

Dear Mr. Steller:

In follow up to our initial response to you, regarding your inquiry into Daisy Education Corporation's human resources and other issues you raised. Following are your additional questions and our responses:

Q.1: Why did the number of LCAs go up dramatically from the years 2002-2005 (in which DEC/SSA had 25 total certifications) to the years 2007-2009 (in which DEC/SSA had 95 total certifications)?

- 1) DEC began with just a single campus in Tucson, Arizona, and a student body in the low hundreds. DEC has experienced dramatic growth over the past years, including rapid growth from 2007 to present. We now have several campuses in both Tucson and Phoenix, and now serve a student population of over 1500. Thus, the number of professionals needed has dramatically increased.
- 2) As previously detailed to you, the LCA numbers tend to rise over time even if no new or different H-1B workers are present. This is for reasons such as: an existing H-1B worker needs to renew status, necessitating another LCA; an existing H-1B worker at one school moves to another school, necessitating another LCA; due to administrative trivia or error, occasionally an extra LCA is sought even though no worker is hired pursuant to that approved LCA;
- 3) As the growth of math/science/technology oriented charter schools has grown nationwide, a growing number of skilled and experienced H-1B professional workers have worked at many of these schools. As this pool of workers has expanded, they occasionally seek similar opportunities at similar schools, who then do H-1B transfer petitions for the worker, and seek LCA's for these workers. SSA has done this on numerous occasions – hired an H-1B worker who was already in the USA working lawfully at a different math/science/technology oriented charter school. These workers are competitive and attractive workers, as they bring a track record of success in the United States in similar environments to DEC schools.
- 4) Corollary to #3 above, a number of DEC teachers over the years have found positions at other math/science/technology schools in the U.S. This creates turnover and an effect in which H-1B workers at DEC schools take opportunities at different schools, only to be replaced by H-1B workers from different schools coming to DEC. Since these teachers are similarly qualified and experienced, they are attractive candidates for employment at both schools, but a net effect is that more LCA's are filed and approved.
- 5) As detailed more fully in Q.9 below, on occasion an H-1B professional worker is poorly evaluated and leaves employment at DEC well before the average length of employment, sometimes in less than one year. This phenomenon, while not commonplace, is an additional factor that tends to create a higher number of LCA's, while not reflecting that the number of actual H-1B workers is lower. This is part of the employee turnover phenomenon – at DEC, as at every employer there is a certain rate of employee turnover. Because DEC rigorously evaluates the performance of teachers, all poorly performing teachers leave DEC employment, either through immediate termination for grossly bad performance or through non-renewal of a contract after the contract period ends.

Q.2: While the number of actual H-1B visas may be smaller than the number of LCAs attributed to DEC/SSA, your schools still seem to have many more LCAs than comparable schools. For instance: BASIS Schools have had seven in the same years that DEC/SSA has had 120. The International Academy of Tucson has had six in those years. The Academy of Math and Science has had zero LCAs. What explains this?

- 1) Charter schools across the United States, and Arizona charter schools in particular, are charged with re-inventing educational models, within parameters set forth by the state charter authorities. Every separate charter school model is unique, and draws on entrepreneurial and innovative ideas and practices in education in order to deliver better and more finely tailored educational opportunities. Thus, comparing DEC to other charter school models in Tucson has limited utility.
- 2) The schools you cite are relatively much smaller schools than DEC schools. The decisions they make, and their knowledge of and willingness to participate in programs such as H-1B, are their local decisions and may reflect a number of other unknown factors. Please remember that participation in H-1B programs is provided for in federal law, but not mandated in federal law. Whether or not any employer, including charter schools, chooses to use H-1B workers, is a complex and individual decision for that employer.
- 3) The DEC model of education favors “replication” – in which the successes and innovations at a school site are sought to be extended to further sites. Thus DEC has opened new schools at new sites, building on experiences and success at existing sites. Other schools, including at least some of the ones you mention above, do not appear to favor replication at this time (DEC does not have particular knowledge of the plans or goals of these schools, we just observe based on the general knowledge of current operations of these schools). To explain why DEC has more LCA’s in its replication model than other schools in different models, the points made in response to your first question are relevant – including that some successful H-1B professionals at one school move to another school, bringing with them a record of success and the ability to assist the next school in replicating the success of the first school.
- 4) We previously told you, in our earlier written response, that nationally, other math/science/technology charter schools exist, and that DEC believes (without having any detailed information) that a review of these charter schools would show similar levels of H-1B workers in these models. If you were to nationally review math/science/technology charter schools run on a replication model, we believe that you would find similar levels of H1B workers. We believe this based on our participation in conferences and events with these other schools, and because we have had teachers leave DEC for such schools, and have had DEC hire teachers from such schools;

Q.3: If not these schools, what schools do you think are fair comparisons to Sonoran Science Academy?

