts 1-3) outline the reporting structure for Pensar Academy for the first three operational years. Year 3 will represent our complete implementation year. The Director of Operations and the Director of Student Learning will report directly to the Governing Board. The General Education Teachers, a

Physical Education Teacher, a Coordinator of Special Services, and a Special Education Assistant report to the Director of Student Learning. The Office Manager, Office Aide, General Education Assistants, and Parent/Community volunteers will report to the Director of Operations. Contracted Service providers will be split between the Director of Student Learning and the Director of Operations. The contract service providers for Professional Development, Curriculum, and Special Education will report to the Director of Student Learning. All other contract service providers (ex. Legal, Financial, Auditing, Maintenance, Food Services, and Technology) will report to the Director of Operations. (All volunteers will be fingerprinted.)

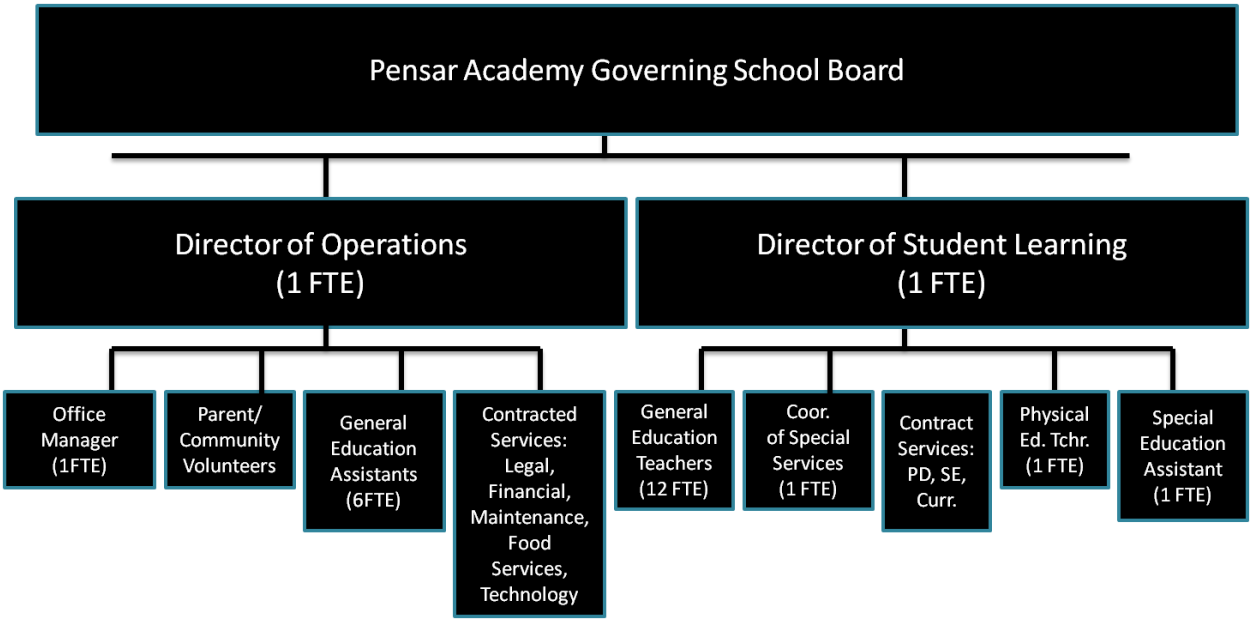
In Year 1, the administration team will be comprised of the Director of Operations, the Director of Student Learning, and an Office Manager. There will be 6 full time General Education Teachers, a Physical Education/Chess Teacher, and 1 General Education Assistant. *(See B.1.b. Organizational Chart 1)* The projected student enrollment will be 150 students. The teacher to student ratio will be 1:25. The staff to student ratio will be 1:13. *(B.1.b Table 1: Student Enrollment Outlay)*

B.1.b Organizational Chart 1: Operational Year 1 (Grades 4-6)



