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Expanding futures by **personalizing learning** and **engaging learners**
Community-Connected **College-Prepared** **Career-Inspired**

THRIVE PUBLIC SCHOOL

**TK-12 CHARTER RENEWAL PETITION
FOR FIVE-YEAR TERM
July 1, 2019 - June 30, 2024**

**Submitted to the SAN DIEGO UNIFIED SCHOOL DISTRICT
On August 23, 2018**

THRIVE PUBLIC SCHOOL
4260 54TH STREET
SAN DIEGO, CA 92115
(619) 839-9543
INFO@THRIVEPS.ORG
WWW.THRIVEPS.ORG

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Affirmations and Declaration

Thrive Public School (“Thrive” or the “Charter School”) shall follow any and all federal, state and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Thrive Public Schools declares that it shall be deemed the exclusive public school employer of the employees of Thrive Public School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

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- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter school demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

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- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Dr. Nicole Tempel Assisi
Founder/CEO and Lead Petitioner

Date

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Charter Renewal Criteria

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1).

Charter schools authorized by the State Board of Education, are required to first submit their charter renewal petition for consideration by the local authorizing district. While Thrive Public School was initially authorized by SBE in 2014, over the past four years we have developed a collegial and positive working relationship with staff and administration at the Board of San Diego Unified School District. We are thankful that we have the opportunity to submit this charter renewal petition to SDUSD for consideration as we believe local approval would be a positive opportunity for us.

As set forth below, we believe Thrive clearly meets the minimum criteria for renewal and would benefit from being authorized by our local district to both further our collaborative relationship with them and continue to be part of the San Diego public education community.

Charter Renewal Criteria

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4). (Also see Appendix A for Thrive's Fall 2017 School Dashboard.)

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In addition to the data presented below, we also provide documentation from the California Department of Education (CDE) that shows Thrive meets the authorizer’s highest financial and academic standards. On August 1, 2018 CDE staff released an informational memo updating SBE Board Members on the academic progress and financial condition of state authorized charter schools. We are proud to share that Thrive Public School was determined to have met adequate academic progress and in good financial condition.

In this memo, CDE staff defines adequate academic progress based on the 2016–17 CAASPP test results for ELA and math. The CDE reviewed the schoolwide percentage for all grades that fell below Standard Not Met and determined whether that percentage exceeded the State’s Achievement Level Distribution percentage by greater than 15 percentage points. Additionally, the CDE determined whether or not the Charter School was making satisfactory progress in one or more LCFF priorities, both schoolwide and by pupil subgroups. In making this determination the CDE reviewed the 2016–17 California School Dashboard data based on change in Average Distance from Level 3 in either ELA and/or math.

A charter school in good financial condition has demonstrated an ability to operate with a balanced budget, maintain stable enrollment and attendance ratios, manage cash liquidity, maintain a low debt level, maintain a positive fund balance, and has met the recommended reserve level specified in the MOU with SBE. See Appendix B for these memos.

Thrive Public School Academic Outcomes

In Fall 2014, Thrive opened its doors as a one-building school with forty-five students. Since that time, we have grown to serve approximately 1,000 students, as shown below.

	2014-15	2015-16	2016-17	2017-18	2018-19
Total Enrollment	45	194	461	651	988

While rapid growth has its challenges, Thrive has laid a foundation for academic success. Not only did we maintain patterns of increasing student academic growth (particularly around literacy), we also successfully built a strong school culture despite adding a significant number of new adults and children to our community, including a particularly high special education population that makes up more than 17% of our entire community. We attribute our strong performance to an instructional strategy that was targeted to first acclimate a diverse body of students (many of whom struggled in previous settings, both socially and academically) to a community environment that embraces difference as a strength, and second, to focus on foundational literacy skills as a building block for other disciplines. While all students received a robust educational experience that included mathematics, science and social studies (through project based learning), we invested significant time and resources inside and outside the classroom on literacy intervention and have seen the early fruits of this labor. We recognized that in order to help our students grow academically across the content areas, they needed the skills to access language and text. Now in year five of operation, we are beginning the next

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layer of this work to build out our math program to include a similar systematic approach to skill gaps.

Thrive CAASPP Assessment Analysis

Thrive students first participated in CAASPP testing in Spring 2016. Subsequently, Thrive received a new CDS code from the state following a charter petition material revision. During the processing of the CDS code change, the CDE experienced an irreconcilable data glitch that caused it to no longer be able to access our CAASPP assessment data. While it is working to fix this, the CDE does not feel hopeful that it can retrieve the data that was erroneously deleted by their staff.

Thrive meets the renewal criteria pursuant to Education Code Section 47607(b)(4), as it demonstrates with the data below that the academic performance of Thrive is at least equal to the academic performance of the public schools that Thrive students would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which Thrive is located, taking into account the composition of the pupil population that is served at Thrive.

The table below shows the percent of students that met/exceeded standards on the 2017 CAASPP assessment for ELA and math schoolwide and for significant subgroups (meaning subgroups of 30 or more students).¹

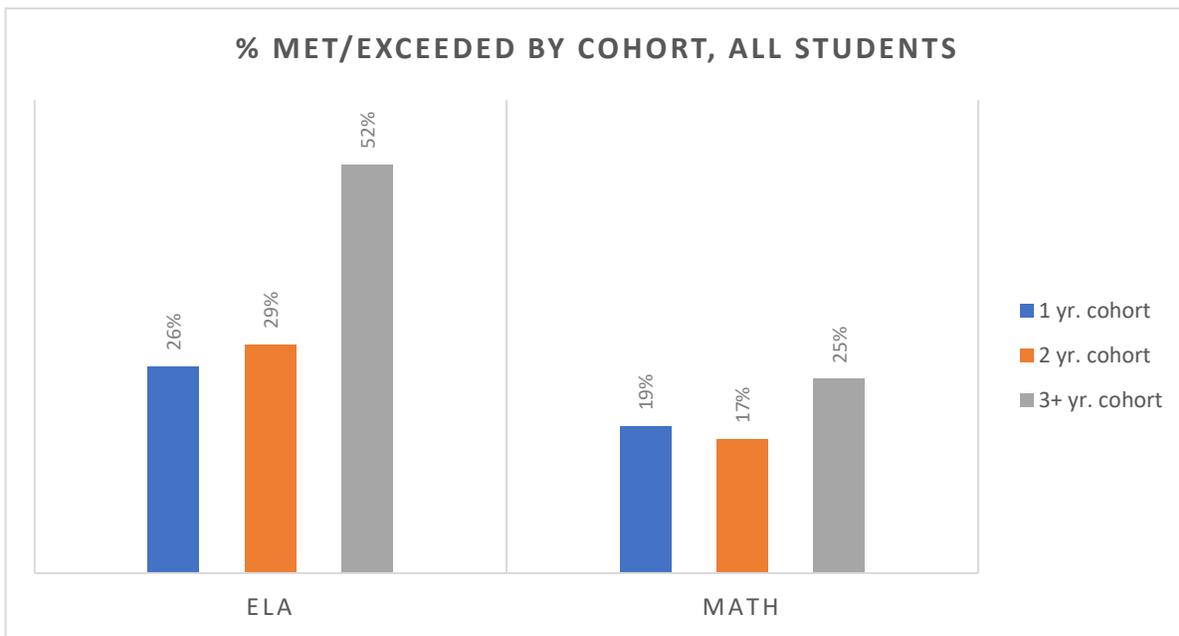
Demographic	Assessment	2017
Schoolwide	ELA	36.6%
	Math	19.6%
Latino	ELA	23.5%
	Math	13.0%
White	ELA	61.1%
	Math	35.2%
Economically Disadvantaged	ELA	20.4%
	Math	10.2%
English Learner	ELA	2.7%
	Math	0.0%
Students with Disabilities	ELA	15.2%
	Math	6.1%

Given the rate of our growth and the priorities discussed above, we wanted to assess our CAASPP data based on how long students have been at Thrive. The data presented below shows that the longer students are enrolled at Thrive, the better they perform on state assessments by a significant margin in both ELA and math. The following analysis compares

¹ This analysis was completed before the Fall 2018 School Dashboard was made available, so the data is based on 2017 Dashboards and CAASPP data pulled from caaspp.cde.ca.gov/.

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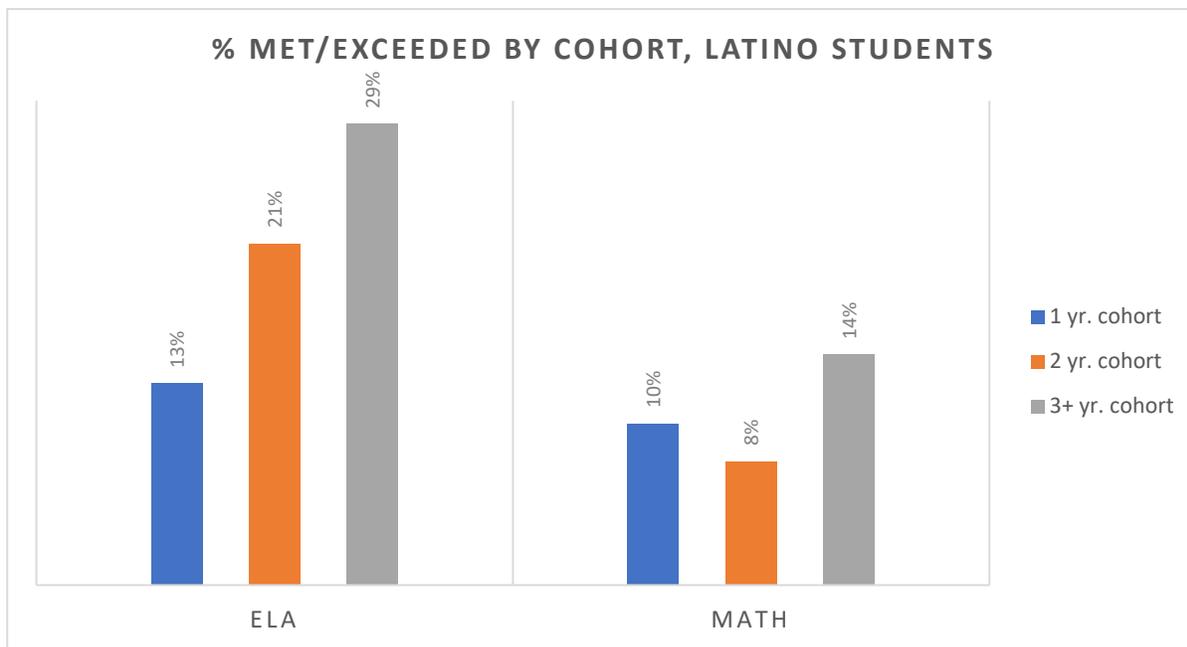
percent met/exceeded for two student cohorts: students enrolled for 2 years (2 yr. cohort) and students enrolled for 3 or more years (3+ yr. cohort) to students whose first year at Thrive was 2017-18 (1 yr. cohort). The chart below demonstrates that overall, students enrolled for three or more years at Thrive outperform those students in the 1-year cohort and 2-year cohort on both ELA and math. This data is broken out into subgroups later in this section and can be found on pages 24 and following.



The most significant difference is in ELA, with 26% more students in the 3+ year cohort meeting or exceeding ELA standards than the 1-year cohort and 23% more students than the 2-year cohort. In math, 6% more students in the 3+ year cohort meet or exceed standards than the 1-year cohort and 8% more students than the 2-year cohort. Clearly, the longer students are with us, the more their literacy and numeracy skills improve, and the better they perform on assessments.

Educational equity is important to us, and while there is always more work to be done to close both achievement and opportunity gaps, early data suggests that Thrive is making progress with our historically underserved populations. One such highlight can be seen when we look at cohort data for Latino students. The 3+ year Latino cohort (Latino students who have been with us for multiple years) do significantly better than students who are new to us or have not benefitted from long term exposure and support in our model.

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The most significant difference in performance is in ELA, with 16% more students in the 3+ year cohort meeting or exceeding ELA standards than the 1-year cohort and 8% more students than the 2-year cohort. In math, 4% more students in the 3+ year cohort meet or exceed standards than the 1-year cohort and 6% more students than the 2-year cohort. As Thrive matures, increasing proportions of our students will be with us for multiple years. Having more years with our students has a significant impact on increasing their overall achievement levels and higher performance on state assessments.

CAASPP School Comparison Analysis

To provide additional context for the analysis of Thrive’s state assessment data, we provide CAASPP comparison data for two sets of schools: 1) the SDUSD public schools that the charter school pupils would otherwise attend; and 2) the schools within SDUSD that serve similar students populations.

For the first group of comparison schools, Thrive includes the following district schools based on in-district ADA for the schools where pupils would otherwise attend:

- Carver Elementary: A district K-5 elementary school serving 196 students and co-located with Thrive.
- Clay Elementary: A district K-5 elementary school serving 307 students.
- Fay Elementary: A K-5 district elementary school serving 642 students.
- Oak Park Elementary: A district K-5 elementary school serving 540 students.
- Bell Middle: A district 6-8 middle school serving 675 students.
- Mann Middle: A 6-8 district middle school serving 751 students.
- Millennial Tech Middle: A 6-8 district middle school serving 448 students.

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The second group of comparison schools is comprised of the schools within SDUSD that serve similar student populations are located in the same neighborhood as Thrive:

- Euclid Elementary: A K-5 district elementary school serving 502 students.
- Holly Drive Academy: A K-8 charter school serving 132 students.
- Iftin Charter School: A TK-8 charter school serving 332 students.
- City Heights Preparatory Charter: A 6-12 charter school serving 150 students.
- Clark Middle: A district 6-8 middle school serving 1,020 students.
- Wilson Middle: A 6-8 district middle school serving 690 students.

First, we compare the percent met/exceeded for both sets of comparison schools. The first table is for schools where pupils would otherwise attend, and the second table is for schools within SDUSD that serve similar student populations and are located in the same neighborhood as Thrive.