DEC has never conducted a study along the lines of this question. Our answer to #4 of Q.2 above is the best information available at DEC responsive to this question.

Q.4: The U.S. Department of Education said in the attached, 2003 audit that DEC "did not provide convincing evidence supporting the argument that it had a difficult time hiring mathematics and science educators on its own." What evidence does SSA/DEC have that it has tried to find these teachers in the United States?

- 1) The 2003 audit was conducted of the start-up time period for DEC, prior to 2003. As reflected in the audit findings, some record-keeping and some interpretation of the U.S. Department of Education policies was insufficient at DEC at that time. Please remember that this audit was of start-up operations, and that the operations and expenses covered in the audit were generally found to be in compliance – only a small percentage of items were found to be lacking in sufficient evidence. It is not reasonably possible for DEC to respond to another request for information covering the time period prior to 2003. This was well over seven years ago, and covered start-up operations that are vastly different in scale, experience and complexity from the current operations of DEC. Our audit responses to the U.S. Department of Education reflect the best knowledge we had both at that time and at this time.
- 2) Since this 2003 audit, which was resolved to the satisfaction of the U.S. Department of Education, DEC has continued to successfully apply for and administer federal grant monies. DEC has a track record since 2003 of substantial participation in and compliance with federal grant programs. Thus, this relatively minor audit finding in 2003 has not been an ongoing problem and should not be viewed as a marker of anything more than DEC's start-up struggles with understanding and implementing federal grant funding protocols.

Q.5: While most of your schools' LCAs are for math, science and related teaching positions, many were not. What explains SSA/DEC's attempts to obtain H-1B visas to hire business managers, an elementary school teacher, a language arts teacher, an instructional coordinator, a kindergarten teacher and, especially, English as a second language teacher? All these were listed in the last two years.

- 1) DEC's math/science/technology focus begins in elementary school grades, starting in kindergarden. LCA's for elementary school teachers do not list these teachers by academic area, but predominantly an LCA filed for an elementary school teacher position would have been for a math/science/technology focused academic content area in the elementary grade levels.
- 2) Instructional Coordinators are professionals who specialize in curriculum content and in providing guidance and oversight to teachers, so that curriculum, methods, materials, and standards are both uniform and of high quality. Instructional Coordinators are thus academic content-focused professionals, and focus on various areas in math/science/technology.
- 3) Without going into specifics of exact personnel and exact particular LCA's filed, if you find just one LCA filed for a particular job title, there may be many explanatory factors behind that one LCA. For example, it might have been an erroneous job title for which an H-1B petition was never filed; it might have reflected a very particular need with a very specific fit between a qualified H-1B worker and that particular need.

- 4) A teacher of English as a second language should have background and qualifications in second language acquisition as well as the ability to teach in English. We are unaware that an LCA for such a position should call for any particular scrutiny. All the general reasons and purposes for hiring an H-1B worker could apply to the "English as a second language teacher" job title.

Q.6: Is Daisy Education Corp. or Sonoran Science Academy formally affiliated with any university, which potentially could facilitate the issuance of H-1B visas?

- 1) DEC over the years, and continuing currently, has had a number of formal affiliations with colleges and universities. In the past, DEC has successfully shown to the satisfaction of the U.S. Citizenship & Immigration Service that it had at the timing of filing a specific and individual H-1B petition, sufficient ties to form the basis for the specific and individual H-1B filing that was exempt from the H-1B cap of new H-1B petitions approved each year.
- 2) This is a specialized and complex area of immigration law, and requires significant proof to U.S. Citizenship & Immigration Service, tailored specifically to an individual H-1B petition filing package. Simply having formal affiliations with a college or university is not sufficient as a general basis for obtaining H-1B petition approvals that are exempt from the annual H-1B cap. This is true for all employers, not just DEC.
- 3) DEC currently has affiliations with Pima Community College in which many Dual Enrollment classes are offered jointly by Pima Community College and SSA campuses. These affiliations exist not for immigration purposes but for the purpose of enhancing the educational experience of SSA students.
- 4) DEC/SSA is also affiliated nationally acclaimed "Project Lead the Way" unique engineering program. This program exists in order to strengthen and facilitate comprehensive science and engineering educational programs to middle school students. This affiliation exists not for immigration purposes but for the purpose of enhancing the educational experience of SSA students.

