B. ORGANIZATION DESCRIPTION

B.1. APPLICANT ORGANIZATION

B.1.a. History of Seneca Preparatory Academy Foundation

Licensing and Permits

- Seneca Preparatory Academy Foundation (SPA Foundation) is a non-profit organization incorporated in Tucson, Arizona on April 29, 2011; and its Employee Identification Number (EN) is 45-3120762.
- The Principals of SPA Foundation are:

1. Dr. Jean-Claude Abougou, President and Chairman of the Board; and Authorized Representative.

2. Donka Dyer-Abougou, Vice President.

3. Bitaya Mulato, Director.

- The Sole Member is:

  Seneca Preparatory Academy Community Foundation

  Tucson, Arizona

History of Seneca Preparatory Academy (SPA)

The idea of starting a high-quality college preparatory elementary school in a disadvantaged area comes from three observations that Dr. Jean-Claude Abougou made some time ago and that clearly show the need for such an educational program in the target community.

The first observation was made when Dr. Abougou was attending the University of Arizona. Jean-Claude and a group of French-speaking students realized that even with the linguistic challenge of being English language learners (ELLs), students who graduated from French primary and secondary schools entered American universities ahead by at least a year of university general knowledge; that is, as entering freshmen, they were at least at the sophomore level in US universities. This was remarkable considering that Dr. Abougou and his friends came from underdeveloped countries where resources are usually scarce. Jean-Claude and his friends attributed their scholastic success to their experience with the very rigorous French elementary and secondary school systems.

The second observation was made a couple of years ago when Dr. Abougou asked a group of four teachers from a southern Arizona school district to explain why African American students usually seemed to perform poorly as compared to their Caucasian counterparts. To his amazement, without hesitation and in unison the four teachers said that it was a question of expectation. In short, no one expects this group of students to do well in school so they oblige by performing poorly. Dr. Abougou then wondered what would happen if someone had expected the Black students to do well in school. The answer was clear: they would indeed do very well.

The third observation came from a report made in “60 minutes” on February 24, 2008 on the National System of Youth and Children’s Orchestras of Venezuela known informally as “El Sistema” or the System. For the last 32 years, the System has rescued more than 250,000 children from the poorest barrios of Venezuela and trained them to play in orchestras around the world. It has produced star musicians such as Gustavo Dudamel who at 27 became the youngest conductor and Music Director of the Los Angeles Philharmonic and the Gothenburg Symphony in Sweden; or Edicson Ruiz, 17 years old, and the youngest bass player in the Berlin Philharmonic orchestra history.

The Venezuelan musical System shows that learning to play classical music is not the exclusive dominion of the rich and powerful; that a destitute street kid from Caracas, Venezuela can, “under the right conditions”, “under the right system” learns to play classical music well enough to be hired by the prestigious and very exclusive Berlin Philharmonic Orchestra. Now, can this kid also succeed in school? Can the Venezuelan musical success be duplicated in the area of elementary and secondary education? The answer is yes but only “under the right conditions”, under what Dr Abougou calls “The Right Educational System” or “The RE System”.

The Right Educational (RE) System is a unique practical approach to education. Its curriculum and instructional methodology were originally inspired from the French educational system since The RE System uses direct instruction, a rigorous and challenging basic curriculum and high accountability for school stakeholders. However, it is also very different from the French system since it is not an elitist system. In that regard, The RE System is diametrically opposite to the French educational system because at its core, The RE System believes in children’s innate ability to learn regardless of their economic, social or ethnic background. The RE System simply provides the favorable physical and mental framework that helps students succeed academically.

To bring The RE System into reality, Dr. Abougou decided to gain some practical experience teaching in a local high school. In the last 5 years, he has been teaching science, chemistry, math and physics in a charter school located in a socio-economically disadvantaged area in Tucson, Arizona. In the present venture, Dr. Abougou is joining forces with Bitaya Mulato, BS, and Donka Dyer-Abougou, RN. Ms. Mulato is a licensed speech therapist with experience working in Native American Reservations and in other high-poverty schools in Southern Arizona. Mrs. Donka Dyer-Abougou brings a medical, managerial and personal experience to this project with more than 20 years of experience as a registered nurse working in a hospital system that caterer to the unprivileged populations of Tucson and southern Arizona.

B.1.b. Organizational Chart & Reporting Structure

Executive Director

At Seneca Preparatory Academy (SPA), the Executive Director will be responsible for the day-to-day operations of the School. He will supervise the Assistant Director of Curriculum & Instruction, the School Nurse and the Office Manager.

