The Paideia Academy of Chandler, Inc.

To: **Arizona State Board for Charter Schools**
Phoenix, Arizona

From: Dr. Robert C. Winsor (Brian), President of the Board
The Paideia Academy of Chandler, Inc.

Date: December 14, 2011

Subject: Revised Charter Application

Distinguished Board and Executive Staff Members:

I would like to thank the members of the Review Committee and the Executive Staff who took the time to review our application and provide us with valuable comments. This helped us to improve and properly interpret the critiques on our application. We believe that we have adequately addressed all comments and concerns of the reviewers in our revised application.

We would like to request, herewith, that our revised application package be moved forward for consideration by the Board. Thank you for the valuable comments on our application.

Respectfully,

Dr. Robert C. Winsor (Brian)
President of the Board
The Paideia Academy of Chandler, Inc.

Enclosures: 1. Reviewers Comments and Answers

A 5 Curriculum Unit Samples

Response: We have taken into consideration the review comments and have revised the curriculum unit samples accordingly.

B 2b Applicant Composition

Partially addresses criteria, but lacks sufficient detail in:
- Identifying experience in financial management as it supports the operation of a charter school. Provide additional details regarding the experience in financial management of Robert Winsor II, Ph.D as it pertains to the operation of a charter school. Details provided do not clearly demonstrate capacity in financial management.

Response: We have taken into consideration the review comments and have revised the section to include additional details regarding the experience in financial management of Robert Winsor II, Ph.D as it pertains to the operation of a charter school. We believe that the additional details provided now clearly demonstrate capacity in financial management.

"Brian also has gathered valuable experience working as a Principal at Life School College Prep, where he created and implemented educational program for the new charter campus (Gold Campus) serving 500+ students grades K-12 to include budget preparation and management, supervision and training of teachers and staff, implementation and supervision of special education services delivery as well as development and implementation of the high school curricular program.

In 2009, Brian formed The Principal's Office LLC, an educational consulting firm focused on schools with high Title I and ELL student populations, specializing in Professional Development for teachers and leaders, Positive Behavioral Intervention Planning, Early Academic Intervention through Response to Intervention (RTI) and Supplemental Education Services (SES).

Recently, The Principal's Office LLC, and Brian Winsor himself earned a "preferred consultant" status with the Arizona Charter School Association for Performance Management Planning and Implementation. As a managing member of The Principal's Office LLC, Brian successfully manages the business operations, personnel and finances of the company.

Additionally, Brian is a ground campus instructor at the University of Phoenix, the nation's largest university, where he teaches a course in Educational Finance and Budgeting, EDA538. This graduate level course is designed to prepare new principals for certification. The course examines the concepts, theories, and practices that form the foundation of public school finance in America such as taxation, revenue sources, legislative issues, risk management, and other associated school finance considerations. Under the supervision of the instructor, students create and manage district, charter, and school budgets."

B.3d Governing Body

Partially addresses criteria, but lacks sufficient detail in:
- Describing what resources will be used. Provide details regarding the resources to be used for training and orientation of all school governing body members.

Response: We have taken into consideration the review comments and have revised the section to include additional details regarding the resources to be used for training and orientation of all school governing body members.

"Various state and local resources will be sought for guidance and direction through new and unfamiliar issues. Existing and new governing board members will be referred to the self-help resources available on Open Meeting Law, such as:

- The Arizona Ombudsman Office – Citizens' Aide handbook – The Arizona Open Meeting Law,
- The Arizona Ombudsman's website, www.azoca.gov
- Arizona Agency Handbook, Chapter 7, www.azag.gov
- Attorney General Opinions – www.azag.gov

The Paideia Academy will use the free resources, until a subscription is purchased, available from to The High Bar, which is a data-driven web-based tool designed to help the Governing Board reach a high standard of charter school governance. The High Bar tool is a knowledge-based product, specifically designed for charter schools, which allows board members to learn from their peers nationwide and emphasizes the creation of sustainable governance systems. The tool allows for in-depth analysis of the board's needs and goals, efficient management of the board's work and documents, training and materials, as well as on-going governance support and training for the school's leadership.

