B.1 Applicant Entity

A. Organizational History

Tucson Country Day School, Inc. was created in 1968. The company began as a private school and summer camp under the ownership and operation of Richard Cooper. The summer camp, known as Camp Adventure, served and continues to serve several hundred Tucson children ranging in age from 3 to 14 years of age each summer. The private school has been home to a preschool, prekindergarten and kindergarten program. Between the years of 1968 to 1999, the school served students in grades first through sixth grade at various times as well. In 1999, Tucson Country Day School, Inc applied for and was granted a charter through the Arizona State Board for Charter Schools. The charter was given for 15 years and is set to expire on June 30, 2015.

Since 2000, Tucson Country Day School, Inc has operated the charter school Tucson Country Day School. The charter school opened in August, 2000 with 43 students and three teachers teaching three classes: kindergarten, first, and a second/third combination class. The school population grew over the years, adding a new grade each year to keep up with the enrolled students as they moved up. In 2006, the first sixth grade class was promoted from Tucson Country Day School and then excitedly returned for the 2006-07 school year when the school expanded to include seventh and then eighth grade.

Since 2000, Tucson Country Day School has grown from 43 students in the K-3 program to 670 students in the K-8 program. There are now four classes at each grade level in kindergarten through fifth grade and three classes at each grade level in sixth through eighth grade. The school has 110 employees including 44 teachers and 66 support staff.

Tucson Country Day School focuses on both academic and social excellence and to that end, the school places a great deal of emphasis on its Expectations document. This document was created by a team of teachers, staff and parents who set out to put into words the true culture of Tucson Country Day School and to establish clear and attainable schoolwide expectations for teachers and staff, students and parents. Students at Tucson Country Day School are proud to call themselves the TCDS Champions and they make great effort to meet the school expectations.

Tucson Country Day School has worked over the years to create a program that develops the whole child. In addition high expectations for academic achievement - every child is a Champion and is guided, nurtured and expected to meet their full potential - Art, technology, physical education, Spanish and music (including band, orchestra, choir and general music) are an integral part of the daily curriculum. After school program are plenty with extracurricular sports (softball, basketball, volleyball, soccer and flag football), and many different clubs such as the garden club, drama, Kidz Art, chess, and jump rope clubs.

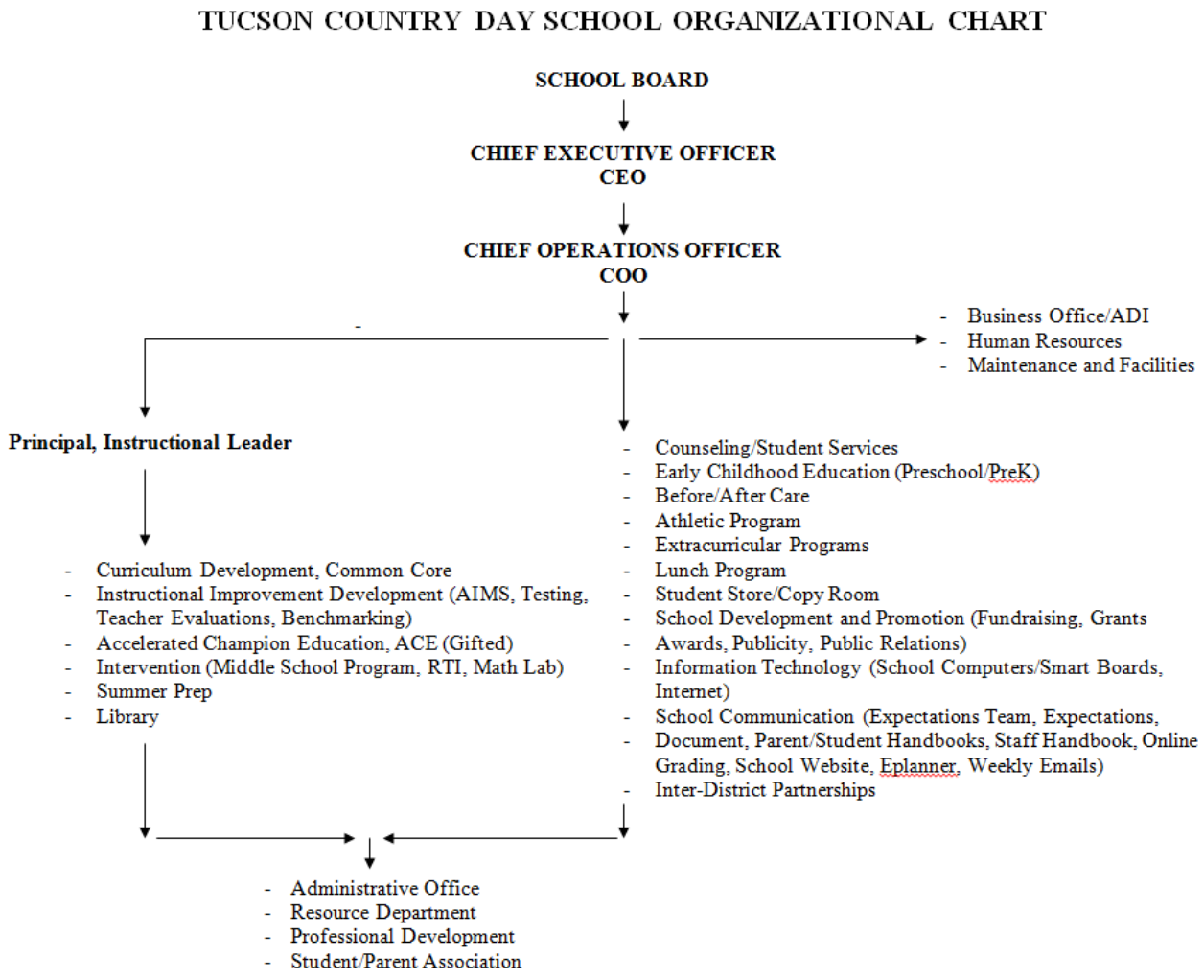
The school has developed a solid reputation in the Tucson community and has consistently been given a high performing or excelling label. For the last three years, Tucson Country Day School has been a solid B school. School administration and staff are striving to be an A school and have taken steps to get there. Steps include professional development on the common core standards, the adoption of a schoolwide assessment and intervention program, use of regular benchmarking to inform and guide instruction and the availability of a gifted training that enable teachers to receive their gifted endorsement. Additionally,