Table 1. Percent Met/Exceeded Comparison for Schools Thrive Pupils Would Otherwise Attend

% Met/Exceeded 2017	All Students		Latino Students		Economically Disadvantaged		English Learner	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Thrive Public School	37%	20%	24%	13%	20%	10%	3%	0%
Carver	37%	30%	26%	23%	35%	27%	26%	25%
Clay	43%	38%	49%	39%	43%	36%	32%	32%
Fay	33%	31%	34%	32%	33%	31%	22%	22%
Oak Park	53%	52%	39%	39%	51%	50%	35%	6%
Bell	31%	19%	24%	10%	27%	16%	3%	37%
Mann	32%	23%	28%	22%	32%	24%	8%	3%
Millennial Tech	24%	13%	23%	14%	23%	13%	1%	1%

Table 2. Percent Met/Exceeded Comparison for Schools With Similar Populations

% Met/Exceeded 2017	All Students		Latino		Economically Disadvantaged		English Learner	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Thrive Public School	37%	20%	24%	13%	20%	10%	3%	0%
Euclid	34%	33%	30%	26%	34%	33%	20%	24%
Holly Drive	27%	18%	29%	17%	26%	14%	12%	12%
Iftin Charter	30%	24%	17%	29%	30%	25%	18%	18%
City Heights	14%	11%	20%	18%	14%	11%	5%	6%
Clark	29%	20%	26%	18%	29%	20%	7%	3%
Wilson	29%	15%	27%	13%	29%	15%	5%	2%

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As the tables above demonstrate, Thrive’s schoolwide performance on ELA is on par or better than eleven of the thirteen comparison schools. For math, Thrive performs on par or better than six of the comparison schools for all students. We also show data for three significant subgroups for Thrive: Latino students, economically disadvantaged students and English Learners. For Latino students, Thrive performs on par or better than four comparison schools in ELA and two comparison schools in math. For economically disadvantaged students, Thrive performs on par or better than one comparison school in ELA and none in math. And for English Learners, Thrive performs on par or better than two comparison schools in ELA and none in math.

The percentage of students that met or exceeded standards on the CAASPP is just one measure state measure used to assess students’ achievement. Below we discuss the state’s primary academic indicator, Distance from Level 3 (DF3) as an additional metric upon which to compare Thrive’s student achievement data. While proficiency as measured on the state assessment can be slow to show for some of our students, we see promising growth across our student body and for all subgroups when looking at college and career readiness reading skills as measured by student Lexile scores. See pages 24 and following for this discussion.

Distance from Level 3

In February 2017, the State Board of Education adopted a new academic indicator for assessing overall performance on the CAASPP that utilizes students scale scores called Distance from Level 3 (“DF3”). DF3 measures how far (or the distance) each student is from the lowest possible scale score within the Level 3 (i.e., Standard Met) Smarter Balanced performance level. The Smarter Balanced Consortium has identified Level 3 as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level. All the “distances” are then used to calculate the average distance for each local educational agency, school or student group. The results show, on average, the needed improvement to bring the average student score to Level 3, or the extent to which the average student score exceeds Level 3. Starting in Fall 2017, the California School Dashboard reports both a Status Score and Change Score for the DF3, and when combined, a color indicator of success (Red, Orange, Yellow, Green, Blue). The Fall 2017 serves as the first School Dashboard report for Thrive, so only reports a Status score, as it serves as our baseline year for CAASPP and Dashboard data.

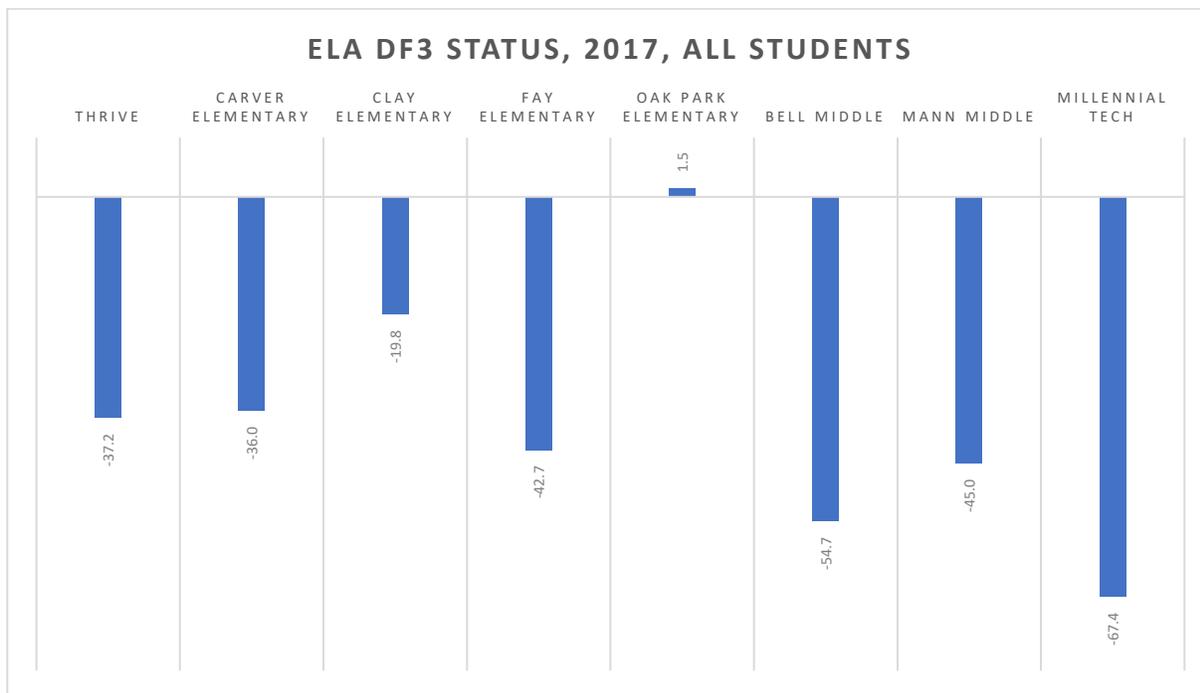
We report our CAASPP achievement data below based on DF3 status scores as this metric serves as the foundation for the state-level academic indicators for ELA and math when assigning performance level indicators for all students and significant subgroups on the School Dashboard.

Following is a comparison analysis for DF3 status scores in ELA and Math for the two groups of comparison schools for all students. The first set of graphs compares Thrive to the six schools where pupils would otherwise attend, and the second set of graphs compares Thrive to the seven schools that serve similar student populations.

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Distance From Level 3 Comparison Analysis: SDUSD Schools Pupils Would Otherwise Attend

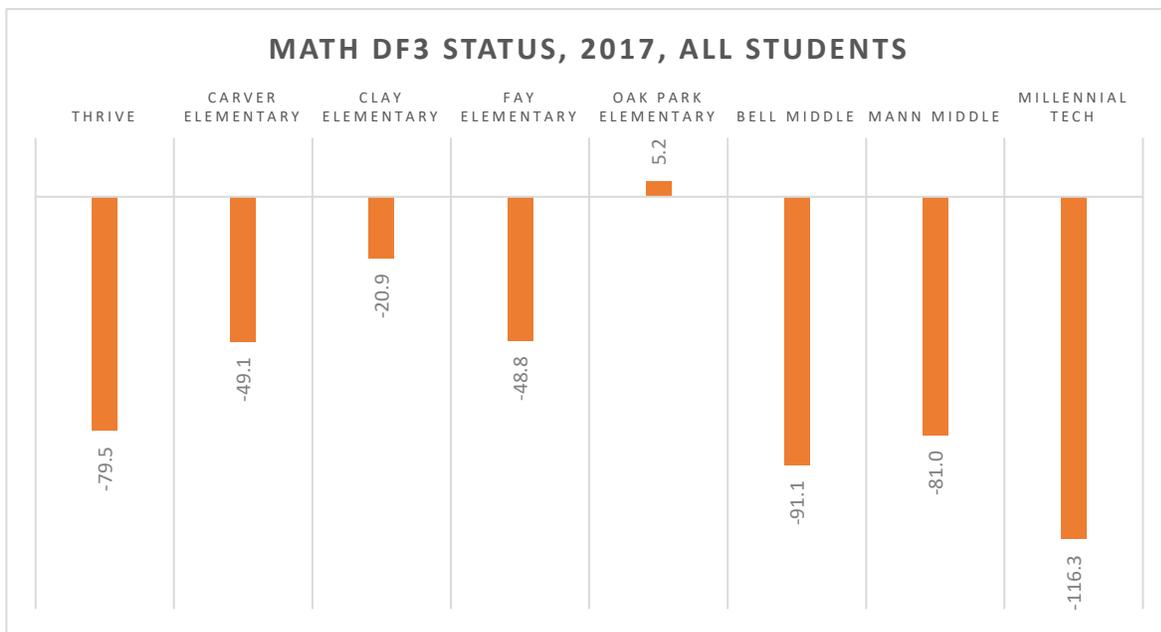
We first compare DF3 scores for 2017 in ELA, as shown in the graph below.



As the chart above illustrates, Thrive outperforms four of the seven comparison schools in ELA. Carver and Thrive are within two points for ELA. Thrive outperforms all three middle schools with more than 15 points difference between Bell Middle (17.5 points) and Millennial Tech (30.2 points).

The chart below shows comparison DF3 scores for math.

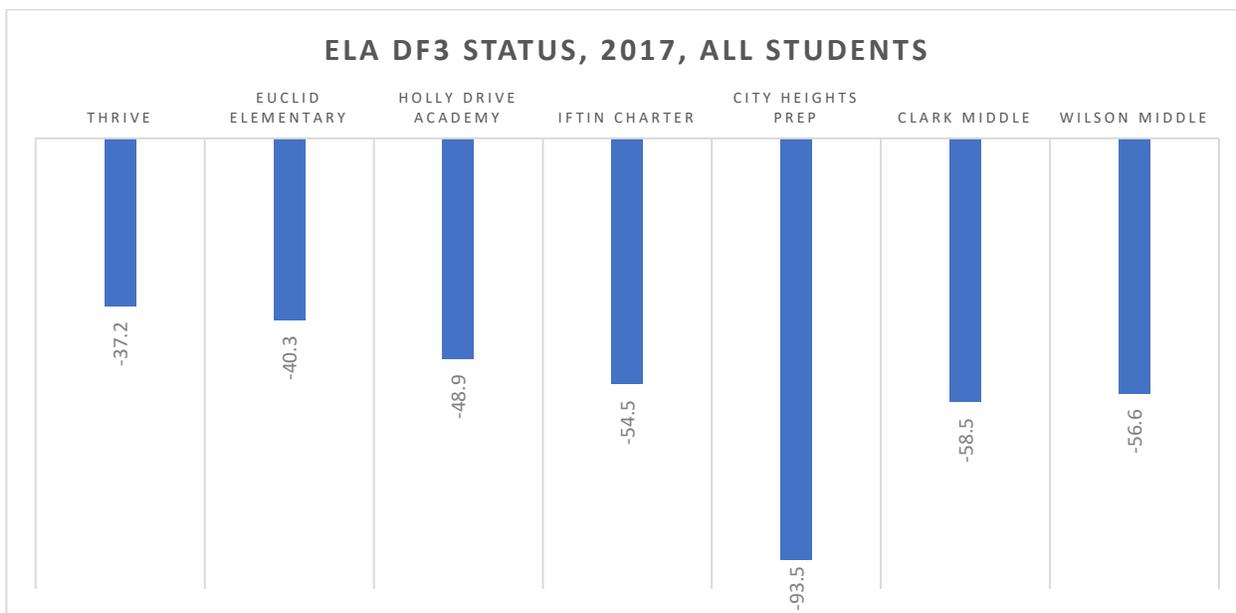
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In math for all students, Thrive outperforms all three middle schools, but lag behind the elementary schools. As discussed below, Thrive is attune to this proficiency gap and is working diligently to address it.

School Comparison Analysis: SDUSD Schools with Similar Student Populations

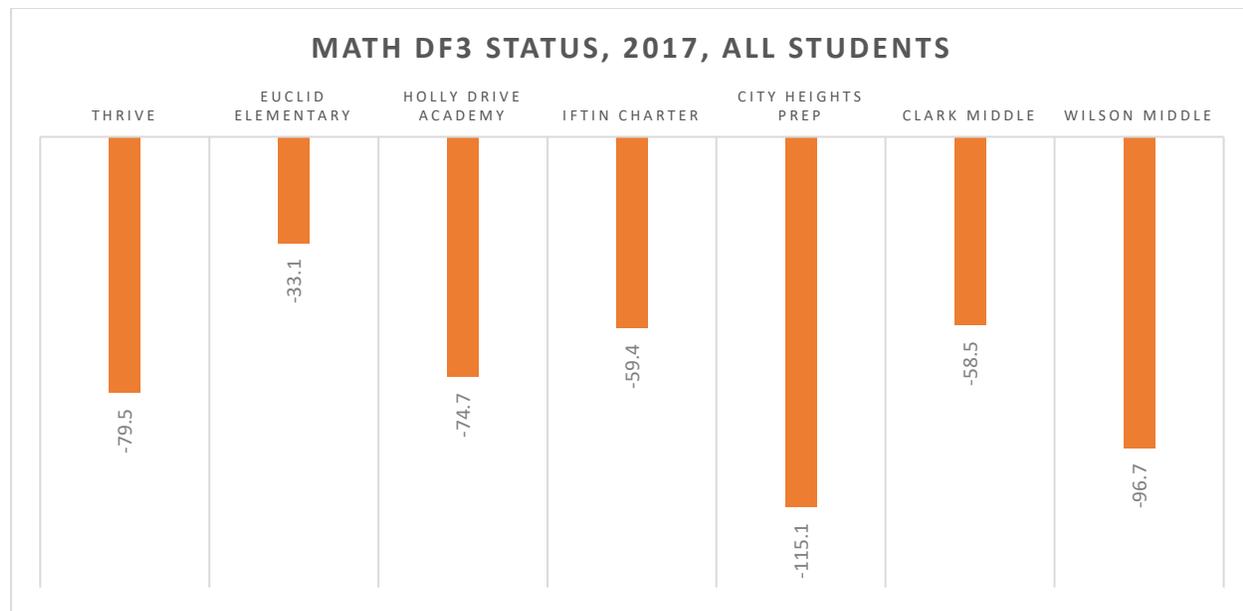
The following comparison analysis looks at DF3 scores for 2017 in ELA and math for the seven comparison schools with similar student populations. The chart below shows ELA DF3 status scores for all students.



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As the chart above illustrates, Thrive outperforms all six comparison schools on DF3 for ELA in 2017 for all students. Thrive’s DF3 score is over 20 points higher than City Heights Prep (56.3 point difference) and Clark Middle (21.3 points difference) and over ten points higher than Holly Drive (11.7 points), Iftin Charter (17.3 points) and Wilson Middle (19.4 points).

While our math scores are not as strong as our ELA scores (see discussion below about new strategies to improve math), the data below does show that in math, Thrive students perform on average as well as other schools.



