AGENDA ITEM: NEW CHARTER APPLICATION – SENECA PREPARATORY ACADEMY FOUNDATION

Seneca Preparatory Academy Foundation submitted a complete charter application package for the Board's consideration. The revised application package meets the requirements set by the Board for the 2013-2014 application cycle. This report contains:

1. A brief introduction to the application package,
2. An overview of each section of the application package, including:
    a. A description of the proposed education plan,
    b. A description of the applicant's organization with a summary of information submitted regarding applicant education and experience,
    c. A description of the applicant's business plan, and
    d. Information from the in-person interview,
3. The overall score for the application package,
4. Staff's recommendation regarding this application package.

Additional items in the portfolio include:

- A link to the audio recording of the in-person interview
- A copy of the final scoring rubric which confirms the application package does meet the requirements as demonstrated through the review of the preliminary application package submitted on June 27 (including the technical assistance provided to the applicant) and review of the revised application package submitted on December 15, and
- Each section of the revised application package.

A link to the audio recording of the in-person interview is found on agenda item N.4.

APPLICATION INTRODUCTION

Seneca Preparatory Academy Foundation is an Arizona non-profit corporation formed in 2011. The authorized representative for the corporation is Jean-Claude Abougou. The proposed school, Seneca Preparatory Academy, will serve grades K-6 in Tucson.

Mission Statement

The stated mission of Seneca Preparatory Academy is as follows: "We believe that every child can learn, and with The Right Educational (RE) System can go to college and succeed; and ultimately can become successful in life and positively contribute to society. The mission of Seneca Preparatory Academy (SPA) is to develop and run a high-quality elementary school using The Right Educational (RE) System; and thus provide students with high school, college and career readiness. We believe that with The Right Educational (RE) System college education is made accessible to all, and especially to the traditionally underserved minority and poor populations that have always had limited access to adequate education. By being in service in underserved areas, Seneca Preparatory Academy (SPA) strives to increase scholastic achievement and close the achievement gap in those areas; and bring a message of hope and encouragement to those who live in these areas."

Target Population

Seneca Preparatory Academy will be located in Tucson to serve a population where the majority of the families are Hispanic, and 35% of adults over age 25 have not graduated from high school.

Student Count

Year	Grades Served	# of Students	# of Sites
1	K-4	260	1
2	K-5	320	1
3	K-6	400	1

School Calendar
Standard, 182 days

A. EDUCATION PLAN

The following summary was created from excerpts and summaries of the documents submitted for the applicant's Education Plan.

Educational Philosophy
The Right Educational (RE) System, SPA's educational program, is based on the belief that every child can learn if put in an environment conductive to learning. The RE System is designed to increase scholastic achievement in general, and specifically to decrease the achievement gap in socio-economically disadvantaged communities. To achieve this goal, The RE System will rely on the successful development and implementation of the School's RTI-Early Intervention Reading & Math Program and its associated programs.

Program of Instruction

Framework:
The Right Educational (RE) System is modeled after the following four groups of educational programs that have successfully bridge the achievement gap in high minority and/or low-income areas in the US or used successfully abroad in underdeveloped countries:

- The French primary and secondary education system;
- The educational systems used by Carl C. Icahn Charter School, NY and the rest of a small group of innovative charter schools -- such as KIPP Academy, TX; Roxbury Preparatory Charter School, MA; and Cesar Chavez Academy-Pueblo, CO -- recognized by the US Department of Education for successfully closing the achievement gap in several low-income and/or high minority areas in the US (US Dept of Education, 2004 & 2007);
- The educational approaches advocated by (1) the Arizona Charter Schools Association through its Quality Standards and its landmark study Success Measured (Gau & Gemelli, 2008); (2) the Arizona State University Morrison Institute for Public Policy's publication The Six Keys to Successful Latino Schools (Waits et al., 2006); and (3) the Arizona Department of Education's Seven Correlates of Effective Schools (ADE, 2009);
- and by Harvard University's Charter School Coherence Model (Merseth et al, 2009).