Q.7: What explains the fact that many of your Turkish employees come from other schools run by Turks or go to other schools run by Turks? For example, Ercan Aydogdu was principal of SSA and now is principal of the Bay Area Technology School in Oakland. Another example: Murat Biyik was a math teacher at SSA, became a vice principal and math teacher at Beehive Academy in Utah, was principal of a Magnolia Science Academy in Hollywood, went on to work at the Accord Institute and now is back at Beehive.

- 1) DEC follows all federal, state and local policies regarding non-discrimination.
- 2) Please see our responses in Q.1 and Q.2 above regarding the movement of workers, including H-1B workers, between and among math/science/technology focused schools.
- 3) It is simply not within the knowledge of DEC to state why a particular employee went to a new employer, and especially why that employee might have changed employers again or again, other than to reiterate the general factors we addressed in Q.1 and Q.2 above.
- 4) The complex educational background, cultural factors, or other factors, addressing why particular professionals in the United States might come to the United States from one country

or nationality or another is beyond the purview of DEC to speculate. The phenomenon is well-known for professionals from a number of countries, including most notably India and China. DEC does not discriminate on the basis of national origin when it offers opportunities to professionals to participate in the education of Arizona's children.

- 5) DEC is an active participant in educational services sponsored by The Accord Institute for Education Research, located in Tustin, California. A number of similar math-science-technology schools participate in Accord Institute programs. DEC uses Accord Institute educational programs such as AMPS (Advanced Math and Science Program), and TIE (Technology Integrated Education). DEC participates in various Accord-sponsored professional development trainings, workshops and conferences for teachers and administrators. It is quite common and natural for teachers to network with one another and thus seek possible next career opportunities with other schools when they attend Accord events/trainings. DEC cannot, and does not, control its employees' future career opportunities.

Q.8: How do you respond to the comment, made to me by several people, that you ought to be able to find qualified Americans for the positions for which you're hiring Turks and other people from outside the United States?

- 1) We reiterate that DEC does not discriminate on the basis of national origin. DEC participates lawfully in federal immigration programs such as H-1B. The availability of qualified employees for DEC has been an ever-changing and complex issue as DEC seeks regularly to find the most qualified professionals to meet the education needs of students.
- 2) The question posed at Q.8 is to some degree not answerable. If the U.S. government offers H-1B programs in which employers may participate, and the employer lawfully participates in such programs, the employer has done its duty and follows the law. Whether an employer owes some additional duty to other goals is very difficult to quantify or respond to. It seems that the question is really directed at U.S. government policy, which is beyond the purview of DEC to address or to speculate upon.

Q.9: How do you respond to the comment, made by Shannon Miller and Robert Lynch, that SSA treats American and Turkish teachers differently. In particular, they said that the school does not promote American teachers, especially American women. Lynch said "I was not given a contract for this coming year because I'm not Turkish."

- 1) DEC categorically denies discrimination in employment on the basis of national origin or sex or any other protected status. DEC has never, and will never, not offer an additional contract to a teacher, or take other adverse employment action against any employee, because of that employee's national origin or sex or other protected status.
- 2) DEC will not furnish details from an employee's or former employee's personnel records without specific written consent, in order to safeguard employee privacy. Thus, DEC cannot respond with specific reasons to the complaints of former employees.

- 3) DEC has very specific and well-documented evaluation systems. All teachers, whether in H-1B status or in any other lawful work status, are evaluated regularly. These evaluations are critical to the ongoing success of DEC.
- 4) Without giving particulars, DEC has not retained H-1B workers who had poor evaluations. In a very few instances, DEC has terminated the contracts early of grossly underperforming H-1B workers. DEC has treated H-1B workers equally to other workers in evaluation processes.
- 5) Quality of education is imperative for DEC schools. Thus, it is DEC's vested interest to retain the quality teaching faculty which is integral to school's success. If particular employees or former employees who have specific criticisms about personnel actions, such as the two examples you gave from Robert Lynch and Shannon Miller, would be willing to give written consents to disclosure of information from their personnel records, DEC would be able to specifically refute their allegations about why they are not employed at DEC. However, DEC can specifically point out the following, in response to the stated criticism that "the school does not promote American teachers, especially American women": You may have observed yourself on your campus visit to the Sonoran Science Academy, Sunset Road campus on March 24, 2010, that out of four school administrative professionals around on that day, three were U.S. citizens and two of the four were female. This was not set up for your benefit – those were the administrative professionals around at the time of your visit, and this reflects the diversity of our workforce.