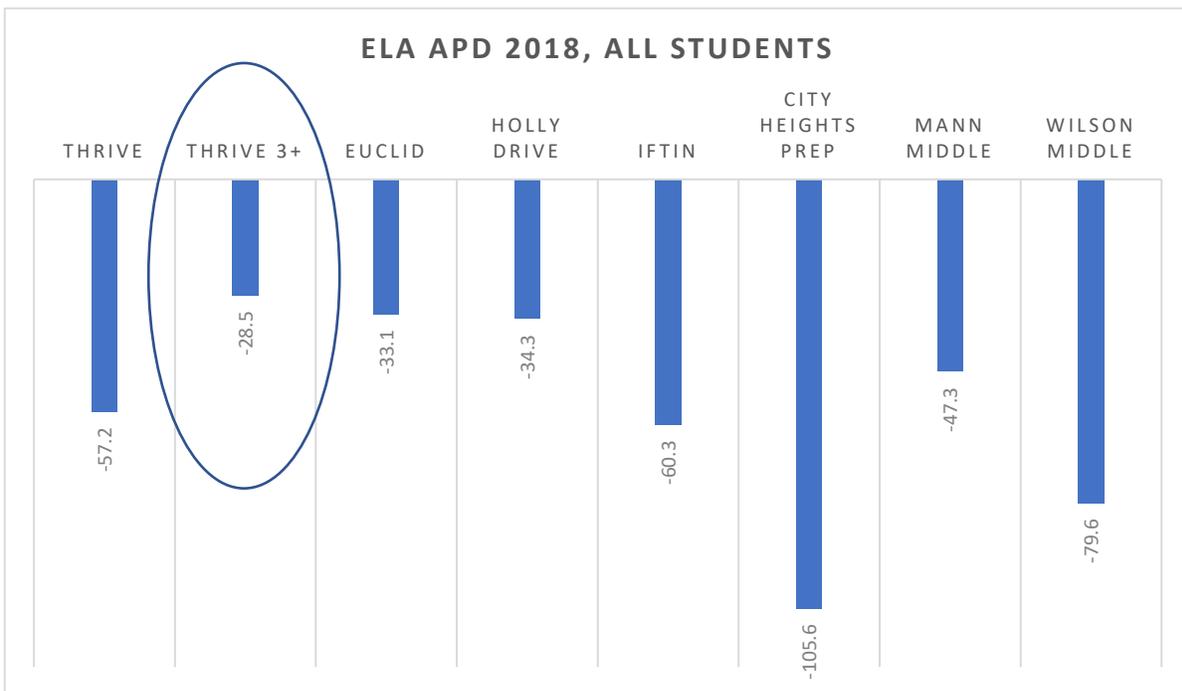
In math, Thrive outperforms two of the three middle school comparison schools: City Heights Prep (35.6 point difference) and Wilson Middle (17.2 point difference). For elementary mathematics, we are on par with Holly Drive Academy (4.8 points), but lag behind other neighborhood elementary schools. Our approach to closing this gap is discussed later in the petition.

2018 Average Point Difference Comparison for Schools With Similar Populations

In July, the state released initial 2018 CAASPP scores showing mean scale scores by grade for most district and charter schools. Below we provide an initial comparison of Thrive performance to some of the above listed comparison schools that had available data as of July 27, 2018. Because DF3 status and growth scores have not yet been reported through the Dashboard, we calculate a similar measure called Average Point Difference (“APD”) to compare CAASPP performance across grades and schools. APD is calculated the same way as DF3, the only difference between APD and DF3 is that DF3 is for continuously enrolled students only, whereas APD is for the number of students with test scores, as made publicly available online.

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The chart below reports the calculated ELA APD score for six of the nine comparison schools referenced above.² We show two APD calculations for Thrive, the first is for all students and the second (labeled Thrive 3+) is for students who have been enrolled at Thrive for three or more years who participated in CAASPP testing this year. In 2018, Thrive outperforms half of the comparison schools in ELA when comparing all students: Iftin Charter, City Heights Prep and Wilson Middle. The Thrive 3+ year cohort outperforms all schools in ELA in 2018.

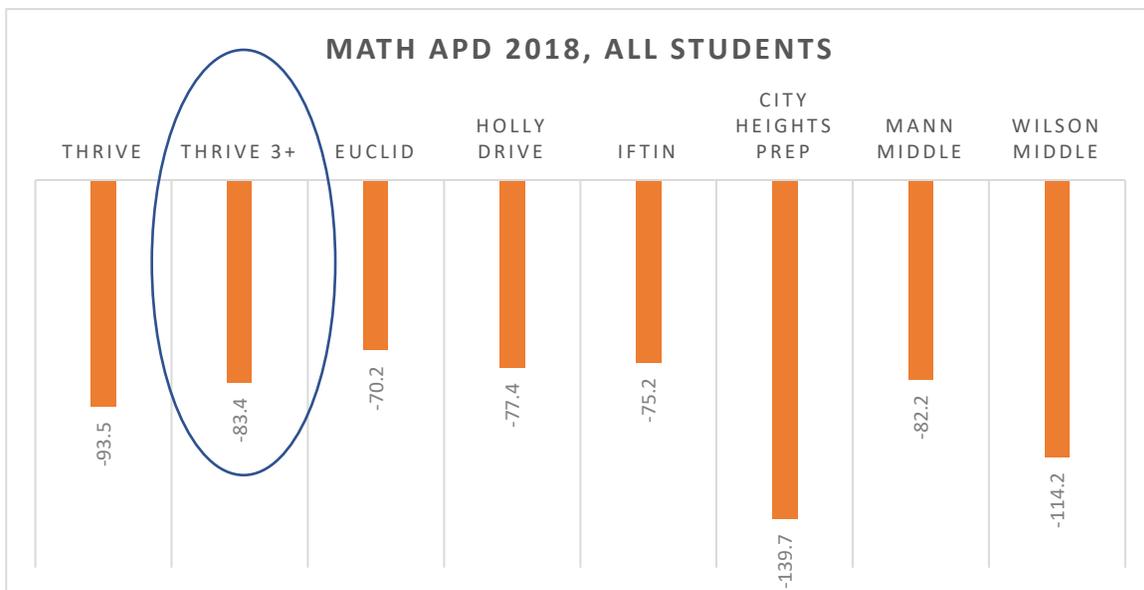


Again, this data shows that students who are with Thrive for multiple years grow in leaps and bounds, closing achievement gaps and increasing their overall success as measured by state assessment scores. Later, we describe additional ways student academic success is also reaching new heights.

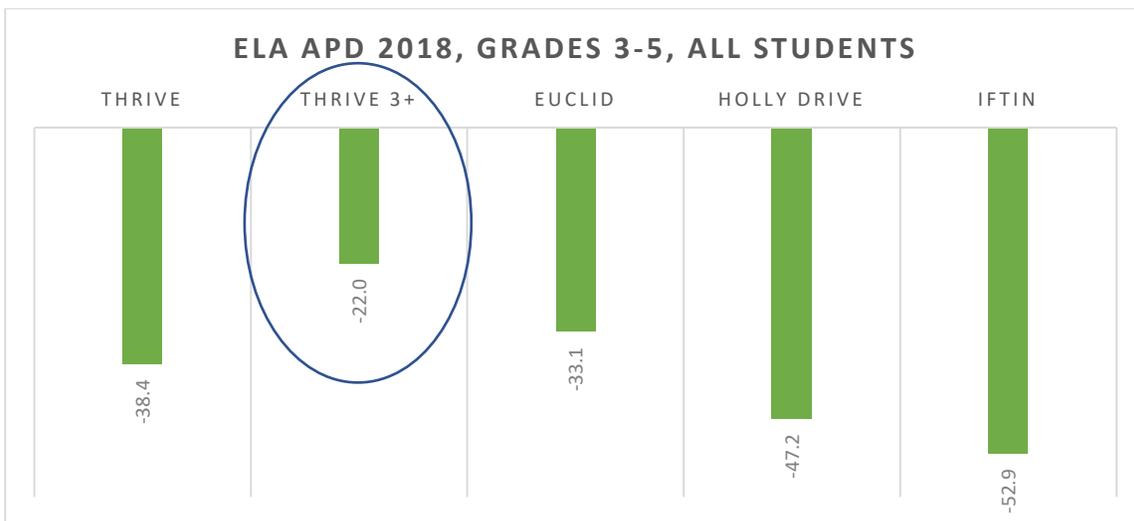
For mathematics, Thrive outperforms City Heights Prep and Wilson Middle, and we have work to do at the elementary level. In addition to outperforming City Heights Prep and Wilson, the Thrive 3+ cohort performs on par with Mann Middle.

² The following comparison schools had no 2018 or incomplete 2018 data from the CDE website as of July 27, 2018: Fay Elementary, Carver Elementary and Clark Middle.

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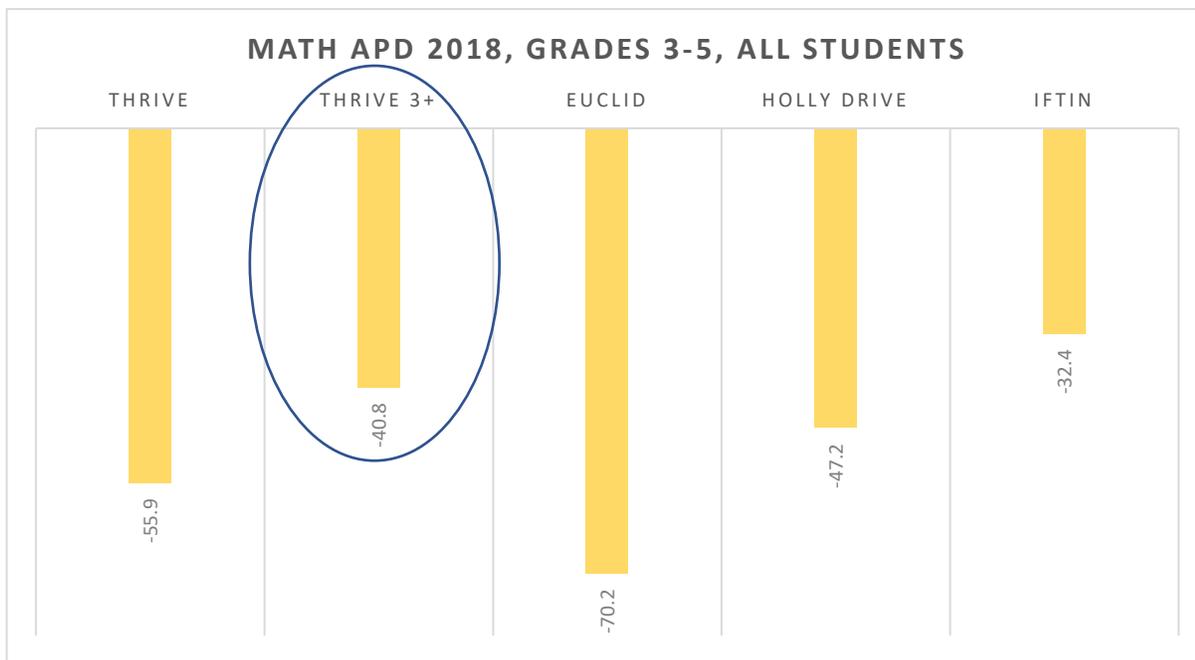
When we review the APD data by grade level and subject, we see Thrive performs well compared to District and charter schools in ELA. The chart below shows APD scores for students in grades 3-5 for each school. Again, we include the 3+ year Thrive cohort has a point of comparison.



The chart above shows that all Thrive 3rd – 5th graders outperform students in those grades at Holly Drive and Iftin Charter by 8.8 and 14.5 points respectively. The Thrive 3+ cohort outperforms all three comparison schools by significant margins: 11.1 points more than Euclid, 25.2 points more than Holly Drive and 30.9 points more than Iftin Charter.

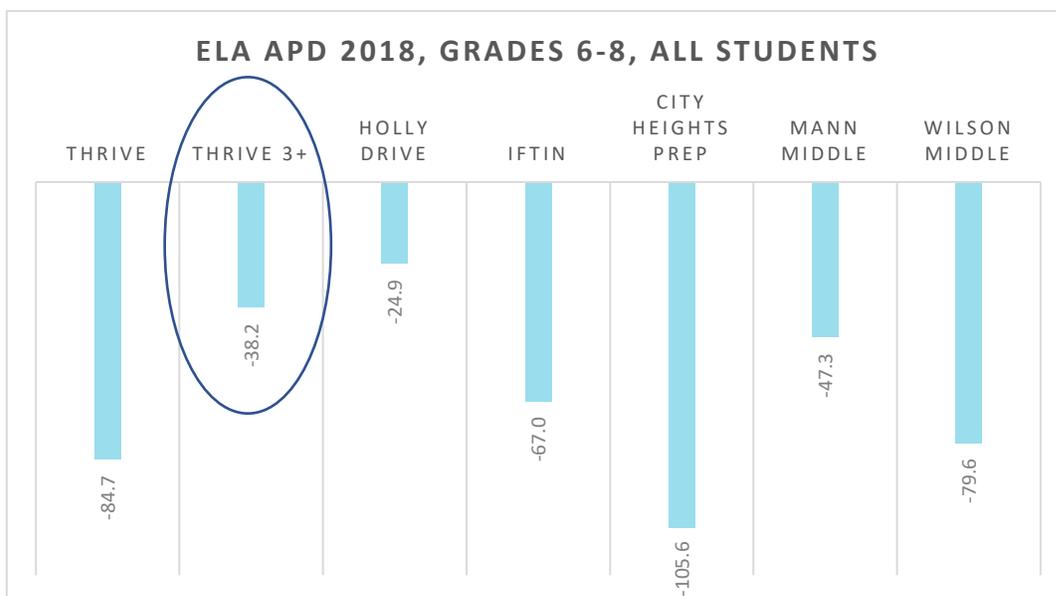
As the chart below shows, all Thrive 3rd-5th graders outperform Euclid in math in 2018. The Thrive 3+ cohort outperforms both Euclid and Holly Drive in math.

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This data shows that Thrive still has work to do to improve elementary student performance on state assessments in math. To address this challenge, we have deployed significant staff and financial resources to build out our elementary math training and support program to close this gap. As discussed below, based on growth measures in math, we see Thrive’s elementary students do make significant gains above national growth targets.

The chart below shows APD scores for students in grades 6-8 for each comparison school. We also include the 3+ year Thrive cohort as a point of comparison.