Methods of Instruction: The narrative lists the following to be used as methods of instruction:

- Seneca Preparatory Academy (SPA) program of instruction will be aligned with Common Core State Standards, the new Arizona academic standards approved on June 28, 2010 by the Arizona State Board of Education. The following curriculum resources will be used:
  - SRA/McGraw Hill Reading Mastery Signature Edition for Core Reading Curriculum
  - Core Knowledge Sequence for Language Arts General Curriculum
  - Singapore Math for General Math Curriculum
  - Macmillan/McGraw Hill Curricula for Science and Social Studies
  - Instruction for English Language Learners (ELLs)
- Backward Design Instructional Model
- Direct Instruction

- Instruction in Small Class Size
- RTI 3-Tier Instruction Delivery System & Differentiated Instruction
- Cooperative Learning

Methods of Assessment: The narrative lists the following to be used as their methods of assessment:
Formative:

- For daily progress monitoring, the School will use ongoing informal curriculum-based formative assessments (CBA) such as classroom observations, ongoing formal CBA such as quizzes, and curriculum-based measurement (CBM) with the Diagnostic Online Reading Assessment (DORA) and Diagnostic Online Math Assessment (DOMA) platforms.
- Other formative assessment tools available to SPA teachers will include:
    - teacher questioning and class discussions;
    - analysis of student work;
    - exit questions;
    - voting;
    - reflection;
    - self-assessment;
    - peer-assessment;
    - teacher self-assessment.

Summative:

- Seneca Preparatory Academy (SPA) will use teacher or school-made summative assessments -- such as middle or end of unit exams or DORA/DOMA summative assessments respectively -- to assess student cumulative learning over time and inform curriculum and instruction. Together with formative and benchmark assessments, SPA's summative assessments will make up the School's Balanced Assessment System. This system will provide a continuum of assessments that will cover the student entire learning cycle.
- Outcome summative assessments such as AIMS (reading, writing, math and science proficiency), Stanford 10 (national percentage ranking in reading, language and math) and/or AZELLA (English proficiency) will be used to evaluate learning.

PMP
The Performance Management Plan (PMP) for new applicants is for the purpose of ensuring the school's curriculum, instruction, monitoring of student achievement, and professional development are ready to be implemented.

The applicant submitted a PMP that met the criteria in all areas for both Reading and Math.

Curriculum Samples
Curriculum samples for Seneca Preparatory Academy were provided for grades K-6. The table below indicates which curriculum samples in the revised application package met all Board requirements (+), and which had deficiencies (-). Details can be found in the attached Scoring Rubric.

Grade	Math	Reading	Writing	Science
K	+	+	+	
1	+	+	+	
2	+	+	+	
3	+	+	+	
4	+	+	+	+

5	+	+	+	
6	+	+	+	

EDUCATION PLAN FINDINGS

PRELIMINARY WRITTEN APPLICATION PACKAGE:
7/80 scoring areas (9%) did not meet the criteria.

During the in-person interview the applicant responded to the questions regarding the submitted Education Plan.

The individuals who participated in the interview were able to answer questions with responses that provided clarification or added detail to the preliminary written Education Plan.

The TRP provided the applicant with written technical assistance based on its review of the preliminary written application package and responses provided during the interview.

REVISED WRITTEN APPLICATION PACKAGE:
0/80 scoring areas (0%) did not meet the criteria.

B. ORGANIZATION PLAN

The following summary was created from excerpts and summaries of the documents submitted for the applicant's Organization Plan.

Seneca Preparatory Academy Foundation is a non-profit corporation, located in Tucson, Arizona, that was created on April, 29 2011 for the purpose of creating, developing and operating a charter school or a school district, with three Directors: Jean-Claude Abougou, Donka Dyer-Abougou, and Bitaya Mulato.

Education Service Provider
Seneca Preparatory Academy Foundation does not intend to contract with or have a governance relationship with an Educational Service Provider.