According to Seneca Preparatory Academy Foundation bylaws, “the School Executive Director shall carry out the academic and fund raising policies established by the School Governing Board and shall be directly responsible to the School Governing Board”.

The Executive Director will work in cooperation with Seneca Preparatory Academy Foundation's Corporate Board and the School Governing Board in translating The RE System into a set of specific, measurable and achievable academic objectives; and he will oversee the successful implementation of these objectives. The School Governing Board will be responsible for approving the school academic objectives and for monitoring the school overall performance. Seneca Preparation Academic Foundation will be responsible for the legal and financial management of the corporation.

Assistant Director of Curriculum & Instruction

The Assistant Director of Curriculum & Instruction will report to the Executive Director; and all the teaching staffs will report to him/her.

Office Manager

The Office Manager will be responsible for all daily front desk activities and for SPA business management. The Office Manager will supervise the front desk clerks and other non-teaching staffs. This position will report to the Executive Director.

Special Education Teacher

The Special Education Teacher will be in charge of all daily educational activities involving student with learning disabilities. He/she will report to the Assistant Director of Curriculum and Instruction.

School Nurse

The School Nurse will report directly to the Executive Director. He/she will be responsible for organizing the school health program.

B.1.c. Subsidiary Relationship to another Organization

Seneca Preparatory Academy Foundation has one member, Seneca Preparatory Academy Community Foundation. Therefore, Seneca Preparatory Academy Foundation would be considered a subsidiary of the latter corporation. However, currently, Seneca Preparatory Academy Foundation is the only corporation under SPA Community Foundation umbrella. Consequently, the two companies are the same organization.

B.1.d. Current or Prior Charter Operation by Applicant

Seneca Preparatory Academy (SPA) Foundation has never been involved in the operation of any other charter school.

B.1.e. Role of Principals in the Organization

Role of Current Seneca Preparatory Academy (SPA) Foundation Principals

Jean-Claude Abougou; President, Seneca Preparatory Academy (SPA) Foundation

Jean-Claude Abougou is the President, Chairman of the Board and Authorized Representative of SPA Foundation. He will also be the Executive Director of Seneca Preparatory Academy (SPA).

As President of SPA Foundation, Dr. Abougou is the Chief Executive Officer who supervises the Foundation's business and affairs. He may employ such persons necessary for the development of the Corporation's objectives. However, he is ultimately responsible for the day-to-day running of SPA Foundation, its vision and its overall success.

Donka Dyer-Abougou; Vice President, Seneca Preparatory Academy (SPA) Foundation

Mrs. Dyer-Abougou is the Vice President of Seneca Preparatory Academy (SPA) Foundation. In the absence of the president, or in the event of his inability, she will perform all the duties of the president with all the powers of, and be subject to all the restrictions on, the president.

Bitaya Mulato; Director and Secretary, Seneca Preparatory Academy (SPA) Foundation

Ms. Bitaya Mulato is a Director and Secretary at Seneca Preparatory Academy (SPA) Foundation. As the Secretary of the Corporation, she is responsible for taking and keeping the minutes of all Board of Directors meetings, and for reviewing these minutes before presentation to the Board of Directors.

Experience and Qualifications of Principals related to Charter School Operation

Seneca Preparatory Academy (SPA) Founders will use their experience in elementary and secondary education, and in business operations and financial management, to manage SPA business affairs directly or indirectly. Dr. Abougou will be the school's Executive Director; and Mrs. Dyer-Abougou and Ms. Mulato will be involved in the financial management of SPA Foundation. This later organization will be responsible for the financial and legal management of Seneca Preparatory Academy (SPA).

Experience in Elementary and Secondary Education

Both Dr. Abougou and Ms. Mulato will use their more than ten years combined experience in secondary and elementary education in socio-economically disadvantaged population to manage Seneca Preparatory Academy (SPA) and/or SPA Foundation.

Dr. Abougou has been teaching science, math, chemistry and physics at Desert Rose Academy and Canyon Rose Academy in Tucson, Arizona for the last five years. These high schools are part of a group of four charter schools owned and operated by the Rose Management Group. Dr. Abougou will use his five years experience teaching in charter schools for underserved populations to successfully build and develop SPA, an elementary school that will also be located in a socio-economically disadvantaged area. At SPA, Dr. Abougou will use the following skills and experience acquired while teaching in charter schools:

- Experience as a classroom teacher, who plans, develops, implements, and aligns instruction to state standards; and at the same time implements a school educational plan, disciplines, teaches and prepares students for AIMS, Stanford 10 and/or AZELLA.
- Experience in successfully running a diverse classroom with regular students and students with special needs such as ELL, at-risk and students with learning disabilities.
- Experience as an academic and life coach, a motivator, a disciplinarian, and a mentor for all students and especially for those who live in underserved areas.
- His personal experience growing up in a poor country and learning how to succeed under very challenging life conditions.