The school will also use the various trainings and workshops on governance and Arizona Open Meeting Law offered through the Arizona Charter Schools Association, including participation of the governing board members in the annual conference and any breakout session dedicated to improving the school governance and compliance with open meeting law."

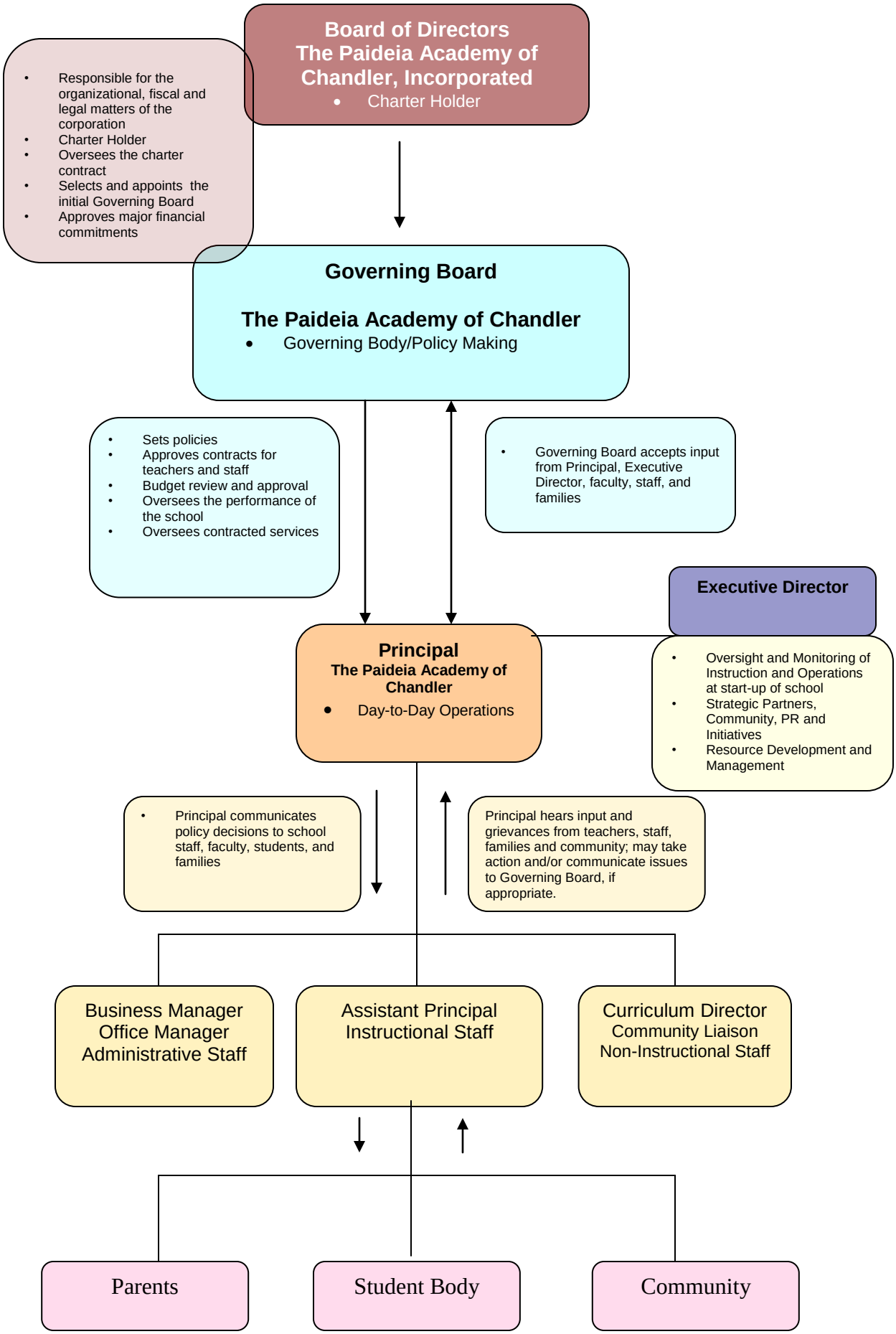
B.4d Management and Operation

Partially addresses criteria, but lacks sufficient detail in:

- Providing an organizational chart and narrative that represents a practical reporting structure within the organization. Organizational chart not sufficiently consistent with narrative.