School Governing Body
Pursuant to A.R.S. 15-183 (E)(8), a School Governing Body separate from the corporate board will be established. The Board Hiring & Development Committee will identify and develop a list of potential school board members. Vacancies on the School Governing Body shall be filled by new members nominated by the Corporate Board of Directors.

School Governing Body Member Type	Number	Name
Organization Principal(s)	3	Jean-Claude Abougou Donka Dyer-Abougou Bitaya Mulato
Parent	1	TBD
Community	7	TBD

Roles and Responsibilities

Corporate Board	Governing Body
Seneca Preparatory Academic Foundation will be responsible for the legal and financial management of the corporation.	The Governing Board will be responsible for the policy decisions of Seneca Preparatory Academy. It will be the duty of the School Governing Board to: • Select the School Director/Principal; and support and review his/her performance. • Monitor the successful implementation of The Right Educational (RE) System. • Approve Seneca Preparatory Academy (SPA) short and long-term academic objectives. • Monitor the implementation of the Performance Management Plan (PMP) and/or SPA yearlong academic plan. • Work in partnership with the School Director/Principal on the development and successful implementation of SPA Fund Raising Program. • Enhance SPA public standing by serving as ambassadors, advocates and community representatives of the school. • Carry any duties imposed on them collectively or individually by the articles of incorporation or by the bylaws.

Charter Principals Background Information

Authorized Representative: *Jean-Claude Abougou*
Confirmed Education History: Ph.D. in Nutritional Sciences, University of Arizona, December 1988; Master of Business Administration, University of Arizona, December 1992
Confirmed Employment History: Teacher, Desert Rose Academy & Canyon Rose Academy 2007 – Present
Arizona FCC Expires: 2/22/2013
Review of Individual Financial Position: Follow-up completed – met requirements
Current or Past Charter Affiliations: None

Principal Name: *Donka Dyer-Abougou R.N.*
Confirmed Education History: Registered Nurse Diploma in Nursing, Methodist Hospital School of Nursing, May 1980
Confirmed Employment History: Manager, GI Lab, Pre-Op and PAT, Carondolet St Mary's Hospital November 2010 – Present; Clinical Staff Nurse, Carondolet St Mary's Hospital, November 2008 – November 2011; Clinical Nurse Team Leader, Carondelet St Mary's Hospital January 2007 – November 2008
Arizona FCC Expires: 1/11/2016
Review of Individual Financial Position: No follow-up required
Current or Past Charter Affiliations: None

Principal Name: *Bitaya Mulato*
Confirmed Education History: Bachelor of Science in Speech and Hearing, University of Arizona, May 2004
Confirmed Employment History: Contracted Speech Therapist, Kaleidoscope Family Solutions, 2011 – Present; Contracted Speech Therapist, Student Therapies and Resources Services (STARS) August 2006 – July

Arizona FCC Expires: 4/20/2017
Review of Individual Financial Position: No follow-up required
Current or Past Charter Affiliations: None

ORGANIZATION PLAN FINDINGS

PRELIMINARY WRITTEN APPLICATION PACKAGE:
2/24 scoring areas (8%) did not meet the criteria.

During the in-person interview the applicant responded to the questions regarding the submitted Organization Plan.

The individuals who participated in the interview were able to answer questions with responses that provided clarification or added detail to the preliminary written Organization Plan.

The TRP provided the applicant with written technical assistance based on its review of the preliminary written application package and responses provided during the interview.

REVISED WRITTEN APPLICATION PACKAGE:
0/24 scoring areas (0%) did not meet the criteria.

C. BUSINESS PLAN

The following summary was created from excerpts and summaries of the documents submitted for the applicant's Business Plan.