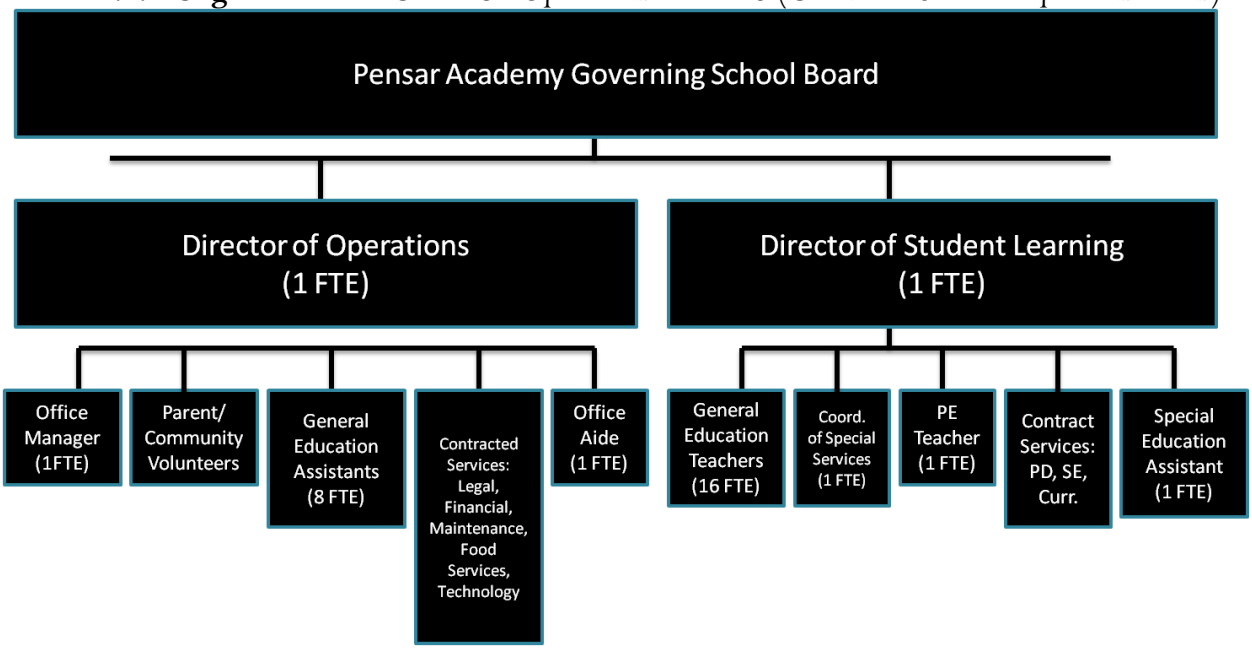
In Year 2, the administration team will have the same number of positions as Year 1. The key increase in staffing will occur with the addition of 6 General Education teachers, 5 General Education Assistants, 1 Special Education Assistant, and a Coordinator of Special Services. *(See B.1.b. Organizational Chart 2)* These increases in staffing reflect the projected student enrollment for Year 2 of 300 students. This will provide for the continued 1:25 teacher to student ratio and 1:12 staff to student ratio from year 1. *(See B.1.b Table 1: Student Enrollment Outlay)*

B.1.b Organizational Chart 2: Operational Year 2 (Grades 4-7)



In Year 3, the administration team will have the same number of positions as Year 1. The key increase in staffing will occur with the addition of 4 General Education teachers, 2 General Education Assistants, 1 Office Aide. *(See B.1.b. Organizational Chart 3)* These increases in staffing reflect the projected student enrollment for Year 3 of 400 students. This will provide for the continued 1:25 teacher to student ratio and 1:12 staff to student ratio from year 1. *(See B.1.b Table 1: Student Enrollment Outlay)*

B.1.b Organizational Chart 3: Operational Year 3 (Grades 4-8 Full Implementation)



B.1.b Table 1: Student Enrollment Outlay

School Year	Projected Enrollment	Full-Time (FT) Teachers	Teacher to Student Ratio	Full-Time Staff	Staff to Student Ratio
1	150	6*	1:25	11	1:13
2	300	12*	1:25	24	1:12
3	400	16*	1:25	31	1:12

* Not included in the above count of Full-Time Teachers: The Physical Education/Chess Teacher and the Coordinator of Special Services. There will be a 1:25 ratio in PE/Chess. Both of these positions included in the Full-Time Staff count.