Q.10. What explains the fact that Daisy Education Corp. is so similar to so many other Turkish-founded schools in the United States -- for example, Beehive in Utah, Magnolia in California, Harmony in Texas, Coral in Reno. All were founded by Turks, employ many Turks, teach the Turkish language and have an overall focus on math and science.

- 1) Charter school movement is fairly new and small movement. It is not a surprise that many of the founders and operators know each other through nationwide conferences, seminars and forums that are specifically geared toward small charter schools. In a relatively small community of charter school world, people tend to know each other well and share best practices more effectively.
- 2) It is quite natural for schools to have a similar curricular focus or similar academic model given the fact administrators or founders from Turkish background have gone through similar educational system in Turkey. It is quite natural for them to have similar ideas about education and focus on the areas that they best contribute to the community, especially in the math/science/technology areas.
- 3) There are many American schools overseas which are run by American administrators. Likewise, it is quite natural that those schools, based on American model, may be similar in terms of curriculum, teaching philosophy, etc. With this in mind, there is nothing surprising or mysterious for educational leaders from Turkey to share similar teaching philosophies given the fact that they have similar academic/education background. DEC values diversity and believes that cooperation and contribution between American and international professionals will add an invaluable richness, color and most importantly sharing the best practices in promoting student academic excellence.

Q.11. How do you respond to the comment, made by several parents and others to me, that taking Turkish seems like a very impractical thing to do in Tucson, Arizona?

- 1) There are two foreign languages currently offered at DEC/SSA schools: Spanish and Turkish. From the start of DEC/SSA schools, only Spanish was offered until 2006. In 2006, DEC decided to expand its foreign language program – a critical component of being a college prep school. Having qualified international teachers at the time, particularly of Turkish background, presented a unique opportunity to offer Turkish class as a foreign language. DEC supported the idea of adding Turkish language to its curriculum given the fact that Turkish is one of the seven critical foreign languages not only promoted but also funded via sizable grant monies by The U.S. Department of Education. (<http://ed.gov/news/pressreleases/2009/09/09112009.html>)
- 2) In addition to U.S. Department of Education, U.S. State Department has emphasized the role of those 7 critical languages (*Arabic, Chinese, Hindi, Korean, Persian, Russian, and Turkish*) citing them as a necessary component for the National Security. In this regard, U.S. State Department has launched a “**National Security Language Initiative for Youth**” which specifically offers full scholarships for eligible high school students (source: <http://www.nsliforyouth.org/nslcms-0.2/>)

*This quote is taken from this U.S. State Department’s “**National Security Language Initiative (NSLI)**” program/website (source is cited above):

“NSLI -Y is part of a broader government-wide presidential initiative that prepares American citizens to be leaders in a global world. Now more than ever, it is important that Americans have the necessary linguistic skills and cultural knowledge to promote international dialogues, support American engagement abroad, and attain better understanding of global cultures and issues. NSLI encourages a lifetime of language study and cultural understanding by supporting K-12, undergraduate, graduate, and professional language programs for languages that have traditionally not been taught in the United States.”

- 3) The notion of “impracticality” of learning Turkish in Tucson is a narrow-minded conception. We live in an era of globalization in which our students are learning to become a highly competitive task force in 21st century. Per DEC’s mission statement, SSA schools prepare students to successfully compete in a challenging global technological society. DEC strongly believes that its ability to offer Turkish in Tucson is a unique advantage for students to learn one of the seven critical languages as a result of which they can be eligible to apply for federal grants and tuition waivers (e.g., FLAS scholarship) by broadening the horizon of career opportunities. In this respect, Turkish language does not narrow, but reversely, broaden the career opportunities for students.
- 4) Competitive colleges and universities in America have increased their preferred number of foreign language courses taken at high school to 3 credits (from previously 2 credits). This suggests that institutions of higher education want to see more rigorous foreign language education at high school level. More specifically, two major universities of Arizona (Uof A and ASU) offer Turkish as a foreign language. In fact, many SSA students own a special privilege to

continue to take Turkish language after they graduate from high school. The University of Arizona happens to be in Tucson. The fact that The University of Arizona, as a highly respected research educational institution, is offering Turkish classes (both at undergraduate and graduate levels) supports the educational value Turkish class offerings.