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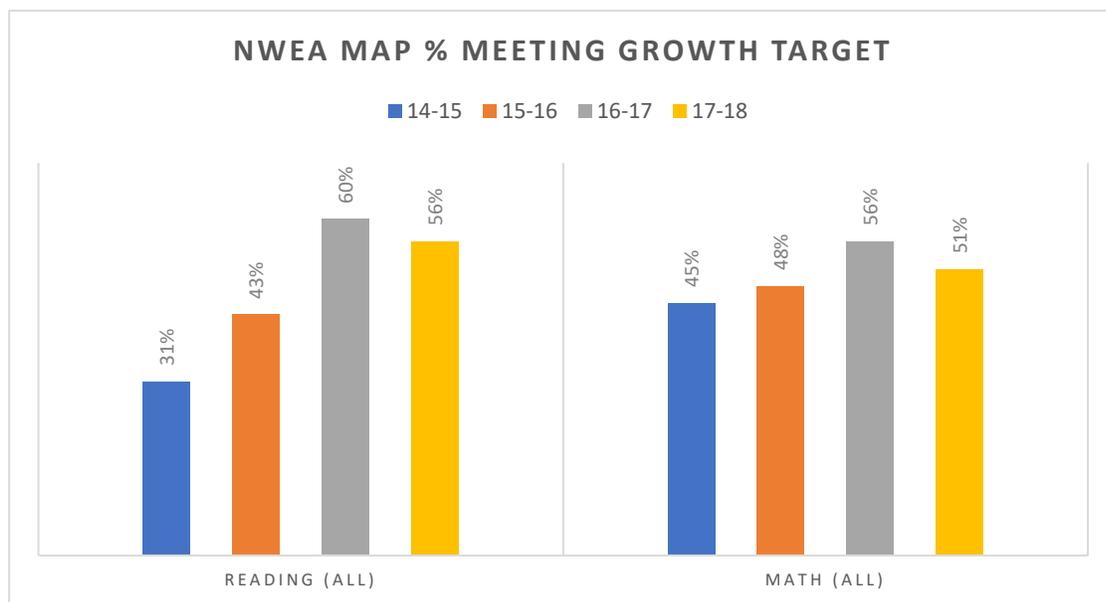
As shown below, Thrive outperforms City Heights Prep by a significant margin (20.9 points) in ELA. The Thrive 3+ cohort outperforms four comparison schools: Iftin Charter (28.8 points), City Heights Prep (67.4 points), Mann Middle (9.1 points) and Wilson Middle (41.4 points).

Nationally Normed Assessments of Student Academic Progress

Given most of our students come to us in the bottom quartile, we believe monitoring their growth is equally important to monitoring their ultimate proficiency. Since CAASPP data provides limited data about student growth on an ongoing basis, Thrive relies heavily on other Common Core State Standards (“CCSS”)-aligned, nationally normed assessment methods to evaluate student growth including the Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”) assessment for ELA and Math.

Thrive utilizes the NWEA MAP test in Math and Reading to give us a deeper snapshot of student growth and call attention to the need for intervention. It is a fully adaptive assessment tool that produces a measure of student growth and achievement. This information is used to personalize learning plans, create focused instructional groupings, as needed, and be a consideration in determining placement. Focused on growth rather than “proficiency,” this assessment is administered three times each year to track growth throughout the academic year. We regularly analyze and report out on several MAP metrics to assess student achievement growth as discussed below.

Overall, Thrive students demonstrate growth on MAP assessments for both reading and math over the past four years, as shown below.



The percent of students meeting growth targets in reading grew by 14 percentage points and by 6 percentage points in math. Given that our student population grew by 190 students, and that many of these students new to Thrive in middle and high school grade levels came with

significant deficits in math and English, the slight dips in overall growth from 2016-17 to 2017-18 were predictable and are being addressed by the strategies discussed on pages 29-30.

Student Performance Gains: Exceeding National Growth Targets

As the table below shows, in all grades except for third, students outperformed national norms in at least one, and sometimes both subjects. This demonstrates that Thrive is quickly accelerating student growth and performance. . For example, third graders tested at the 33rd percentile in reading in Fall 2016. By Spring 2016, they had jumped to the 67th percentile. Fourth and eighth grades students demonstrated similar gains in reading, from 34th to 66th percentile for fourth graders and 15th to 37th percentile for eighth graders. If you assume that the norm is a year of growth, numbers below suggests that some of our students are making over 1.5 years of growth. Further analysis of this data is below for 2017 and 2018.

In Spring 2017, we assessed students in grades K-9 in both reading and math through the MAP assessments. The table below shows the percentage of Thrive students who perform above national growth targets for reading and math in Spring 2017.

Spring 2017 Results		
<i>Grade</i>	<i>% of students above National reading Growth Target</i>	<i>% of students above National math Growth Target</i>
K	12%	27%
1	16%	16%
2	-6%	1%
3	22%	12%
4	9%	28%
5	15%	-35%
6	-10%	-12%
7	26%	-24%
8	7%	17%
9	6%	10%

As highlighted above, eight of ten grades exceeded national growth targets in reading and seven of ten grades exceeded growth targets in math. This data clearly demonstrates that our students are making faster gains than students at other schools. This positive trend continues in 2018. The table below shows the percentage of Thrive students who perform above national growth targets for reading and math in Spring 2018.

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Spring 2018 Results		
Grade	% of students above National reading Growth Target	% of students above National Math Growth Target
K	28%	18%
1	1%	1%
2	5%	2%
3	-2%	-2%
4	-8%	1%
5	4%	-25%
6	9%	-9%
7	-14%	1%
8	8%	4%
9	18%	13%
10	17%	10%

As highlighted above, with the exception of 3rd grade, students in the 10 remaining grades served by Thrive in 2017-18 outperform their peers in growth in at least 1 subject. In six of the eleven grades Thrive students exceed national growth targets for both reading and math.

Academic growth for Thrive students is particularly accelerated for some of our special populations. In high school, where 25% of our students have Individualized Education Programs (IEP), students with special needs outperformed general education students on growth data by 20-50%.

In addition, Thrive students also outperform some of the highest performing charter networks across the country. In 2017, 14% of Thrive students tested above national growth targets in reading. The average high performing charter network outperforms the national average by only 2%, meaning Thrive students have achieved 7 times the growth of students enrolled in high achieving national charter networks.

Student Performance Gains: RIT Scores

We can also show that Thrive students consistently meet or exceed growth targets based on MAP Rasch Unit (RIT) scores. Thrive administers MAP assessments for reading and math three times each year. After each administration, all students receive a number called a RIT score for each area they are tested in. This score represents a student’s achievement level at any given moment and helps measure their academic growth over time. The RIT scale is a stable scale, like feet and inches, that accurately measures student performance, regardless of age, grades, or grade level. Like marking height on a growth chart and being able to see how tall a child is at various points in time, the RIT score shows us how much students have grown between tests.

The following tables clearly demonstrate that the vast majority of Thrive students are meeting, or exceeding growth targets based on RIT growth scores in both reading and math.

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Reading RIT Scores: Fall 2016 - Spring 2017			
Grade	Observed Growth	Projected Growth	Points Above Natl. Growth Targets
K	18.6	16.4	2.2
1	20.7	16.9	3.8
2	14.6	14.1	0.5
3	16.3	10.5	5.8
4	13.2	7.9	5.3
5	9.2	6.4	2.8
6	5.0	4.9	0.1
7	12.5	4.0	8.5
8	8.1	3.2	4.9
9	4.7	1.7	3.0

Math RIT Scores: Fall 2016 - Spring 2017			
Grade	Observed Growth	Projected Growth	Points Above Natl. Growth Targets
K	24.9	18.6	6.3
1	23.1	18.4	4.7
2	15.6	15.3	0.3
3	16.1	12.8	3.3
4	15.0	11.1	3.9
5	3.0	8.7	-5.7
6	5.8	6.9	-1.1
7	3.2	4.8	-1.6
8	9.3	3.7	5.6
9	2.4	2.9	-0.5

As illustrated above, all ten grade levels met or exceeded national growth targets in reading and six of ten grades met or exceeded national growth targets in math. In addition, for Kindergarten through 4th grade, we see double digit growth in both reading and math. Four grades posted over 20 points of growth: 1st grade in reading (20.7 points) and Kindergarten (24.9 points) and 1st grade (23.1 points) in math. We know from experience that closing the gap for older students is slower and typically see smaller gains in these grades. Therefore, it is notable to point out that 7th grade showed double digit growth in reading (12.5 points) in Spring 2017.

These growth trends continued for students during 2017-18, as the tables below illustrate.

Reading RIT Scores: Fall 2017 - Spring 2018			
Grade	Observed Growth	Projected Growth	Points Above Natl. Growth Targets
K	23.4	16.6	6.8
1	15.8	16.9	-1.1
2	14.9	14.0	0.9
3	11.8	10.7	1.1
4	8.5	7.8	0.7
5	6.9	6.1	0.8
6	7.3	5.0	2.3
7	-1.6	3.9	-5.5
8	6.4	3.1	3.3
9	3.6	1.8	1.8
10	5.2	0.7	4.5

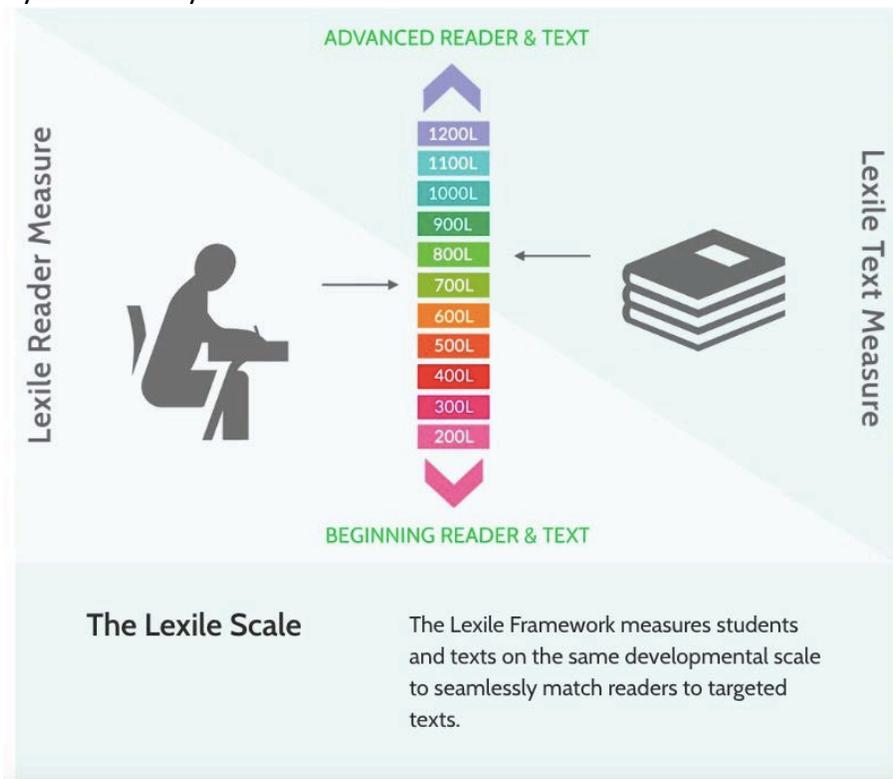
Math RIT Scores: Fall 2017 - Spring 2018			
Grade	Observed Growth	Projected Growth	Points Above Natl. Growth Targets
K	27.5	19.1	8.4
1	19.4	18.4	1.0
2	16.6	15.3	1.3
3	13.8	12.7	1.1
4	12.3	11.0	1.3
5	3.3	9.7	-6.4
6	4.1	6.4	-2.3
7	7.1	4.8	2.3
8	3.2	3.4	-0.2
9	4.7	1.8	2.9
10	2.2	2.1	0.1

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Nine of the eleven grade levels met or exceeded growth targets in reading and eight of eleven grades met or exceeded national growth targets in math. In both reading and math, Kindergarten students show the most gains (6.8 and 8.4 points respectively). Tenth grader also showed 4.5 points of growth in reading. Again, we have four grades posting double digit growth in reading (K-3) and five grades in math (K-4). For our middle and high school students, it is notable to point out that 7th, 9th and 10th grades met or exceeded national growth targets in math in 2018, compared to just 8th grade in 2017.

Student Performance Gains: Lexile Reading in College-Ready Ranges

The MAP growth reading assessments can also be analyzed to determine a student’s Lexile® score. The Lexile® Framework for Reading is a scientific approach to measuring both reading ability and the text complexity of reading materials on the same developmental scale. Thrive uses Lexile measures to match students with text, putting them on the path to success in school, college and careers³. Lexile measure allow Thrive to personalize learning to achieve proficiency; measure student growth; and community with parents about their child’s progress. The Lexile® Framework for Reading is based on more than 30 years of rigorous research and has been externally validated by hundreds of studies in 25 U.S. states and 24 countries⁴.



³ “About Lexile® Measures for Reading” (<https://lexile.com/educators/understanding-lexile-measures/about-lexile-measures-for-reading/>)

⁴ Information and graphic from “The Science Behind Lexile Measures” (<https://lexile.com/educators/understanding-lexile-measures/the-science-behind-lexile-measures/>)

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Lexile has studied the text demands of typical reading material for students in grades 1 through 12. These “stretch” text measures, related to the Common Core State Standards for English Language Arts, represent the demand of text that students should be reading to be college and career ready by the end of Grade 12⁵. It’s important to note that as a student’s grade level increases, so does the target Lexile range they are aiming for. A student who did not meet their Lexile target in 3rd grade, but who meets it in 4th, may have grown by up to 420L. This means the student grew more than 1 year of growth by catching up on 3rd grade skills and learning the 4th grade skills. By analyzing the reading demands of several post-secondary texts, Lexile researchers have identified a graduated pathway of Lexile readiness that will enable students to access career and college texts. For each grade level, Lexile presents a text range that students on a path to college and career should be able to comprehend with fluency. These ranges are called “College and Career Ready Ranges.” This range, does not describe typical readers, but instead sets a target for sophisticated text access required for college success⁶. The following table shows the College and Career Ready Bands for Grades 1-12.

College and Career Ready Lexile Ranges

Grade	College and Career Ready Ranges*
1	190L to 530L
2	420L to 650L
3	520L to 820L
4	740L to 940L
5	830L to 1010L
6	925L to 1070L
7	970L to 1120L
8	1010L to 1185L
9	1050L to 1260L
10	1080L to 1335L
11 & 12	1185L to 1385L

⁵ “Matching Lexile Measures to Grade Ranges” (<https://lexile.com/educators/measuring-growth-with-lexile/lexile-measures-grade-equivalents/>)

⁶ “The Lexile® Framework for Reading Quantifies the Reading Ability Needed for “College & Career Readiness” (<https://metametricsinc.com/research-publications/lexile-framework-reading-quantifies-reading-ability-needed-college-career-readiness/>)

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*Ranges are based on the text complexity grade bands in the COMMON CORE STATE STANDARDS FOR ENGLISH, LANGUAGE ARTS, APPENDIX A (ADDITIONAL INFORMATION), NGA AND CCSSO, 2012

Lexile Results for Thrive Public Schools

The follow chart addresses the question: What percent of Thrive students are accessing texts within the college and career ready Lexile band for their grade level?