Ms. Bitaya Mulato graduated from the University of Arizona in 2004 with a Bachelor of Science in Speech and Hearing Science. She is currently working at Isaac E. Imes Elementary School, in Glendale, Arizona. In her current job as a speech therapist, Dina is involved with special education, Head Start and regular elementary school students. She provides them with speech services, attend and contribute to IEP meetings, evaluate students for language deficiencies and interact with parents/guardians. Prior to this job, Ms. Bitaya worked for seven years as a speech therapist for several elementary and high schools in southern Arizona.

Ms. Mulato experience is elementary education will make her a valuable asset in the organization and operation of Seneca Preparatory Academy (SPA).

<u>Experience in Business Operations and Financial Management</u>

Dr. Abougou and Mrs. Dyer-Abougou will apply their formal education, skills and practical experience in business operations and financial management to the successful operation and financial management of Seneca Preparatory Academy (SPA).

Jean-Claude Abougou came to the Seneca Preparatory Academy (SPA) project with not only formal training in business administration (MBA) but also with the practical hands-on business experience acquired in the pharmaceutical industry and as a small business owner. He brings over 12 years of experience with major pharmaceutical companies in the areas of biomedical research, education, overall business administration, project management, product launch and marketing through their life cycles, financial analysis and grant writing.

Dr. Abougou is a graduate of the University of Arizona where he received a PhD in Nutritional Biochemistry, a Master of Science (MS) Degree in Food Science and a Master in Business Administration (MBA). He also graduated from the University of Cameroon with a Bachelor's Degree in Biochemistry. Jean-Claude was a Regional Associate Director of Oncology Research at Novartis Oncology in charge of Arizona, San Diego, New Mexico and west Texas before he decided to take a teaching job in an underserved high school in Tucson, Arizona. Prior to that, he was an Oncology Education Manager with Aventis Oncology where he was responsible for Arizona, New Mexico, Utah, Idaho and Wyoming.

The following characteristics of Dr. Abougou past job experiences will provide the background required to successfully start and develop Seneca Preparatory Academy (SPA):

- ability to manage all aspects of a business including, budget, training, advertising/promotion, competition, employees and human resources, and government and legislation;
- ability to launch and promote a new pharmaceutical product throughout its life cycle;
- ability to always be customer-focused and to think outside the box to solve problems and adjust to constant changes within the business environment; and the
- ability to manage a diverse group of highly competitive associates.

Dr. Abougou intends to combine his charter school experience with his pharmaceutical financial and business background to successful develops and operates Seneca Preparatory Academy (SPA).

Mrs. Donka Dyer-Abougou is a registered nurse with a Diploma Degree from Methodist Hospital School of Nursing, Philadelphia PA. In her more than twenty years of nursing experience, she has accumulated considerable management and clinical experience in several therapeutic areas and has worked as a consultant and medical representative for insurance companies. Donka is currently the Manager of three different units -- GI Lab, Pre-Op and PAT -- at St Mary Hospital in Tucson, Arizona. Together, these three units have 30 employees (16 registered nurses and 14 medical technicians). As a manager, she is involved in the following functions and activities:

- Run daily staff and productivity meeting.
- Run monthly staff meetings.
- Schedule and regulate staffs for the day; and regulate staff flow between patients and physicians.
- Coordinate and communicate with other managers and associates.
- Attend leadership meetings.
- Attend patient experience to assure their satisfaction.
- Manage the department budget and resources according to hospital, medical and legal policies.

Donka will also use her managerial skills to help Seneca Preparatory Academy (SPA) establish itself as a well-run educational facility.

B.1.f. Current or Prior Charter Operation by Principals

While none of the Principals has been directly involved in the operation of a charter school, the information provided above in section B.1.e shows that SPA Foundation's Principals are highly

educated, experienced professionals with the formal training and hands-on experience in education and business management that make them well prepared to develop and operate a charter school.

B.1.g. Consistency with Background Information on Principals

The information on SPA Foundation's Principals presented in this section is consistent with the background information provided on each individual Principal.

B.1.h. Consistency with Title Page Information

The information presented in this section is consistent with the information listed on Title Page.

B.1.i. Consistency with Contents of the Application

In this section of the application, the information presented by Seneca Preparatory Academy (SPA) Foundation is consistent with the contents of the application package.

B.1.j. Consistency with Legal Documentation on Business Entity

The information presented in this section is consistent with the legal documentation establishing Seneca Preparatory Academy (SPA) Foundation.