- 5) DEC is a college prep school, thus views and supports the expansion of foreign language program to the extent of its available resources.

Q.12. What inspiration, guidance or other motivation has been taken from Fethullah Gülen, or his broader movement in the establishment or operation of Sonoran Science Academy and Daisy Education Corp.?

- 1) We would like to stress and underline the fact that the establishment of Daisy Education Corp. was not, and is not, linked to any movement that can possibly have any substantive influence on school's mission, vision, and operations. Sonoran Science Academy schools (DEC) were established according to all local, state and federal charter school guidelines, laws and regulations and have been in full compliance since its inception. DEC is overseen and audited by the Arizona Department of Education. DEC is an educational institution. It is not attached to any ideology or a movement.
- 2) Having had an extensive background on sciences and engineering, the founders established the DEC with an aim of contributing to Arizona community to help bridge the gap in math/science/technology education. The founders saw an apparent deficiency in these fields which motivated them to take initiatives to start a charter school.
- 3) Mr. Fethullah Gulen is a well-known scholar not only in Turkey, but also in the world. But in the context of Turkey or professionals coming from Turkey, it is virtually impossible not to know Mr. Gulen or be familiar with his ideas or thoughts. With this in mind, it is possible that some of the staff might be inspired by Mr. Gulen or any other globally known scholars or educational leaders that might have left inspirations on them.
- 4) DEC cannot, and does not, have any control over its employees inspirations or beliefs. If any of DEC employees (administrators or teaching faculty) is inspired by Mr. Gulen, it does not suggest that DEC has an *institutional affiliation* or guidance from Mr. Gulen.
- 5) One has to clearly distinguish the dynamics of personal life and personal preferences (or inspirations) from institutional attachments to any affiliation. Since DEC does not discriminate against race, sex, color and personal beliefs or inspirations, it would be completely baseless and ungrounded to say that DEC is attached to any particular ideology when its employees may in fact be inspired by any particular leader, movement or a political party.

Q.13. What are your personal thoughts on Gülen?

- 1) I have known Mr. Gulen for many years, having witnessed him both in print and broadcast media in Turkey. As a Turkish citizen, I was exposed to news articles and publications about Mr. Gulen. As far as I know, he is an intellectual of 21st century who aims to promote peace, harmony, democracy and intercultural dialogue. To add more context, I have done little research over the weekend and would like to share some of the highlights with you:
- 2) For instance, I would like to cite the University of Houston Gulen Institute's brief comments about Mr. F. Gulen. Accordingly, he is a prominent Turkish scholar, and living in the U.S. He inspires certain moral and universal values such as love, compassion and seeking God's pleasure by serving humanity. He is known for being proactive in producing projects to solve human problems, especially ignorance, poverty, political anarchy, and division. Mr. Gulen promotes peaceful action and openly condemns racism, radicalism, extremism and violence. He encourages education, moderation and reconciliation. Volunteers are mostly inspired by his ideas expressed in his books and speeches. Mr. Gulen is acknowledged by James A. Baker III, former U.S. Secretary of State, Former President Bill Clinton, and Madeleine Korbel Albright, former U.S. Secretary of State, and Pope John Paul II. (*Bill Clinton's short speech about Mr. Gulen*: <http://www.youtube.com/watch?v=MPiPOL9-EQs>)
- 3) Also, when I was browsing the Gulen Institute's homepage (www.guleninstitute.org), I noticed a recent speech given by the **Superintendent** (Dr. Grier) of **Houston Independent School District** which is the largest public school system in Texas and the seventh-largest in the United States. Dr. Grier spoke at the Gulen Institute where he shared his visions on education. (Source: <http://www.guleninstitute.org/index.php/Upcoming-Events/Luncheon-Forum-Dr.-Terry-Grier.html>) I personally do not know Dr. Grier, but this event is one example that Mr. Gulen's ideas about education is indeed a universal one (collaborative and open to all) and in fact is distant from being secretive, covert or mysterious from American society.

Q.14. What do you think of this description of the Gülen movement by Professor Hakan Yavuz of the University of Utah: "The movement is today a religio-political movement similar to Opus Dei in the Catholic church." And: "The movement is not a fanatic movement. It's also not a terrorist movement either. But it is a conservative communitarian and to some extent authoritarian."