Response: We have taken into consideration the review comments and have revised the section to include additional details regarding Paideia Academy's organizational chart and narrative that represents a practical reporting structure within the organization.

We have provided a revised chart, which is consistent with the narrative and represents a practical reporting structure within the Paideia Academy.


Board of Directors
The Paideia Academy of Chandler, Incorporated
Charter Holder
Responsible for the organizational, fiscal and legal matters of the corporation
Charter Holder
Oversees the charter contract
Selects and appoints the initial Governing Board
Approves major financial commitments
Governing Board
The Paideia Academy of Chandler
Governing Body/Policy Making
Sets policies
Approves contracts for teachers and staff
Budget review and approval
Oversees the performance of the school
Oversees contracted services
Governing Board accepts input from Principal, Executive Director, faculty, staff, and families
Executive Director
Oversight and Monitoring of Instruction and Operations at start-up of school
Strategic Partners, Community, PR and Initiatives
Resource Development and Management
Principal
The Paideia Academy of Chandler
Day-to-Day Operations
Principal communicates policy decisions to school staff, faculty, students, and families
Principal hears input and grievances from teachers, staff, families and community; may take action and/or communicate issues to Governing Board, if appropriate.
Business Manager
Office Manager
Administrative Staff
Assistant Principal
Instructional Staff
Curriculum Director
Community Liaison
Non-Instructional Staff
Parents
Student Body
Community

Organization Chart Narrative and Reporting Structure

The Paideia Academy of Chandler, Inc is a not-for-profit Arizona corporation. The Paideia Academy of Chandler, Inc. was formed to operate The Paideia Academy of Chandler, a public charter school in the State of Arizona.

- The Corporate Board is Responsible for the organizational, fiscal and legal matters of the corporation. The Corporate Board is the Charter Holder, oversees the charter contract and approves major financial commitments. The Corporate Board selects and appoints the Governing Board for the school.

- The Governing Board is the policy making body for the school. The Governing Board sets policies, approves contracts for teachers and staff, reviews and approves the budgets, oversees the performance of the school and oversees contracted services.

- The Executive Director is an oversight position, created by the corporate board. The Executive Director will oversee and monitor the implementation of the program of education and the business operation to ensure the successful start-up of operations. The Executive Director reports to and works collaboratively with the Governing Board of Directors and strategic community

- The Principal is responsible for the day-to-day operations of the school. The Principal of the school interviews and hires all employees. The Principal reports to the Governing Board. The Governing Board approves the contracts of all hired personnel of the school.

- The Business Manager is responsible for the financial management and reports to the Principal.

- Parents form Parent Committees or act individually in their communication with the Governing Board, Principal and Teachers.

Communication Chart Narrative and Reporting Structure

Communication is essential to the smooth working of our organization. Below is a description of the process for communicating with the major stakeholders of our school. The process described is aligned to the mission and the philosophy of the school.

- School Administration:
  - The School Principal works under the authority of the School Governing Board and is responsible for overseeing the day-to-day operations of the school. He/She oversees the implementation of the School's curriculum and State Academic Standards, and manages the teachers and staff.
  - The Executive Director is an oversight and monitoring position. The Executive Director reports to and works collaboratively with the Governing Board of Directors. The Executive Director will supervise a team of community partners and consultants working on school development, curriculum, community and public relations, resource management, and other strategic initiatives.

- School Principal to Parents: The School Principal meets with parents at the Parent Committee meetings once per month, at which time any interested families may bring issues to the Principal's attention. The Principal acts upon those issues as appropriate, for example, communicating existing

school policy, making decisions in conjunction with the faculty, or presenting matters to the School Governing Board for action or approval. The Principal also meets privately with families or students upon request.

- Parents with Teachers: Parents are encouraged to communicate regularly with teachers. Families can meet in conferences with all of a student's teachers twice a year. Additional conferences are also held at the family's or teacher's request when necessary at other times during the year.

