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 (EIN) 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.

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 with 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 by 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 high-poverty 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. Relationship between Seneca Preparatory Academy (SPA) Foundation and Seneca Preparatory Academy (SPA)

Now, the SPA Foundation has no operation; therefore, it has not established a relationship with the proposed school.

B.1.c. Roles and Responsibilities of Seneca Preparatory Academy (SPA) Corporate Directors

General Roles and Responsibilities of SPA Corporate Directors

Seneca Preparatory Academy (SPA) Foundation Corporate Directors will have the following roles and responsibilities:

- Formulate the Corporation's vision and/or modify the educational vision expressed in The Right Educational (RE) System;
- Formulate and implement Seneca Preparatory Academy Adult Learning Program.
- Supervise all financial activities involving the Corporation;
- Appoint and remove, employ and discharge, and, except as otherwise provided in the bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents, and employees of the corporation;
- Supervise all officers, agents, and employees of the corporation to assure that their duties are performed properly;
- Work with the School Governing Board to ensure the successful implementation of The Right Educational (RE) System;
- Nominate, vote, and/or appoint new School Board Members or approve the membership renewal of incumbent ones;
- Involve in activities and interaction with major stake holders such as the Arizona State Board for Charter Schools; or Tucson, Sunnyside, Amphitheater, Palo Verde and Vail Unified School Districts;
- Involved in decisions related to the location, relocation or expansion of the School;
- Involved in decisions related to major logistic changes such as school and/or classroom size, and changes in the student-to-teacher ratio.

Specific Roles and Responsibilities of SPA Corporate Directors; and Individual Experiences

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

Jean-Claude Abougou is the President, Chairman of the Board and Authorized Representative of Seneca Preparatory Academy (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.

Dr. Abougou holds a PhD in Nutritional Biochemistry, a Master of Business Administration (MBA) and a Master of Science (MS) in Food Science from the University of Arizona. For the last five years, he has been working as a science, math, chemistry and physics teacher at Desert Rose Academy and Canyon Rose Academy in Tucson, Arizona.

Prior to accepting a high school teaching position with the Rose Management schools, Jean-Claude worked for over twelve years for several major drug manufacturers; namely, Merck, Sanofi, Aventis and Novartis. Dr. Abougou was involved in the launch, marketing and

promotion of several billion dollar drugs such as Proscar (Finasteride), Singulair (Montelukast), Cozaar (Losartan) and Zocor (Simvastatin) to name a few. He worked as a Cardiovascular Health Management Coordinator, an Internal Medicine Therapeutic Medical Liaison, and an Oncology Education Manager. He was a Regional Scientific Associate Director at Novartis Oncology, in charge of San Diego, Arizona, New Mexico and West Texas when he resigned to become a high school teacher; and in his words "to do something good". Dr. Abougou is also a successful and highly experienced small business owner

Donka Dyer-Abougou; Vice President, 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.

Donka is a registered nurse with a Diploma Degree from Methodist Hospital School of Nursing, Philadelphia PA. She is currently the Manager of GI Lab, Pre-Op and PAT at St Mary's Hospital in Tucson, Arizona. In her more than twenty years of nursing experience, she has accumulated considerable clinical experience in GI, case management, utilization review, coronary intensive care unit and cardiovascular intensive care unit to name a few. Mrs. Dyer-Abougou has also worked as a consultant and medical representative for insurance companies.

Bitaya Mulato; Director and Secretary, 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. In addition, as the Secretary, she sees that minutes of all meetings and all unanimous consents of the Board of Directors, these Bylaws, and all other-records as required by law are properly kept.

Ms. Mulato holds a Bachelor of Science in Speech and Hearing Science from the University of Arizona. She has been working for Student Therapeutics and Resources Services (STARS) for more than five years in several Native American school districts and other socio-economically disadvantaged schools in southern Arizona and Phoenix.

B.1.d. Information on Organization aligned Title Page and Application Content

Seneca Preparatory Academy (SPA) believes that the information provided on the Organization is aligned with the information listed on the Title Page and with the contents of the application package.

B.1.e. Information on Organization Consistent with Articles of Incorporation

Seneca Preparatory Academy (SPA) believes that the information provided on SPA Foundation and SPA is consistent with the Articles of Incorporation.