Site Information

Proposed School Name:	Seneca Preparatory Academy
Proposed Location:	he applicant describes the ideal school facility as being located near the highly traveled major roads that delimit the target area; that is, 22nd Street (north), Alvernon Road (east), Valencia Road (south) and in I-10/I-19 (west).
Proposed Facility:	Seneca Preparatory Academy has determined that it will require a total interior usable space of 14,190 Sq. Ft. for classrooms and other school activity rooms at full capacity with 400 students in Year-3. The interior usable space represents 75% of the total facility square footage. The remaining 25% of the facility square footage (4,730 Sq. Ft.) represents the circulation space (hallways, bathrooms and storage space). Three potential sites have been identified, including: • 19,724 Sq. Ft. of space at 4370 s. Fremont • 39,770 Sq. Ft. of space at 3160 E. Transcon Way • 15,387 Sq. Ft. of space at 1501 E. 21st St.

Budget

Start-up Budget
The start-up budget, in the amount of $24,000, covers the costs described in the Start-Up Budget Assumptions narrative with revenue that has been verified. At the end of the start-up period, verified revenue exceeds expenditures.

Secured Funds
The applicant has secured a loan from Donka Dyer-Abougou. The secured funds, in the amount of $24,000 as stated by the applicant, are available as confirmed by Diversified Investment Advisors.

Annual Operating Budgets
The operating budget for Year One is based on 90% of anticipated student enrollment of 260 students, with a projected per-student equalization funding of $5,726 as calculated based on FY2012 revenue worksheets, including base support level weights, weighted students counts, and with additional assistance multipliers. At the end of each year revenue exceeds expenditures, with the following year-end balances: Year 1 ($36,384); Year 2 ($101,010); Year 3($191,825).

BUSINESS PLAN FINDINGS

PRELIMINARY WRITTEN APPLICATION PACKAGE:
2/26 scoring areas (8%) did not meet the criteria.

During the in-person interview the applicant responded to the questions regarding the submitted Business Plan.

The individuals who participated in the interview answered questions with responses that restated information found in the preliminary written Business Plan.

The TRP provided the applicant with written technical assistance based on its review of the preliminary written application package and responses provided during the interview.

REVISED WRITTEN APPLICATION PACKAGE:
0/26 scoring areas (0%) did not meet the criteria.

OVERALL SCORE

Preliminary application package: 8% of the scoring areas did not meet the criteria.

Revised application package: 0% of the scoring areas did not meet the criteria.

BOARD OPTIONS

Option 1: The Board may approve the application package. Staff recommends the following language for consideration: Based upon review of the contents of the portfolio provided for this applicant and the information provided by the representatives of the applicant during consideration, and given it is within the sole discretion of the Board to approve or deny a charter, I move to approve the application package and grant a charter to Seneca Preparatory Academy Foundation to establish Seneca Preparatory Academy charter school to serve grades K-6.

Option 2: The Board may deny the application package. The following language is provided for consideration: Based upon a review of the contents of the portfolio provided for this applicant and the information provided by the representatives of the applicant during consideration, and given it is within the sole discretion of the Board to approve or deny a charter, I move to reject the application package and deny the request for a charter of Seneca Preparatory Academy Foundation to establish a charter school for the reason(s) that its application failed to meet the requirements of Title 15, Chapter 1, Article 8 due to: (member making the motion should select all that apply and complete the sentence where necessary).

- ❑ Lack of an Education Plan that meets the Board's criteria as stated in the scoring rubric and/or demonstrated through responses to interview questions,
- ❑ Lack of a curriculum aligned to state standards as stated in the scoring rubric,
- ❑ Lack of an Organization Plan that meets the Board's criteria as stated in the scoring rubric and/or demonstrated through responses to interview questions,
- ❑ Lack of a Business Plan that meets the Board's criteria as stated in the scoring rubric and/or demonstrated through responses to interview questions,

And/or I move to reject the application package and deny the request for a charter of Seneca Preparatory Academy Foundation to establish a charter school for the reason(s) that:

- ❑ The applicant is not sufficiently qualified to operate a charter school based on (insert the facts from the background/fingerprint/credit report of the specific Officers, Members, Directors, or Partners that form the basis for the decision).

The applicant is not sufficiently qualified to operate a charter school based on the (insert the facts from the financial, operational and/or academic performance of associated schools that form the basis for the decision).