Reporting Structure:
(See Figure B.3.1 Table 1: Director Roles and Responsibilities.*)*

School Directors:

Director of Operations: The Director of Operations will work collaboratively with the Director of Student Learning as an administrative team at Pensar Academy. The Director of Operations will report to and be evaluated by the Board of Directors directly. The Director of Operations will be responsible for overseeing all the contract service providers not covered by the Director of Student Learning, including: back office support, legal services, food services, financial oversight, compliance, and technology services. Under the supervision of the Director of Operations, the Office Manager will oversee the Student Accountability Information System (SAIS). The Director of Operations will also oversee the General Education Assistants, Office Manager, and Office Aide.

Director of Student Learning: The Director of Student Learning will work collaboratively with the Director of Operations as an administrative team at Pensar Academy. The Director of Student Learning will report to and be evaluated by the Board of Directors directly. The Director of Student Learning will oversee instruction, curriculum, and assessment, including mandated state testing, special education services, and professional development. In Year 1, the Director of Student Learning will also provide Special Education case management and services. The Director of Student Learning will oversee the General Education Teachers, Physical Education/Chess Teacher, Special Education Assistant, Coordinator of Special Services, and contracted service providers for Special Education services, Professional Development Services, and Curriculum Services.

Instructional Staff:

General Education Teacher: The General Education Teachers will report directly to the Director of Student Learning. The General Education Teachers will be responsible for classroom instruction, student assessment and data analysis, and support of the vision and mission of Pensar Academy. The General Education Teachers will be Highly Qualified in their core content areas, as well as Structured English Immersion endorsements.

Physical Education/Chess Teacher: The Physical Education/Chess Teacher will report directly to the Director for Student Learning. The Physical Education/Chess Teacher will be responsible for classroom instruction, student assessment, and support of the vision and mission of Pensar Academy. The Physical Education/Chess Teacher will be Highly Qualified in the content areas, as well as have their Structured English Immersion endorsements.

Coordinator of Special Services: The Coordinator of Special Services will report directly to the Director of Student Learning. The Coordinator of Special Services will be responsible for providing services to students with identified 504 plans or Special Education Individual Education Plans. The Coordinator of Special Services will also work with related service providers for Occupational Therapy, Speech Therapy, and Psychological services to ensure compliance with student needs. The Coordinator of Special Services will also be responsible for the Child Find process. The Coordinator for Special Services will be Highly Qualified and have his/her Structured English Immersion endorsements.

Special Education Assistant: The Special Education Assistant will report directly to the Director of Student Learning. The Special Education Assistant will be responsible for monitoring, assisting, and facilitating student achievement among students identified in need of Special Education services in a variety of settings: project based learning activities, electives, technology driven extension, and small group academic interventions. In addition, the Special Education Assistant will assist with operational duties, such as monitoring the cafeteria and assisting with back office support as necessary.

Operational Staff:

Office Manager: The Office Manager will report directly to the Director of Operations. The Office Manager will be responsible for record keeping of student attendance and enrollment. The Office Manager will also handle office matters such as inventory of supplies and providing customer service through answering phones and serving as a receptionist.

Office Aide: The Office Aide will report directly to the Director of Operations. The Office Aide will be responsible for receptionist duties and assisting the Office Manager in delegated duties.

General Education Assistants: Although this position will have instructional duties as well as operational, the General Education Assistants will report directly to the Director of Operations. The General Education Assistants will be responsible for monitoring, assisting, and facilitating student achievement for students in a variety of settings: project based learning activities, electives, technology driven extension, and small group academic interventions. In addition, the General Education Assistants will assist with duties and back office support as needed.