I am not personally familiar with Dr. Hakan Yavuz's research works on Mr. Gulen. Since I have not personally read his publications, if any, but just read the quotes you posted, I cannot put his words in a wider context. Put shortly, it is not meaningful on my side to argue about Dr. Yavuz's appraisal without reading his works. Two sentences are not sufficient for me to fully understand what Hakan Yavuz really means in his analysis of the Gulen movement. What is meant by "communitarian" and "authoritarian?"

Q.15. Several outsiders have said your school is part of a broader network of schools and non-profit groups intended (among other things) to promote Turkey and create tolerance of Islam in the United States. For example, Professor Yavuz told me "They think they need to create a Turkish base, a social network. They get green cards, they become citizens. They have marriages, kids. It's a way of creating a Turkish colony." (Here he means a Turkish subculture in the United States, not a colony like India was to Britain)

- 1) After being posed by this shocking question (please no offense to you), it prompted me to do some research into different communities including the contributions of Turkish Americans. I don't personally know Dr. Yavuz, but I am deeply saddened by his assessments and categorically do not agree with him. In fact, I have to argue that his statement alludes to a racial discrimination and lack-of-knowledge of American history. He appears to have forgotten who (people of different cultures, origins, religions) built America starting from early 18th century.
- 2) From historical perspective, Turkish community is a relatively (and comparatively) new to America compared to the Irish, Italian, Jewish or other ethnic communities who settled in America many (at least one hundred) years ago.
- 3) I personally find the usage of a word "colony" rather disturbing. I understand your explanation that he does not mean it "literally." Nevertheless, this does convey a negative meaning. At the core of American values stands respect for diversity in which cultural differences are seen as "wealth" not as a "deficiency." What makes America great is its hard-working people, regardless of racial, cultural, religious, or socio-economic backgrounds.
- 4) Personally, as a Turkish-American, I am deeply saddened and quite honestly disturbed by above assessments. I personally find his statements very hurtful for many Turkish-Americans who call America home.

It would be a gross mistake to link DEC schools to a possible covert activities geared towards building malicious sub-cultures. For instance, marriage is a social institution as well as a social-contract that bind two adults for life. I am finding it difficult to comprehend these assessments on alleged intentions of Turkish Americans who marry, have kids just to build a secret network that can threaten American way of life? I don't think so. It is outrageously disturbing.

Q.16. How do you respond to the allegation, made by Mary Addi and others, that the Gülen Movement and its affiliated non-profits are making money by operating charter schools in the United States?

- 1) First of all, I have no idea who Mary Addi is. I do not want to offend anybody, but I have to tell that this question is simply absurd. DEC is a public charter school. Hence, it is subject to annual audits that monitor DEC's all (to a minute detail) financial transactions and all other remaining school-related compliance guidelines. The balance sheets and financial reports are continuously kept at check by a third party accounting firm at all times. DEC's balance sheets are continuously monitored like all other non-profits and charter schools.
- 2) It is a well known fact that charter schools are not equally funded as regular district schools. In addition, charter schools in Arizona are required to find and fund their facility themselves. This is a huge financial burden. But most importantly, to run a quality school with high academic expectations, challenging curriculum, does require a meticulous financial planning. Current success of DEC is a direct result of effective financial planning, using the resources *wisely* and implementation of *strict* fiscal regulations consistent with local, state and federal guidelines.
- 3) Since 2002, Arizona State Board for Charter Schools approved DEC's multiple school replication projects which expanded in Tucson and Phoenix. It is crucial to point out that charter school model replications are not only approved in the light of academic performance, but most importantly, the applicant's proven record of strict and effective fiscal management history.
- 4) As you have witnessed the educational standards in place on our campus, it is an apparent evidence of DEC's accomplishment in making every taxpayer's cent to go the longest mile possible. DEC has spent, and continues to do so, a great deal of resources to raise the bar of quality instruction (and in doing so, has built sports facilities and supported campus-wide engineering, drama and art programs). SSA campus is not a typical charter school campus as you might have noticed. All the great things you saw were built by taxpayer's hard-working dollars by making EVERY cent count and effective fiscal planning in the light of LIMITED funding that charter schools receive. DEC is a non-profit institution and these allegations are nothing but absurd.

Q.17. How much of their pay, if any, do Turkish teachers give back to the school or other groups? Are teachers from Turkey and other countries outside the United States allowed to keep all of their pay?

- 1) This is unacceptable at all levels of professionalism. DEC was not, is not, will not be a part of this malicious practice.
- 2) DEC does not track its employees' spending habits. There is no way for DEC to control, nor it has attempted to do so, how DEC employees spend their hard-earned salaries.