4-Year Aggregate All Tested Students (n=965)			2017-2018 All Tested Students (n=451)		
Grade	% in Range (Fall)	% in Range (Spring)	Grade	% in Range (Fall)	% in Range (Spring)
1	56.8%	90.4%	1	52.2%	91.2%
2	43.6%	52.3%	2	35.9%	46.8%
3	47.0%	68.9%	3	31.6%	54.2%
4	36.9%	46.5%	4	34.6%	49.1%
5	31.9%	45.5%	5	31.7%	45.8%
6	29.2%	35.4%	6	11.5%	20.4%
7	28.2%	34.5%	7	21.7%	22.9%
8	28.0%	47.8%	8	26.5%	33.3%
9	35.0%	46.2%	9	27.8%	26.5%
10	34.7%	50.0%	10	34.7%	50.0%
Grand Total	35.3%	47.6%	Grand Total	29.5%	43.7%
% Change Fall to Spring = 12.3%			% Change Fall to Spring = 14.2%		

For Lexile scores, as with other data points, we see increased achievement for students who have been with us for multiple years. We also notice that students receiving early reading instruction from Thrive (1-3rd grades) are making marked gains fall to spring. Students at all grade levels made significant gains across the 4-year time period. When looking at the 2017-2018 student body, there were significant gains in all but two grade levels (+1.2 for 7th grade and -1.3 for grade 9). The lack of growth in last year’s population is not traditional for those grades since they saw significant jumps in previous years and cumulatively.

Reading Growth Across Subgroups

One of the areas where Thrive is making the most social impact is in increasing literacy and access for our most vulnerable populations. By looking at Lexile data across subgroups, we are able to ensure all students are receiving the instruction they need to navigate our text-saturated world. Our largest student subgroup, students receiving Free and Reduced Lunch, shows a similar pattern of achievement to our student body as a whole, as the chart below demonstrates.

4-Year Aggregate FRL Students (n=573)			2017-2018 FRL Students (n=287)		
Grade	% in Range (Fall)	% in Range (Spring)	Grade	% in Range (Fall)	% in Range (Spring)
1	42.9%	89.8%	1	50.0%	91.7%
2	33.3%	39.1%	2	15.0%	34.4%
3	27.3%	51.5%	3	33.3%	38.7%
4	23.6%	30.6%	4	23.3%	27.3%
5	12.5%	25.3%	5	14.3%	29.4%
6	13.7%	20.8%	6	4.9%	11.6%
7	17.7%	18.2%	7	18.5%	17.4%
8	22.2%	34.1%	8	20.8%	22.2%
9	36.1%	41.9%	9	24.0%	19.2%
10	36.6%	47.4%	10	36.6%	47.4%
Grand Total	23.6%	36.2%	Grand Total	22.6%	34.8%
% Change Fall to Spring = 12.6%			% Change Fall to Spring = 12.2%		

When looking at Thrive’s 4-year cohort of students on Free and Reduced Lunch, we see gains across all grades 1-10. When looking at last year’s cohort of FRL students, we see gains in all grades except 7 and 9, where there were small declines. Our one-year and four-year data for FRL students is very similar, with minor differences in 7th grade (-0.8%) and in 9th grade, where the spring scores are anomalously low. In response to this low reading achievement in the 17-18 FRL student population, we have engaged Achieve3000 as a program for reading intervention to support Lexile growth. When reviewing this data as a whole, what is most strikingly, our 4-Year aggregate data demonstrates that our FRL student population slightly *outperforms* our regular student body with regard to accessing complex texts.

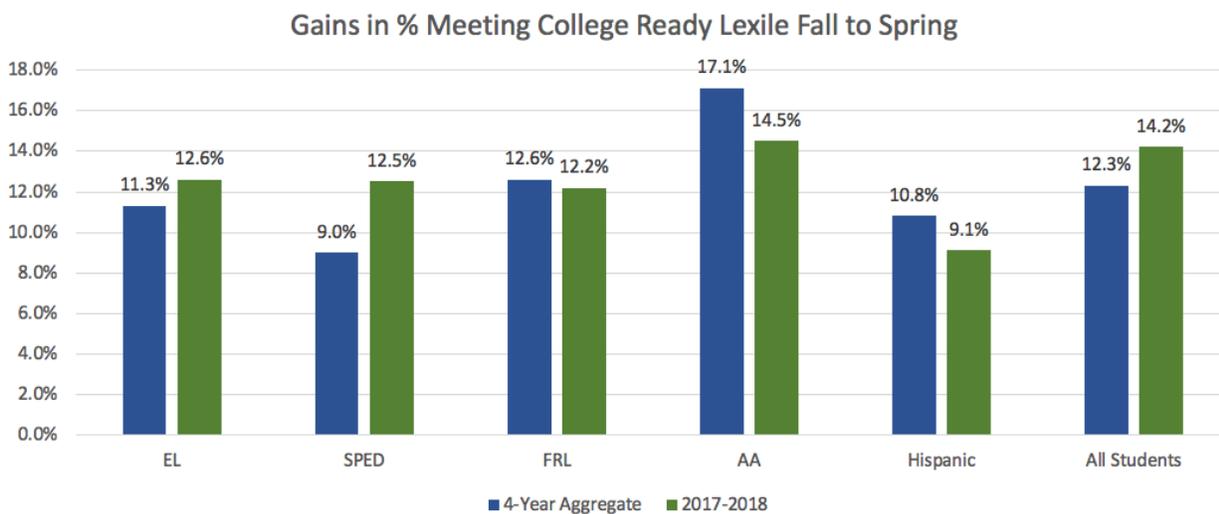
The following chart shows the summary data for Thrive’s remaining student subgroups.

	% in Range (Fall)	% in Range (Spring)	% Change Fall to Spring
EL Students (n=126)	4.8%	16.1%	11.3%
SPED Students (n=164)	15.2%	24.2%	9%
AA Students (n=120)	13.3%	30.4%	17.1%
Hispanic Students (n=396)	25.3%	36.1%	10.8%

	% in Range (Fall)	% in Range (Spring)	% Change Fall to Spring
EL Students (n=64)	3.1%	15.7%	12.6%
SPED Students (n=94)	12.8%	25.3%	12.5%
AA Students (n=67)	11.9%	26.4%	14.5%
Hispanic Students (n=190)	24.32	33.3%	9.1%

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The graph below shows the fall to spring percent change in students able to access College and Career ready texts for their given grade level. This graph was generated from the %Change data above. For example, in 2017-2018, 3.1% of our EL students were accessing text on grade level. By the spring of that school year, the percentage of EL students with such text access became 15.7%, for a gain of 12.6% over a single school year. We are excited to see equitable gains across our subgroups, meaning that we are moving all of our students readiness forward equitably instead of adding to a divide in access to college and college level text.



When looking at a single year and when looking at a 4-year aggregate view, we see that all subgroups and the student body as a whole made reading gains from Fall to Spring (from 9.0% more SPED students college and career ready from the Fall to the Spring of 2017-2018 on the low end, to, on the high end, 17.1% more African American students college and career ready in the 4-year aggregate for the entire student body). It is particularly exciting to see that when we look from Fall to Spring, both in our 4-Year aggregate cohort and our 2017-2018 cohort, our African American student growth outpaces the performance of all other subgroups and the student body as a whole. In general, the trends we see occurring in 17-18 hold steady across our 4-year aggregate data set, with 2017-2018 EL, SPED and overall student body outperforming the aggregate.

Student Performance Gains: Conditional Growth Percentile

Thrive utilizes MAP assessments because results are nationally normed, giving us a snapshot of our student performance compared to national averages. We also believe that measuring students’ growth beyond their absolute proficiency is critical as we support all students to become proficient. In addition to looking at the metrics presented above, Thrive also tracks student performance based on a metric called the conditional growth percentile (“CGP”). The CGP is a student’s percentile rank for academic growth. A student who demonstrates growth equivalent to that of similar students nationally will have a CGP of 50. Growth greater than the national average would result in a ranking higher than 50, and growth less than the national average would result in a ranking lower than 50. CGPs range from the 1 to 99

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The following table reports Thrive’s CGP by grade from the Fall 2017 to Spring 2018 term.

Term: Fall 2017 to Spring 2018		
Grade	Reading CGP	Math CGP
K	99	99
1	37	63
2	65	69
3	69	67
4	65	73
5	66	1
6	89	16
7	1	88
8	93	47
9	79	89
10	95	51

As shown above, Thrive’s Kindergarten students performed in the top 1% of reading and math growth in 2018. Tenth grade students performed in the top 5% of reading growth and 8th grade students performed in the top 10% of reading growth. Overall, nine of the eleven grades exceeded national student growth norms in reading and eight of eleven grades exceeded national student growth norms in math. In middle school, where student growth was most limited, we experienced mid-year staffing changes (due to a family emergency). Additionally, middle school humanities classes were focusing more heavily on social studies than literacy; an approach that has been rectified by the implementation of our balanced literacy program across content areas.

Student Performance Gains: Meeting Growth Targets by Subgroup

As discussed above, Thrive utilizes MAP assessments in reading and math to assess student growth compared to national norms. MAP allows us to track what percentage of students are meeting expected growth targets on both reading and math. The tables below show the percentage of students that met growth targets for the previous three years. We show this data for all students and for the following subgroups: African American, Latino, White, English Learners, Economically Disadvantaged and Students with Disabilities. As the first table below demonstrates, all students and all subgroups increase the percentage of students meeting growth targets by over 10% over the three year period.

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% of Students Meeting Growth Targets				
MAP READING	2015-16	2016-17	2017-18	Gains
All Students	43.4%	59.6%	56.4%	13.0%
African American	12.5%	51.0%	50.6%	38.1%
Latino	40.0%	54.9%	53.7%	13.7%
White	45.7%	67.0%	61.4%	15.7%
English Learners	33.3%	41.9%	49.4%	16.1%
Students with Disabilities	32.0%	50.8%	51.1%	19.1%
Economically Disadvantaged	34.2%	55.4%	52.4%	18.2%

As the table above shows, African American students showed the most growth over the three-year period, increasing the percentage of students meeting growth targets by 38.1%. Students with disabilities show the second largest gains with 19.1% growth. Except for African American students, our special education population outpaces all other subgroups in reading growth over the three-year period.

As with reading, all students and all subgroups post gains over the three-year period in math as shown below.

% of Students Meeting Growth Targets				
MAP MATH	2015-16	2016-17	2017-18	Gains
All Students	48.1%	55.7%	51.2%	3.1%
African American	55.6%	53.9%	44.2%	11.4%
Latino	40.7%	47.1%	48.1%	7.4%
White	50.7%	64.1%	59.2%	8.5%
English Learners	47.6%	48.4%	47.9%	0.3%
Students with Disabilities	44.4%	47.7%	52.0%	7.6%
Economically Disadvantaged	46.1%	49.4%	47.2%	1.1%

As with reading, African American students show the largest percentage increase from 2015-16 to 2017-18 with 11.1% growth. English Learners and economically disadvantaged students make moderate gains. Students with disabilities outpace all subgroups except African American and White students.

School Climate and Satisfaction

On a yearly basis, Thrive has been recognized as nationally innovative and we have been awarded with multiple grants to build out the vision of the organization. All Thrive teachers receive over 20 days of professional development to hone their craft and be the best they can for students. While students are on break, Thrive teachers refine their classroom practices and plan and tune engaging projects for student learning. Perhaps more importantly, by collecting

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semi-yearly feedback from our families and staff, we have learned how to better serve our community. Overall, satisfaction with Thrive is high.

Highlights of our most recent staff survey data, which follows the trends of previous years include:

- 97.5% of Thrive staff members feel cared about by their teammates at Thrive
- 97.5% of staff trust their teammates
- 100% of staff members state that they are committed to creating high quality work
- 88% of staff say they regularly collaborate
- 100% of staff say they like the people they work with
- Only 5% of staff say they are not satisfied with Thrive as a place of work
- All except 1 staff member are proud to work at Thrive
- 90% of staff feel that they are led by a strong leadership team
- 95% of staff feel that their opinion counts
- 95% of staff say that Thrive helped them become a better teacher
- 90% of staff say that Thrive helped them build leadership skills
- 80% of staff say that they would rate the support they receive at school as excellent
- 95% of staff report enjoying their job

Highlights of our most recent family survey data, which follows the trends of previous years include:

- 95% of families report that their child likes going to school
- 90% of families say that class projects get students actively involved in their learning
- 80% of families would rate their child's learning experience as very positive
- 92% of families say that their child has a very positive relationship with their teacher
- 93% of families say they have a positive relationship with their child's teacher
- 75% of families from Thrive feel the most important part of Thrive is the: personalized learning, social emotional learning and project-based learning. Another 10% say it's the outstanding teachers
- 94% of families say they feel that teachers care about their child
- 85% of families say that they and their child feel safe on campus
- 90% of families say that Thrive creates a joyful and caring community
- 80% of families feel they are receiving an exceptional education that they couldn't get elsewhere

Growth on Core Social Emotional Competencies

Rigorous longitudinal research demonstrates that certain Mindsets, Essential Skills, and Habits ("MESH") can help students succeed in college, career, and life. In 2016-17, Thrive adopted Transforming Education's MESH framework to assess students' social emotional competencies. This framework helps Thrive administrators and teachers tailor our instruction and classroom environment to serve students more effectively.

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The MESH framework assesses seven social emotional competencies: curiosity, growth mindset, perseverance, self-awareness, self-efficacy, self-regulation and social awareness. In 2016-17, Thrive students demonstrated growth in four of the seven competencies, as shown in the chart below.

	Fall 2016	Spring 2017
Curiosity	3.16	3.03
Growth Mindset	3.53	3.74
Perseverance	3.49	3.45
Self-Awareness	3.56	3.77
Self-Efficacy	3.38	3.33
Self-Regulation	3.91	3.86
Social Awareness	3.77	3.91

Perhaps more importantly, when we conducted this survey again in 2017-18 and found similar student growth, as shown in the chart below.

	Fall 2017	Spring 2018
Curiosity	3.2	3.2
Growth Mindset	3.8	3.9
Perseverance	3.5	3.5
Self-Awareness	3.7	3.8
Self-Efficacy	3.4	3.6
Self-Regulation	3.8	3.9
Social Awareness	3.8	3.8

As in 2017, Thrive students also demonstrated a-typical progress in growth mindset, self-awareness, self-efficacy and self-regulation. Where nationally most students show drops from Fall to Spring, Thrive students showed growth. When looking at a two-year data set (Fall 2016 to Spring 2018), students demonstrated growth in six out of seven competencies.

Student Growth Through Meaningful Project Work and Exhibition

In addition to a personalized, rigorous and standards-aligned core instructional program, Thrive's work includes career preparation and community building. According to the San Diego County Office of Education, only 26% of students in San Diego acquire a 4-year degree by age 24, while an estimated 65% of all jobs in 2020 will require a college education. It is predicted that given the pace of change, only 10% of students who do graduate college will have the skills to work in areas most needed in San Diego.

Thrive has invested heavily in the skills students need to break out of this gloomy projection. In particular, students engage in Project Based Learning (worthy problems, fieldwork, research,

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and exhibition) and circle practices, including Council.⁷ Thrive is proud that *all* Thrive students participate in projects, including public exhibition of those projects twice yearly, and that *all* Thrive students and Thrive educators sit together in Council on a regular basis. We believe that the inter- and intrapersonal skills built by these two approaches to collaborative, authentic work will unlock doors for our students that literacy and numeracy alone cannot. These practices are discussed more fully later in this petition.