Parent/Community Volunteers: The Parent/Community Volunteers will be organized and supervised by the Director of Operations. All Parent/Community Volunteers must be fingerprinted and cleared through the Department of Public Safety prior to providing service at Pensar Academy.

c. Subsidiary Relationship with Other Organizations

Pensar Academy does not have a subsidiary relationship with any other organization. Pensar Academy is not currently nor has previously been involved with a prior charter operation.

d. Other Charters Operated by Applicant

Pensar Academy is not currently nor has previously been involved with a prior charter operation.

e. Role of Charter Principals

Founding Board Member	Area of Expertise	Proposed Officer Status
Sandra Zupetz	School Leadership/Operations Student Discipline Instructional Design Grant Writing/Fundraising Community Engagement Extra-curricular Programming Culture Establishment	Co-Founder Founding Board Member Director of Operations Authorized Representative
Patricia Paddock	School Leadership Instruction and Assessment Curriculum Design Special Education Compliance Professional Development	Co-Founder Founding Board Member Director of Student Learning
Tricia Mercado	Accounting Finance Non-profit Structures School Finance Accountability	Founding Board Member

Sandra Zupetz serves as a Director on the founding board for Pensar Academy and will serve as Director of Operations and Authorized Representative for the School. Ms. Zupetz grew up in Virginia, Minnesota, a small Iron Range town whose social calendar often revolved around school activities. She intends to bring this "small town ambiance" combined with a top-notch curriculum to the students of Phoenix. With a B.A. in Sociology from the College of St. Rose (Albany, NY) and a M.A. in Educational Leadership through Northern Arizona University (Flagstaff, AZ), Ms. Zupetz has served as a classroom teacher, a program architect, and an educational administrator in Glendale, Arizona for over a decade. In Glendale, Ms. Zupetz has chaired over 20 community events, written numerous grants to build corporate partnerships, and consistently had classes of students performing in the top 10% in the district. Ms. Zupetz began her teaching career as a Responsibility Room Teacher at Landmark Middle School in Glendale, AZ. In her first year as an educator, she handled over 3,400 referrals for behavioral infractions. She learned very quickly what it took to work in student discipline and get students back to class ready to learn. Ms. Zupetz served as a member of the Landmark Discipline Committee, GESD Discipline Matrix Committee, and GESD Special Education Discipline Matrix Committee. In an administrative capacity, Ms. Zupetz has served as a Principal, Athletic Director, English Language Development Coordinator, and 21st Century Coordinator. As a Principal for 4 years, Ms. Zupetz served as the Title I Intervention Program leader for approximately 1000 students and 75 staff across 4 campuses for the Glendale Elementary School District Program. As an Athletic Director for the Landmark Lobos, Ms. Zupetz organized league play, constructed a district athlete code of conduct manual, and hosted over 25 tournament events. As the English Language Development Coordinator for the Compensatory Education Program, Ms. Zupetz organized and led an afterschool program to expand student mastery of English. Ms. Zupetz served for 2 years as the Site Coordinator and Site Program Architect for the 21st Century Learning Center Program. Inside the classroom, Ms. Zupetz has served as a general education teacher, a resource teacher, and a cross-categorical social-emotional teacher. Starting as a Cross Categorical Resource Teacher for over 8 years, Ms. Zupetz was able to learn how to individualize student learning, teach using a variety of methodologies including project based learning activities, and connect with parents and families about their educational visions for their shared students. Ms. Zupetz was nominated for the 2007 Wells Fargo Arizona Teacher of the Year award and was awarded the 2008 "Teacher of the Year" accolade at Landmark Middle School. For the past 3 years, Ms. Zupetz has been working with students in the general education setting using the same principles utilized as a Cross Categorical Teacher: personalized education, blended instruction, and close relationships with students and families to drive student achievement. In addition, Ms. Zupetz threaded a blended learning model into the instructional block, using technology to maximize learning and individualize results. In her first year as a general education teacher, 89% of the students in her classroom met on the AIMS test in Reading and in Math, 94% of the student increased by 15% or more from the previous school year. This model has yielded results that have been within the top 10% of student scores in the district. Ms. Zupetz has donated her time to write and gain approval of many grants, including 2013 SRP Grant for Sports Engineering, a 2013 SRP Grant for A Trip Through time: Landmark's Centennial, and 3 Wells Fargo Educator Grants. Wanting to bring that "small town ambiance" to the metropolitan community, Ms. Zupetz has chaired over 20 committees, including festivals, community health fairs, and community theatre projects. Committed to after school extension activities, Ms. Zupetz has over 6 years of Athletic Director experience, including tournament hosting and sponsored partnerships using local contacts. Ms. Zupetz was selected and completed the New Schools for Phoenix Fellowship, a rigorous five-month program that provided her with the necessary skills to be a transformative leader of a highly effective school. During the Fellowship, Ms. Zupetz had the opportunity to visit top performing schools around the country, dialogue with school leaders, and craft a vision for a school of her own, Pensar Academy.