Tucson Country Day School applied for and received a site visit from the A+ School for Excellence program. Though the school did not receive the A+ designation, the school was found to be exemplary in many areas and encouraged to make some changes and apply again next year. Administration and staff have taken the recommendation to heart and will continue to implement them in the 2014-15 school year.

As our current charter is set to expire, we are filing a new charter application to begin operating in the 2015-2016 school year in order to continue providing an excellent educational option for families.

B. Organizational Chart and Reporting Structure

The Board of Directors of Tucson Country Day School provides governance and oversight for all operations and affairs of the corporation, including acting as the School Governing Board. The Board hires a CEO who is charged with setting the vision for the school and ensuring that the school continues on a trajectory toward that vision. The CEO is also the final authority and arbiter of school affairs.



Reporting Structure

The CEO reports to the School Board, which has final authority regarding school policies and hiring. The Chief Operations Officer oversees the various programs of the school and ensures that they are functioning properly. She reports to the CEO. The Principal and Instructional leader supervises the instructional program, plans professional development in the area of instruction, and takes primary responsibility for teacher evaluation. He reports to the Chief Operating Officer. Business office personnel also report to the Chief Operating Officer. Administrative office personnel and the Resource (Special Education) department report to both the Principal and the Chief Operating Officer. Other areas of focus for the positions discussed here are shown on the organizational chart.

Two working teams function within the organizational structure. The administrative team consists of the CEO, COO, Principal, and Counselor. In day to day matters, the CEO may not always be participate in the decision making of the administrative team. The office team consists of the front office children who interact regularly with the school children and their parents: the COO, Principal, Counselor, Office Managers, and Attendance Clerk.

C. Subsidiary Relationships with Other Organizations

Tucson Country Day School, Inc. does not have a subsidiary relationship with anther organization.

D. Other Charters Operated by Applicant

As explained above, Tucson Country Day School Inc. is the current charter holder and operator for the charter school with the same name. The school was approved by the Arizona State Board For Charter Schools in 1999 and its charter is set to expire June 30, 2015.

E. Roles of Charter Principals

The leadership structure at TCDS differs from the traditional structure at many elementary schools. There is no superintendent and no assistant principal. Rather, there are three principal leaders, two of which work daily with children. In addition, there is a guidance counselor who works as part of the administrative team.

Chief Executive Officer

The CEO has the role of founder and visionary. He meets with the administrative team weekly to ensure that the founding vision is adhered to. He is regularly present at all-staff meetings, schoolwide staff development sessions, schoolwide expectation team meetings, coordinator meetings (coordinators are the lead teachers from each grade level), and middle school meetings. While he does not work with children and parents on a daily basis, he does interact with both children and parents on an as-needed basis.

Chief Operations Office

The Chief Operations Officer (COO) oversees school programs and coordinates the functions of various school teams to ensure that school mission is followed and goals are met. She has numerous rules including information technology and responding to needs of teacher teams. In addition, she works with

students and parents daily. She has an open door policy for students, parents, and teachers. She supervises teachers, provides professional development, and identifies school priorities and goals. She forms, sustains and participates in working teams that are ongoing or ad hoc and meets with them regularly. She organizes hiring efforts and identifies needed positions and changes in the employment structure of the school. She observes in classrooms a minimum of one hour a day.

Principal and Instructional Leader

The Principal takes primary responsibility for the instructional program. He identifies goals related to curriculum and instruction and designs professional development to achieve the goals. He interacts with parents, teachers and students daily in academic and behavioral matters and has an open door policy to all three of those groups. With the COO, he forms, sustains and participates in working groups and facilitates the hiring process. He observes in classrooms a minimum of one hour a day.

F. Other Charters Operated by Principals

The three Charter Principals described above are current Principles of the currently operating Tucson Country Day School.