How Thrive Continuously Improves

Using our CAASPP outcomes as a baseline, we recognize there is work ahead of us to bring Thrive students up to proficiency. We are currently engaged in an array of efforts to improve the academic performance of our students, such as a focus on early literacy, implementing close reading protocols with students, and aligning online learning programs and curricula that match the rigor of the Common Core. In addition, we continue to learn from other high performing schools throughout the nation. We are excited to dedicate ourselves to this vital work and have made the following steps toward increased student performance on state assessments:

- Hired a Chief Academic Officer to study Thrive’s bright spots and struggles and to lead the change management necessary to ensure that Thrive’s instructional leaders and greater community are equipped to hone in on instructional priorities that will affect student learning.
- Partnered with the County Office of Education, The National Teacher Project, Bellweather Consultant, Education First and the University of San Diego, to take a closer look at instructional programs and provide training, academic insight and tools for increasing rigor, developing a data framework, a deepening of Project Based Learning and literacy practices and increased alignment across classrooms around key instructional practices.
- Applied and received a grant for a Multi-Tiered System of Support grant to build internal capacity and provide greater intervention support to our students. See page 74 and following for further discussion of our approach to supporting vulnerable students.
- Through the support of teacher vetting and research, we identified new CCSS curriculum that specifically supports the student development of competency in the eight Mathematical Practice Standards. We have identified a pedagogical approach to teaching mathematics that is both aligned to Thrive’s values and the curriculum selected. We have also invested in Math professional development and training in this pedagogy through both the County Office of Education as well as organizations and experts like Jo Boaler and others at YouCubed/Stanford (www.youcubed.org).

⁷ According to research currently being conducted by Sarah B. Hunter, Ph.D. of the RAND Corporation, Stacy Calhoun, Ph.D. from UCLA, Claire Samuelson from UCLA, and Shirley Yang, from UC Santa Barbara, a steady Council practice has been shown to reduce anger, aggression and hostility in participants while increasing their capacity for empathy, perspective-taking and resilience. A full report of their work will be published in 2019 and will be available through The Center for Council.

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- Through the use of professional learning communities, Thrive will continue to build teacher and administrator capacity to analyze data and put it into action, to hold interventions for students at all levels of need.
- Identified the key experiences students will have as Thrive students and, at the same time, the pedagogical practices teachers will be trained in to ensure that those experiences are high quality (our “Thrive Guarantee” discussed below).
- Updated data targets to reflect both Thrive’s instructional priorities and the state dashboard.
- Articulated a school-wide approach to balanced literacy that was introduced in the spring of 2018 and will be fully implemented in the fall of 2018. This approach clarifies the role of personalized learning as a tool for supporting grade level competency and not an end in itself.
- Created school-wide professional development time for job alike lesson study in literacy, mathematics and Special Education practices.

Successes and Accomplishments of the Prior Charter Term: 2014-2019

In Fall 2014, Thrive Public School opened its doors as a one-building school with forty-five students. Since that time, we have grown to serve more than 1,000 students. As part of our growth process, we have partnered with San Diego Unified School District through Prop 39 for shared facilities and will open the doors of a permanent elementary school facility in August 2018. On a yearly basis, Thrive has been recognized as nationally innovative and awarded with multiple grants to build out the vision of the organization as a catalyst for learning in San Diego. We highlight several additional successes and accomplishments below.

Enrollment Growth and Staffing

- Thrive increased enrollment from 45 students in Fall 2014 to an expected 998 students (854 in TK-8 and 144 in 9-12) in Fall 2018.
- Thrive has built out leadership and support teams. At the executive level, Thrive has added a Chief Operating Officer and Chief Academic Officer as well as a Director of Philanthropy and a Manager of Partnerships and Communication. At all TK-8 school sites, leadership teams include an interventionist and an expert in student behavior (either a dean or an assistant director). At the high school, we have added both career and college counselors. To support our work in Special Education, we have hired a Director of Special Education and Student Services, two speech and language pathologists, an occupational therapist, and a mental health counselor.
- To support the work being done by teachers in the classroom, Thrive has increased the number of classroom assistants available for both SPED and intervention support and engaged community partners to bring in student teachers and counseling interns.
- All Thrive teachers receive over 20 days of professional development to hone their craft and be the best they can for students. While students are on break, Thrive teachers refine their classroom practices and plan and tune engaging projects for student learning.

Community Partnerships

- We established a new partnership with Mesa College to bring college classes onto the Thrive campus for incoming 11th grade students.
- We provide before-and-after-school programming for families in partnership with the YMCA of San Diego County.
- We established a new partnership with University of San Diego where USD Counseling Interns work with over 120 Thrive students on school success strategies.
- Thrive 6th-10th graders participated the National University and Hispanic Association of Colleges & Universities (“HACU”) Youth Leadership Development Forum STEM Day.
- In partnership with The League of Extraordinary Scientists and Engineers (“LXS”), Thrive teachers invite a local professional to visit their classroom for a hands-on science tour in their classrooms and have access to hands-on science kits and in-classroom STEM tools.
- We have partnered with San Diego Continuing Education, who this coming year will provide Thrive parents access to parenting classes.

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Expanded Funding for Program Improvements

- In just this last year, Thrive has written grant proposals and received funding for several studies and improvements including:
 - Education First has donated their time and services to engage in a study of our assessment tools and outcome measures. The result of this work has been an identification of revised data targets for academic and social emotional growth for students.
 - Education First has also funded a deep dive into the circle practice of Council, a tool Thrive uses to establish community, build students' SEL skills and facilitate restorative conversations.
 - A local foundation funded a CMO-level data analyst position and the cost of the software for data visualization and analysis. This position, which will come on staff in the fall of 2018-2019, will work alongside the executive team to ensure that teachers and leaders have ready, actionable student data that aligns with the state dashboard and Thrive's programmatic priorities.
 - The Orange County Department of Education has provided partial funding for the Director of Special Education and Student Services position as well as targeted professional development for Thrive's SPED, intervention and student behavior support teams. The express purpose of this work is to align student supports under an MTSS framework to ensure all student needs are being met.

Thrive Teacher and Student Accomplishments

- TFA San Diego named Carmina Osuna the first annual recipient of their McGrory Award for Innovative Alumni Leadership. This award honors TFA alumni of "diverse backgrounds, perspectives and experiences who... faced great obstacles but persevered, became intimately aware of the challenges so many students in low-income communities face and know the potential that all students have." Michael Tong was honored with the Benbough Award for Innovative Use of Technology in the Classroom, specifically for "Empowering students to become lifelong learners and providing them with the skills to face future challenges resourcefully and creatively is critical."
- A group of 7th graders, *Team Hypernova*, were named one of the 2018 Bright Idea Society Winners and got to interview with KUSI News. The team was invited to exhibit the mini Minecraft game portals they designed and coded at the 10th Annual San Diego Festival of Science & Engineering Expo at Petco Park on March 3, 2018.

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Element 1: Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in the program shall include the objective of enabling pupils to become self-motivated, competent, and life-long learners.” Ed. Code § 47605(b)(5)(A)(i).

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Ed. Code § 47605(b)(5)(A)(ii).

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the ‘A’ to ‘G’ admissions criteria may be considered to meet college entrance requirements.” Ed. Code § 47605(b)(5)(A)(iii).

I. INTRODUCTION: MISSION, VISION AND SCHOOL LEADERS

A. MISSION AND VISION

Mission – “Learn Together”

Thrive Public Schools sets the standard for preparing a diverse student population to become community connected, college prepared and career inspired.

Vision – “Live Together”

We will become a tipping point for community transformation in San Diego’s highest needs neighborhoods.

B. LEADERSHIP AND BOARD OF DIRECTORS

Thrive Public School was founded and is being led by an accomplished and experienced team of San Diego educators and partners. Several members of our team, including our Founder/Chief Executive Officer (“CEO”), have previously launched and/or managed highly successful charter schools and are familiar with the myriad tasks to be completed, ensuring strong capacity to develop and operate a successful charter public school. Our leadership team includes:

Dr. Nicole Tempel Assisi, Founder and CEO

Thrive Public School is the realization of a dream for Dr. Assisi, an accomplished education reform leader who was selected to participate in Charter School Growth Fund’s prestigious Entrepreneur in Residence program to help launch Thrive. After starting her teaching career in San Diego Unified School District, Dr. Assisi went on to serve as a founding team member for three of California’s most acclaimed charter operators: High Tech High, Camino Nuevo Charter Academy and most recently the Da Vinci Schools in Los Angeles, where she served both as

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Founding Principal for three of the four schools (two high schools simultaneously launched in 2009, and then a K-8 school opened in 2011) and then as Director of New School Development. Under her leadership, Da Vinci earned widespread recognition for their rigorous and innovative programs, including funding from Hewlett, Gates, Belkin, Northrop and others. Dr. Assisi has served as a professor for both UCLA's Charter School Policy, Finance, and Administration Certificate Program and the Charter and Autonomous School Leadership Academy at Cal State Dominguez Hills. She also is a frequent speaker on innovation in education and charter management at statewide and regional conferences. Dr. Assisi holds a Doctorate degree in Urban Education from the University of Southern California Rossier School of Education and two Masters' degrees from the University of San Diego and Point Loma Nazarene University.

Lee Phillips, Chief Operating Officer

After a successful career in the U.S. Air Force, NASA, and IBM, Lee worked in many high-tech startups where he could exercise his entrepreneurial spirit. Lee served in increasingly senior management and executive positions during his career and developed a wide set of operational and leadership skills. In addition to his corporate experience, Lee spent much of his free time volunteering to help life-plan and coach prison inmates. That experience convinced him of the imperative to intervene early to support the development of our young people and help them realize their full potential. Given the positive impact on his development by some outstanding teachers, he believes education is the best way to achieve that goal.

Sherre Vernon, Chief Academic Officer

Sherre Vernon brings decades of experience as a teacher and school leader to her work at Thrive. She holds an array of credentials in subjects including mathematics, English, history, and school administration. Prior to her work with Thrive, Sherre served as a Dean of Student Culture at Ánimo Western Middle School and as a Coordinator, Assistant Principal and Principal for Camino Nuevo Charter Academy. In addition to her background in the socio-emotional development of teens, Sherre adds to our team experience in leadership coaching, Project Based Learning, strategic planning, and competency-based grading.

Our Board of Directors includes experts in education, charter management, child development, non-profit management, business, law and more. These individuals include:

Dr. Donna Elder, *Department Chair of Educational Leadership and Teacher Education, National University – San Diego, Board Chair*

Dr. Elder is the Department Chair of Educational Leadership and Teacher Education at National University and a highly experienced educational leader. Dr. Elder was the Principal of the Corinne A. Seeds University Elementary School at UCLA (now known as the UCLA Lab School), and served as a superintendent for 15 years in the San Bruno School District, the Orchard School District and the Luther Burbank School District. She worked as a classroom teacher for 18 years at the elementary, middle and high school level; served as a Principal in the Palo Alto Unified and Duarte Unified School Districts; and served as the interim Executive Director of a charter school. She is a frequent speaker and author on teacher effectiveness and coaching, as well as instructional methodologies. Among numerous professional associations, Dr. Elder

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served as the President of the International Association of Laboratory and University Affiliated Schools. Dr. Elder received her Bachelor of Science Degree from Washington State University, a Master's in Education, Curriculum and Instruction from Texas A&M University, an Administrative Credential from Whittier College and her doctorate in Educational Leadership from the University of La Verne.

Kerry Flanagan, Chief of Staff, California Charter Schools Association, Board Treasurer

Kerry Flanagan serves as the Chief of Staff of the California Charter Schools Association, a membership organization supporting California's 1,100+ charter schools serving more than 600,000 students. Ms. Flanagan began her career in public education in 1991 as a secondary education teacher in Virginia. She then worked as an education consultant supporting various reform efforts in traditional urban and suburban public school districts in California, Arkansas, Louisiana, Michigan and Florida. Ms. Flanagan worked at San Diego City Schools for several years in various positions where she was responsible for strategic planning, organizational development and the authorization and oversight of the district's charter schools. She served as the District's Chief of Staff for her last one and a half years there. Ms. Flanagan received her B.A. in Secondary Education, Social Studies from Virginia Wesleyan and a M.A. in Political Science from San Diego State University.

Ben Boyce, Senior Manager of Public Affairs, Southwest Strategies LLC

Ben Boyce comes from a long line of educators, which surely fuels his passion to educate the public on the most challenging issues facing San Diego and our state. He has more than a dozen years of experience helping many of California's top businesses and public agencies achieve their objectives by building consensus and seeking creative solutions.

Mr. Boyce has led several successful land development outreach programs in both Northern and Southern California, helping clients to win approvals for more than 15,000 homes across the state. His strategic outreach programs and materials have helped water and wastewater providers effectively communicate with more than 6 million Southern California ratepayers. He has been recognized with more than 20 awards for his efforts, including top outreach program in the state and the nation's best website for a government utility.

Mr. Boyce has also successfully managed crisis communications for several public-agency and private-sector clients and has advocated on behalf of his clients in a number of daily newspapers, trade publications and broadcast interviews. His efforts to support residents of a crumbling apartment complex were recognized as Orange County's 2008 crisis PR of the year. Mr. Boyce is active in the San Diego and Orange County business communities. He serves on the Board of Directors of the San Diego County Taxpayers Association and was previously a founding director of Community Roots Academy charter school in Aliso Viejo. He also served two terms on the Board of Directors of the Orange County chapter of the Public Relations Society of America.

Thomas Aurelio Davis, *Consultant to Board of Association of Latino Administrators and Superintendents (“ALAS”) and the California Association of Latino Superintendents and Administrators (“CALSA”)*

Thomas Aurelio Davis has over thirty years of experience in education. After receiving his B.S. degree in Biology at the University of San Diego in 1974, he taught secondary school Life Science, Biology, Bilingual Science and Spanish courses in both private and public school systems in the San Diego area for fifteen years. In 1988, Mr. Aurelio Davis co-wrote and managed an Eisenhower Grant from the Department of Education to help restructure the science curriculum in the Sweetwater Union High School District’s ten middle schools. That experience led to his moving into the K-12 instructional software and service business. Since 1990, Mr. Aurelio Davis has worked for a number of companies in various capacities, selling and marketing educational software and service solutions. In 2005, he formed a consulting business, Net4EdAccess, LLC, which focuses on connecting business to education, executive school superintendent searches, the achievement gap and providing solutions for school systems in the following areas: English Learners, Students with Special Needs and Students At-Risk of Dropping Out. Mr. Aurelio Davis currently serves as a consultant to the Board of both ALAS and CALSA. He is also a Board member of Computers 2 San Diego Kids, a San Diego non-profit working to bridge the digital divide with low income families and those less fortunate. He has also worked on behalf of the National Migrant Education Association and their Bi-National Conference.