- Parents with School Governing Board: Parents are encouraged to attend the School Governing Board meetings and participate where applicable in the discussions as indicated in the Agendas. They can voice their positions and address the School Governing Board during the call to the public or during special agenda items when parental involvement is sought. Parental involvement in the School Governing Board sessions is encouraged individually or through their organized bodies (Parental Committees).

C1e Business Plan

Partially addresses criteria, but lacks sufficient detail in:
- Discussing the financial arrangements that have been made for securing the facility.
- Ensuring costs as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget.

Response: We have taken into consideration the review comments and have revised the section to include additional details regarding the financial arrangements that have been made for securing the facility. All costs as described in the narrative have been adequately reflected and included in the organization's Start-Up and Three-Year Operational Budget.

"The Paideia Academy of Chandler has already signed a Lease Agreement for this school facility with a 15-year lease term and the following major financial arrangements:

Gross rent for the facility:

Year 1 - $135,297 per annum and $11,275 per month for SY2012-2013 (125 students),
Year 2 - $192,467 per annum and $16,038 per month for SY2013-2014 (175 students),
Year 3 - $220,760 per annum and $18,395 per month for SY2014-2015 (200 students).

The above rent amounts are gross with consideration of the triple-net basis. They include City of Chandler and State of Arizona transaction privilege tax (TPT) and Maricopa County property tax (approximately $1,600 per year). The three-year operational budget adequately reflects the above gross rent amounts.

The Lease Agreement is conditional to the school obtaining a charter. To ensure sustainable school finances and operations Paideia Academy of Chandler has negotiated and agreed with the landlord that the rent would not exceed 19% of the school equalizations funding and 15% of the total school revenues (with a minimum of 125 student enrollment)."

C3d Personnel

Partially addresses criteria, but lacks sufficient detail in:
- Identifying the number of administrative personnel and their oversight responsibilities related to the following area: Financial Management. Provide additional details regarding oversight responsibilities

related to Financial Management. The Financial Management administrative plan is not clearly sufficient to effectively implement the program of instruction and operate the charter school.

Response: We have taken into consideration the review comments and have revised the section to include additional details and explanation in support of the adequacy of the financial management administrative plan and oversight responsibilities as planned, designed and implemented to ensure the effective implementation the program of instruction and operation of the charter school.

"Business Manager is a contracted service, and includes an on-site Business Manager. The Business Manager will work closely with the Principal, Executive Director and Financial Consultant on the plan, design and effective execution of the financial management plan for the school. The Principal shall directly supervise the Business Manager in that position. For the first two years of start-up, the Principal shall be supervised by the Executive Director to ensure that the mission of the school is properly implemented, including the financial management of the school. This administrative and oversight plan as designed and implemented ensures effective implementation the program of instruction and operation of the charter school.

The Business Manager shall be responsible for the following functions as directly related to the financial management of the school:

Generating Resources

- Directly monitor students' attendance reporting, as it directly affects the amount of State funding.
- Directly monitor NCLB indicators (free and reduced lunch eligibility) as they directly affect the amount of supplemental funds, such as entitlement allocations and provide eligibility for competitive grants funding.
- Monitor and report to the Principal, Executive Director and Board any changes in the state equalization formula
- Monitor and report to Principal, Executive Director and Board any changes in monthly financing from Arizona Department of Education

Allocating Resources

- Prepare the annual budget, with detail regarding anticipated categories and amounts of expenditures. The Board will review and adopt the annual budget.
- Develop spending controls procedures, so that everyone in the school knows spending limits and powers.

Managing and Reporting Financial Information

- Prepare all major financial projections and reports – budget, AFR, for periodic review by the Board, approval and submittal (where needed).
- Prepare and provide monthly updates at board meetings regarding the financial status of the school, anticipated expenditures, etc. so that it can adequately monitor adherence to the approved budget
- Prepare accurate and timely monthly reports – cash flow projections, balance sheet and income statements that reveal the current financial condition of the organization.
- Prepare an annual cash flow management plan to be used as a financial analysis tool for the school before the new fiscal year begins, as it will show the gaps of revenues that may occur during the school year.
- Apply for Indirect Cost Rate to be used for federally funded projects.
- Comply with the *Single Audit Act Amendments of 1996*, OMB Circular A-133, for any year in which the school expends $500,000 or more in federal awards."