Patricia Paddock serves as a Director on the founding board of Pensar Academy and will serve as Director of Student Learning for the School. Mrs. Paddock was born and raised in Glendale, Arizona. She earned her B.S. and M.A. in Special Education through Arizona State University, while earning a second M.A in Administrative Leadership through Grand Canyon University. In an administrative

capacity, Mrs. Paddock has provided service as a Principal for the Title I Intervention Program in the Glendale Elementary School District. In this role, Mrs. Paddock designed and implemented curriculum and professional development. Mrs. Paddock has over 9 years of experience working in general and special education classrooms. For her efforts, Mrs. Paddock was selected as the 2009 Landmark Teacher of the Year. Mrs. Paddock has instituted a variety of models for service of Special Education students, including inclusion through team teaching, self-contained, and departmentalized services. Mrs. Paddock has served as a curriculum architect in a myriad of settings: Title I Math Intervention, Student Leadership Academy, and 21st Century Programming. Second to working with students, Mrs. Paddock's true passion lies in working to assist teachers in maximizing their prowess in the classroom. In her service as a New Teacher Induction Coach, Mrs. Paddock was a vital leader toward the program's 100% teacher retention rate. Professional Development: Best Practice, Instructional Elements all grade levels and content areas Mrs. Paddock hosted 8 Arizona ITEACH teacher candidates providing mentoring and in-time coaching on pedagogy and teaching methods. Mrs. Paddock has served as a Special Education leader in a variety of contexts. She was a district-level facilitator of Professional Development in Individual Education Plan (IEP) compliance, IDEA Special Education Law, 504's, Child Find Process, Universal Design for Learning, Assistive Technology, and related service provider collaboration. Mrs. Paddock also served as a member of the District Monitoring and compliance Cadre, working with the Arizona Department of Education to ensure essential documentation and services were being provided to special education students. Mrs. Paddock was selected and completed the New Schools for Phoenix Fellowship, a rigorous five-month program that provided her with the necessary skills to be a transformative leader of a highly effective school. During the Fellowship, Mrs. Paddock had the opportunity to visit top performing schools around the country, dialogue with school leaders, and craft a vision for a school of her own, Pensar Academy.

Tricia Mercado, a Pensar Academy Founding Board Member, is a Phoenix native who received her accounting degree from Arizona State University. Ms. Mercado has a strong background in finance with a CPA in accounting. Ms. Mercado has experience as a charter school auditor, as well as assisted in the grant writing to start-up for the Academy of Science. At present, Ms. Mercado is a financial controller for the non-profit, Desert Botanical Gardens. Ms. Mercardo a keen understanding of financial compliance for non-profit organizations to the Board at Pensar Academy.

f. Other Charters Operated by Principals

The chart below outlines the other charter operations by Principals, including the authorizer, timeframe, and nature of involvement.

Principal	Authorizer	Time Frame	Nature of Involvement
Patricia Paddock	Great Hearts	01/2015-07/2016	Exceptional Student Services Coordinator
Tricia Mercado	Arizona Academy of Science	08/2010-06/2012	Grant Management