Jacque Furtado M.Ed., *Associate Vice President, Strategy Management & Engagement – Ashford University*

Jacque has had the pleasure of providing cross-departmental leadership and support for educational institutions for over thirteen years. Her very purposeful journey has allowed her to collaborate and build consensus with every facet of an institution; guiding organizational strategy to ensure alignment, impact and successful execution of student focused strategic commitments. During her tenure, she has held leadership roles within Strategic Planning & Management, Academic Affairs, Institutional Effectiveness, and Student Affairs, allowing her to create and implement integrated strategy development and management solutions, lead student retention strategy, student programming, and have direct exposure and impact to all University departments. She thoroughly enjoys and understands the importance of cross-departmental collaboration to support student success. She has experience supporting traditional and nontraditional student populations as well as online and ground modalities and various course delivery models. Jacque was a founding family member of Thrive Public Schools, participated on the initial Advisory Council and was a founding member of the Thrive Family Action Network. She also serves on the board of the San Diego Regional Economic Development Foundation. Jacque has a Bachelor’s of Arts in Marketing Communications and Master of Arts in Educational Leadership. In addition, she is certified in integrated strategic planning and the Balanced Scorecard strategy execution framework.

II. TARGET STUDENT POPULATION

By 2019-20, Thrive will serve 1,245 students in grades TK-12 and grow to serve approximately 1,450 students over the next five years. From Transitional Kindergarten through 8th grade, classes are arranged in mixed-age groupings of students taught by a collaborative team of teachers in self-contained classrooms, which we refer to as “Core” clusters rather than segregated grade levels. Core groups can fluctuate depending on enrollment patterns. The following is an example of how students can be grouped:

- Core 1: TK/Kindergarten
- Core 2: 1st/2nd grade
- Core 3: 3rd/4th grade
- Core 4: 5th/6th grade
- Core 5: 7th/8th grade

Younger students benefit from coaching from their older peers, and there are opportunities to form deeper relationships over time. Faculty team-teach, thereby enabling each to focus on his/her strengths and passions while best meeting the needs of students.

Placement decisions are made collaboratively with staff and families, taking into consideration far more than chronological age. In a multiage setting, how students are moved from one grouping to the next depends both on social and academic readiness. While a student may stay longer in one cluster, they can make up time in another. It is our goal to know students well enough to make good decisions about their academic needs; therefore, promotion is not based on seat time or work completed, but rather, on social and academic readiness.

In grades 9-12, the model shifts to follow a traditional course selection structure, with students rotating to different classes with single-subject credentialed teachers and progressing through the A-G requirements. This is because our experience in high schools has shown us that colleges and universities respond positively to, and expect this progression, and not to offer it would place our students at an unnecessary disadvantage when applying to post-secondary programs. Our counseling staff and Advisors work with students and their families to ensure students are registered for appropriate classes with sufficient remediation or challenge as warranted, and that they are on pace to graduate from Thrive on time with sufficient credits. As needed, students will be referred to dual enrollment classes both at San Diego Continuing Education community college and online university partnerships. Those in need will receive remedial intervention and support including online learning, tutoring, credit recovery and more.

Thrive Student Population

Since 2016-17, students from 42 distinct zip codes across San Diego and beyond enrolled at Thrive.

Our student population is intentionally diverse in terms of ethnicity, economic status, home language and geography to name a few. See Appendix C for a table showing the ADA for

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students coming from district schools who are enrolled at Thrive. In addition to these students, please note that we also have 22% of students from out of district.

Projected Enrollment

Following are enrollment projections for the term of the charter by grade level:

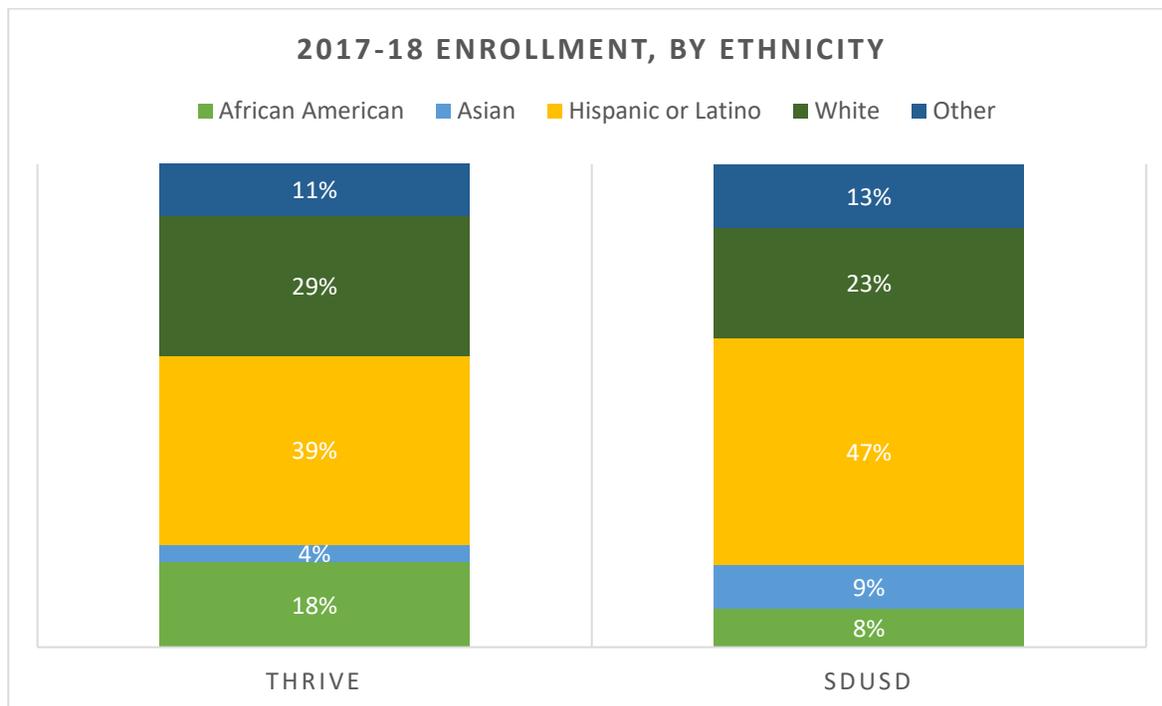
Grade	2019-20	2020-21	2021-22	2022-23	2023-24
TK	50	50	50	50	50
K	100	100	100	100	100
1	130	100	100	100	100
2	92	123	100	100	100
3	110	95	117	100	100
4	90	105	92	111	100
5	104	104	104	104	104
6	108	108	108	108	108
7	108	108	108	108	108
8	108	108	108	108	108
K-8	1000	1001	987	989	978
9	90	120	120	120	120
10	60	90	120	120	120
11	40	70	90	120	120
12	45	40	70	90	120
HS	245	320	400	450	480
Total	1245	1321	1387	1439	1458

Thrive Public School is open to all students who wish to attend. For the past five years, Thrive has served a diverse student population, as detailed in the table below, showing percentage of students enrolled for each population. In 2016-17, Thrive served students from 42 distinct zip codes, up from 37 distinct zip codes in 2015-16 and 23 in 2014-15, the first year of operation. The table below shows the number and percentage of student enrollment by ethnicity and subgroup for the Charter School's first four years of operation.

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Student Group	2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%
African American	3	6.7%	16	8.2%	64	13.9%	115	17.7%
American Indian/Native Alaskan	0	0.0%	1	0.5%	4	0.9%	5	0.8%
Asian	1	2.2%	2	1.0%	17	3.7%	5	0.8%
Filipino	0	0.0%	0	0.0%	5	1.1%	5	0.8%
Hispanic or Latino	19	42.2%	75	38.7%	181	39.3%	255	39.2%
Pacific Islander	0	0.0%	1	0.5%	3	0.7%	7	1.1%
White	16	35.6%	83	42.8%	141	30.6%	188	28.9%
Multi-Racial	4	8.9%	15	7.7%	20	4.3%	50	7.7%
Economically Disadvantaged	25	55.6%	100	51.5%	239	51.8%	366	56.2%
English Learners	10	22.2%	32	16.5%	82	17.8%	108	16.6%
Foster and Homeless Youth	1	2.2%	1	0.5%	2	0.4%	3	0.5%
Students with Disabilities ⁸	2	4.4%	21	10.8%	62	13.4%	102	15.7%
Total Enrollment:	45		194		461		651	

As the chart below demonstrates, our 2017-18 student population closely mirrors that of the student population of the District in terms of student demographics by ethnicity.



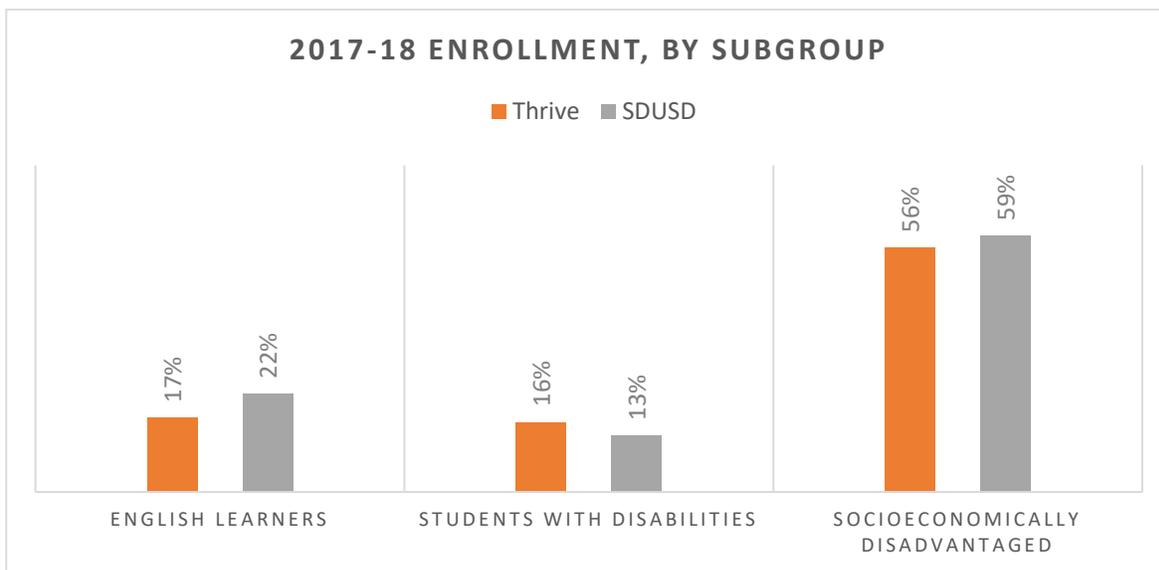
Source: CDE Dataquest

⁸ The numbers and percentages of students with disabilities shown in the table are accurate based on CBEDS data, but for some years do not match Dataquest/CALPADS data due to the irreconcilable data error on the part of CDE staff as described above.

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Last year, Thrive served a larger percentage of African American (18% vs. 8%) and White (29% vs. 23%) students and fewer Asian (4% vs. 9%) and Hispanic (39% vs. 47%) students as compared to the District.

The table below compares enrollment for 2017-18 by subgroup for Thrive and SDUSD.



Last year, Thrive served a slightly smaller percentage of English Learners (17% compared to 22%) and socioeconomically disadvantaged (56% compared to 59%) students than the District. However, we serve a higher percentage of students with disabilities than the District (16% compared to 13%). We attribute this difference to our innovative and effective program model for special education students that attracts families to our school. Ninety-nine percent of our students with IEPs spend four-fifths or more of their day in general education classrooms. As this data demonstrate, Thrive is clearly meeting its mission to serve a diverse student population.

We also provide a comparison of student demographics to the district and charter schools discussed in the Charter Renewal Criteria section in Appendix D.

III. THRIVE PUBLIC SCHOOL’S EDUCATIONAL PHILOSOPHY AND FRAMEWORK FOR INSTRUCTIONAL DESIGN IS ALIGNED WITH OUR TARGET POPULATION

Education hasn’t changed much in the last 100 years, but our kids are changing all the time. That is why Thrive is breaking out of the box of traditional education by making sure every child has a joyful, personalized, and deeply engaging learning experience.

Personalized Toward Proficiency: At Thrive, teachers effectively use technology to help every child reach their personal best. Each elementary student has their own personalized learning plan to ensure they expand their future and have access to college and careers. As students

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progress through middle and high school and gain grade level competency, they focus on setting specific goals that will get them to and through college.

Engaging: At Thrive, we build a love of learning in our students by connecting what they learn in the classroom to the real world. They learn through building, creating, designing and exploring the world around them.

Joyful: At Thrive, every student is known, seen and valued by their teacher and each other. We work every day to foster deep connections and celebrate amazing differences in our racially and economically diverse community.

The Thrive Guarantee

To assure that our graduates are college prepared, career inspired, and community connected, our TK-12 program provides explicit instruction, deliberate practice, productive struggle and meaningful assessment. As an organization, we are committed to all students having the key experiences listed below. This means that site leadership plans the school day and calendar in a way that allows for these experiences. It also means that teachers are trained and held accountable for offering these experiences.

Focus Skills	Focus Skill in Action	Key Experiences
 Discernment	Thinking critically about rigorous content. Telling truth from fiction. Weighing arguments against context to find the right next step.	Small group instruction Balanced literacy Academic discourse College exploration & planning
 Agency	Exploring potential paths. Possessing the skills to plan, act and reflect. Responsibility. Using your voice effectively. Applying theory to practice. Leveraging opportunities.	Worthy problems & projects Exhibition Field work Goal setting Public speaking & presenting
 Empathy	Seeing and seeking multiple perspectives. Valuing difference. Caring about others even when you don't agree with them.	Circle practices & Conflict resolution Student-led conferences Service learning

See below under Instructional Best Practices for addition details on these teaching practices.

IV. THRIVE PREPARES STUDENTS TO BE EDUCATED CITIZENS IN THE 21ST CENTURY

Defining an “educated person in the 21st century” is perhaps more important now than at any time in the past several decades. New technologies and the globalization of the world economy are fueling societal change at a pace unprecedented in human history. In just the last decade, we have witnessed remarkable change in commonly used technology devices – the so-called “democratization of technology”:

- Digital photos and videos are available instantly (versus film-based), easily manipulated via software such as Photoshop, and distributed in real time on a global scale via social media such as Facebook, YouTube, and Twitter; and countless websites and blogs – all changing forever the way humans interact on a global scale.
- Search engines such as Google and Yahoo have dramatically changed the way we access information, including educational content. Where school librarians – and school budgets -- once had to work diligently to replace outdated texts as advances in science, social science and more, today students can access the best thinking in medicine, archeology, astronomy, and an ever-changing economy and political world in real time.
- Personal technology devices including iPods/MP3 players, iPhones/smart phones, Kindles/e-readers, iPads/tablet computers and more – all introduced within the last 5-10 years -- have revolutionized the production, distribution and accessibility of news and entertainment content in a dramatic way, shifting the way billion-dollar industries operate.

The impact of these changes on children cannot be overstated. Students today use new definitions for words like “cloud” and “server” that did not exist just a few years ago, and they are not only consuming, but also creating new digital content on a daily basis. Young people today have access to unimaginable amounts of information at an instant and have come to expect instantaneous access to highly personalized content. And yet, much has been made of the fact that our educational model is designed for an antiquated age.

Given the pace of technological developments in particular, many of the vocationally oriented skills and knowledge learned by middle and high school students today will be obsolete by the time these students enter the workforce. Thus, while the educated 21st century worker certainly requires strong English and math skills, there is a growing recognition that “soft skills,” “the ability to use knowledge, facts, and data to effectively solve workplace problems” (US Dept. of Labor, www.dol.gov/odep/pubs/fact/softskills.htm), are increasingly important. Problem-solving skills, an ability to think critically and analytically, and a true passion for learning are no longer ideals, but imperatives.

Many in education reform talk about the need for students in the 21st century to be adaptable, hard-working and reflective, and to think critically and creatively to prepare for the “real world.” Yet our educational system’s structures and practices do not reflect these same values in the way we deliver instruction. It’s “do as we say, not as we do.” Thrive aims to change that.

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First, our learning structure adapts to the needs of each student and his/her family. Our schedules encompass flexibility, mixed-age grouping in grades TK-8 based on student mastery and not age, and dedicated Studio time for high school students to engage daily in targeted, personalized instruction. Small group and one-on-one learning is facilitated by teachers and technology at all grades, and opportunities for “real world” internships and work-based learning in high school expand opportunities beyond our school walls.

Our student-centered expectations are not limited to standardized state targets, but rather are focused on each student’s abilities and levels of mastery to ensure that we push students to self-actualization. We recognize that this takes hard work – it is much easier to teach a group of students the same thing at the same time in the same way, but the evidence demonstrates that a one-size-fits-all approach is ineffective. Just as we hold our students to high expectations, so too are our educators held to high expectations to consistently push their own development. Teachers facilitate student learning and model the concept of “lifelong learning” for our students. Learning *how* to learn is critical at Thrive – the goal at all levels of our organization is not to be “good enough,” but rather to continuously grow and develop further.

Just as our students are encouraged to learn from their mistakes, so too our instructional team is driven to continuously reflect, refine, and grow. Data is a constant presence in our efforts, used not only as a tool to track student growth, but also to focus professional development and coaching for teachers. Beyond that, we emphasize a simple “gut check” for our team members: Would I send my own child here? Are we providing each student here with the school they deserve?

Ongoing professional development and coaching enable our high-quality teachers to exercise a high degree of autonomy in our balanced literacy instructional model. Teachers think critically and creatively to meet student needs, adjusting their own practice and mixing students’ experiences, modalities and interfaces to truly embrace a new learning style and structure.

At Thrive, we hold as essential that we are human *beings* not human *doings*. In order to “do,” we must first understand how to “be.” While Thrive recognizes that students must develop a portfolio of sophisticated MESH skills (having a growth mindset, social awareness, self-regulation etc.), we have focused our work on three focus skills: discernment, agency and empathy. At Thrive, we believe that it is the intersection of these three skills that can equip our students for the world that is unfolding in front of them. A short discussion of each of these three skills follows.

Discernment

We recognize that in a culture of false news, catfishing and immediate gratification that a typical pedagogy of “know, understand and do” is insufficient. We need to equip our students to sort through an outpouring of information, teach them to tell truth from fiction, and help them build the strength of character to make sound decisions. In a word, we need to offer

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them discernment. At its most basic definition, discernment is the ability to judge well; it is, in many ways, synonymous with the Greek term *phronesis*, or practical wisdom.

While few academic spaces are focusing on discernment at this time, Thrive is not alone in recognizing the value of naming and teaching toward discernment. In their article “Introducing the Anatomy of Disciplinary Discernment,” published in the *European Journal of Science and Mathematics Education*, Eriksson et.al. characterize disciplinary discernment as “noticing something, reflecting on it, and constructing meaning from a disciplinary perspective” (170). Additionally, Hamilton College, a liberal arts college in New York, lists both Analytic Discernment (“analyzing information, patterns, connections, arguments, ideas and views quantitative and symbolically”) and Aesthetic Discernment (“evaluation quality and value in a variety of artistic and other intellectual domains”) as part of the purpose of an undergraduate education. Thrive believes that in equipping young people to be discerning, we are helping to build thoughtful, competent members of society.

Agency

Thrive believes that all people should be known, seen and valued. Agency is the skill students need to know, see and value themselves. It is the ability to speak up. It is the belief that one’s self is deserving of care and attention. The concept of agency is so central to the story of human kind; it is those with the agency to act despite oppressing circumstances (Harriet Tubman, Nelson Mandela, Cesar Chavez, to name a few) that have, by their example and their sense of responsibility, challenged us to be better than what society expects of us. Agency, at its most foundational level is our ability to affect change in the world—it is through agency that we create and access opportunity.

Empathy

Thrive believes that all people should be able to place themselves in someone else’s shoes. Empathy is the skill students need to master to be able to understand perspectives other than their own. Empathy is foundational for building bridges between individuals, understanding others complex emotions, gaining a diverse perspective, and leveraging relationships for collaboration and progress. At Thrive, we believe that in addition to our responsibility to equip students with the academic skills they need, we likewise must consider how we can provide key learning experiences that will support their character development to become an empathic individual.

A. HOW LEARNING BEST OCCURS

Our authentically student-centered model of instruction is not only innovative, but also integrates proven, successful curriculum methodologies and educational philosophies that have withstood the test of time. These models represent the current best thinking in the fields of neuroscience, developmental psychology, and education to ensure that each and every one of our students meets and exceeds State Standards (which include CCSS, Next Generation Science Standards (“NGSS”), History-Social Science Content Standards, ELD Standards, and all other applicable state content standards). The underlying, student-centered philosophies of

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education that support student engagement at Thrive are closely connected to the powerful learning methods described in the works of John Dewey, Jean Piaget, Lev Vygotsky, Maria Montessori, Howard Gardner, John Goodlad, Linda Darling-Hammond, and others. We start with the simple premise that “Education should be child centered; we should begin planning the lesson by looking at where the child is developmentally.” (John Dewey, 1902.)

We believe learning best occurs when:

1. Students feel safe, nurtured and supported in a caring school environment with clear, fair and consistent expectations for student and adult conduct.
2. Students and adults are all expected to joyfully push their own limits, with appropriate guidance and enthusiastic support. We believe that children and young adults want to be challenged and given high expectations for their own futures. They must then be given appropriate, individualized support to achieve the stated goals, and meaningful opportunities to demonstrate their accomplishments and successes. We believe teachers must continuously analyze student achievement data, then scaffold learning and differentiate instruction to lead all students to academic growth and achievement, including offering older students opportunities to exercise independence, choice and autonomy in their own learning.
3. Instruction is authentically student-centered and presented in a meaningful context that is relevant to students’ lives. While educational pedagogy has long recognized that there are different ways of knowing and learning the same information, many schools continue to emphasize a “one-size-fits-all” approach to teaching. For far too long, schooling has been “premised on the notion that there exists a fixed world that the learner must come to know” and that the construction of new knowledge has not been “as highly valued as the ability to demonstrate mastery of conventionally accepted understandings.” (Brooks and Brooks, 1999.)
4. Students are active, not passive learners. True mastery of content best occurs when students are given the means to explore, question, solve problems, reflect, make mistakes, try again, and demonstrate their knowledge. The more actively engaged students are in the learning process, the more effectively they understand and retain concepts and skills that are delineated in the State Standards, and even more importantly, the better equipped they are to handle the challenges of the future.
5. Teachers have ample resources, including time, training and coaching, to develop their skills and talents. We believe it is imperative that teachers study and understand the best thinking in education, learn directly from experienced lead teachers, and collaborate with their peers to consistently be learners themselves in the context of our school community.
6. Data is used consistently, continuously and effectively to adapt curriculum to

individual student's needs. Effective assessment tools and efficient data systems help educators continually assess and refine their curriculum's impact on each individual student throughout the school year.

7. Collaboration, cooperation and communication skills are valued. Understanding and respecting diverse perspectives and people, effectively communicating and building relationships all are imperative in today's tech-based global economy. Most importantly, we believe learning best occurs when children and young adults have confidence and believe they can succeed. When students are given the opportunity to express their skills, talents and intelligence across a variety of contexts, they are able to realize more success and thus develop more confidence. "If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good." (Howard Gardner, *Multiple Intelligences: New Horizons*, 2006.)

B. INSTRUCTIONAL BEST PRACTICES

As outlined above in the Thrive Guarantee, we are committed to instilling three key skills in our students: discernment, agency and empathy. To achieve this goal, we utilize twelve specific instructional best practices to ensure our students develop these skills. Following is a description of each of the instructional models employed at Thrive.

Small Group Instruction

Thrive utilizes small group instruction throughout the day in a variety of forms. Leveraging technology and cooperative learning strategies effectively allows some students to work independently or with others as the teacher pulls small groups for direct instruction. Within the context of learning reading, Thrive provides differentiated instruction through rotating small group instruction in which students apply learned skills to text at their independent reading level and receive systematic decoding and fluency instruction if appropriate. We also use small groups to facilitate academic discourse, PBL collaboration and critique, and opportunities for extension.

Balanced Literacy

Thrive uses a balanced literacy model to incorporate explicit language instruction with independent learning and language exploration. The model aims to strike a balance between both whole language and phonics when learning to read. The Thrive balanced literacy framework incorporates six key components: 1) reading instruction; 2) small group reading; 3) independent reading; 4) writing workshop; 5) word work; and 6) academic discourse. Each component is discussed in detail in the Skills To Be Taught Section below.

Academic Discourse

In all content areas, students engage in text-based discussions. Students consider the sources of their information, the bias of the author and validity of the information posed by the texts.

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They participate in both organic conversations about the content they are learning, and structured exchanges of information such as pair-shares, circle conversations, debates, interviews and presentations of learning. They acquire the academic vocabulary to speak precisely about the content they are studying.

College Exploration & Planning

At the youngest grade levels, students learn about the colleges in their immediate communities. They become familiar with logos, colors, mascots, sports teams and the idea that what people study in college helps them get the jobs they want. From late elementary forward, students visit college campuses and begin to picture themselves as the students of the future. As students move into middle school, students begin to unpack the concept of *ikigai* – the intersection of *what you love*, *what you're good at*, *what the world needs*, and *what you can be paid for*. In this study, they become familiar with their own strengths and interests as well as the colleges that are the best match for their career dreams. They are encouraged to think openly and expansively about the many possibilities they can pursue. Thrive is committed to ensuring that every student who graduates from our high school has the option to attend a four-year college, and the discernment and agency to decide the right college and career paths for themselves.

Worthy Problems/Projects

In an educational landscape where Project Based Learning is often synonymous with flashy demonstrations of engineering, Thrive has taken a different approach. As our students engage in projects, they are challenged to grapple with real issues that are faced by real people, and the products they create are used to affect change in the lives of those people. For example, Kindergarten students have created podcasts to help people regulate their minds and overcome anxiety. Older students have designed and created stuffed animals to connect the children of deployed military personnel with their parents half a world away. At all grades and in all contents, Thrive students' project work matters to the students engaged in it and the very real audience the products are intended for. At Thrive, worthy problems and projects also include an eye toward craftsmanship (harnessed through peer and professional critique).

Exhibition

At Thrive, Exhibition is a celebration of learning. Every Thrive student, two to three times a year, shares their worthy projects with their school and community. As part of this presentation, students are expected to speak spontaneously on the content of their learning, the process of critique and revision, and the significance of their learning in the greater academic and community context.

Field Work

Field work goes beyond the typical school field trip. In preparation for engaging in deep project work, students travel into the community to interview experts and community members. They learn about the professional and historical context that their project work falls in and they see professionals in their workplaces. Through this process, students collect baseline data on the

worthy problem their project will engage with and begin to discover how they can help be part of the solution.

Goal Setting

All Thrive students are taught the skill of goal setting. At the elementary level, students help create their own Personalized Learning Plans. Students set goals for literacy, numeracy and social emotional growth. In middle school, students begin setting longer-term goals that will help them prepare for high school. In high school, goal setting is expanded to include goals for college and career. During Student Led Conferences, all Thrive students lead their parents and teachers in conversations around learning progress and goal setting.

Public Speaking/Presenting

Students learn how to dress, prepare for, and speak at professional engagements and how to field difficult and unscripted questions from a mixed audience of parent, student, educator and community stakeholders. They practice these skills throughout the year in the classroom setting and put them to the test during Exhibition.

Circle Practices & Conflict Resolution

A sense of belonging and connection make up the foundation that our entire program is built upon. Our teachers, leaders, support staff, parents and students see themselves and each other as valuable, contributing members of a thriving community. We use circle practices to help our students hone the skills of speaking and listening from the heart. At the lower grades, we use the Morning Meeting and Closing Circle routines offered by Responsive Classroom (www.responsiveclassroom.org). Students learn to greet one another, to share about their lives and to celebrate one another's successes.

As our students get older, we use a more organic form of circle conversation, Council (www.circleways.org). Council, which at its core is a heightened awareness of self and other, is an opportunity for students to hear about each other's lives, thoughts and beliefs. Circle practices ask students to listen compassionately as others speak and to imagine experiences different from their own. This is the core of empathy. Even when students are connected and skilled at listening and speaking, they are still learning about the world around them, and about the effect their choices have on themselves and on others. At Thrive, we help students see that their choices, both positive and negative, have natural consequences (If I don't charge my phone, it will run out of batteries. If I wash my clothes on Sunday, my favorite shirt will be clean to wear on Monday). As adults, we also help students navigate logical consequences to their decisions. This means, when students break something, be it a relationship or a Lego construction, we provide an opportunity for them to contribute to fixing it.

When a relationship has been harmed, students come to circle. This is a special space where all voices can be heard. Through circles, students better understand each other's feelings and their impact on each other. They are held responsible for their actions and for repairing the relationship. During a reparation circle, an adult asks the following questions:

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- What happened?
- What were you thinking at the time?
- What have you been thinking of since?
- Who has been affected? How have they been affected?
- What do you need to do to make things right?

We also help students see that sometimes we need to take a break and recollect ourselves before re-engaging with a peer or group. And, of course, students may lose privileges if they are unable to be safe and productive with others. Below are some additional examples of logical consequences.

Examples of Logical Consequences	
Break it, Fix it	Materials: If you break someone's pencil, you get them a new one.
	Feelings: If you hurt someone's feelings, you talk it out.
	Commitments: If you don't finish your project on time, you use another time of day to finish.
Loss of Privilege	Materials: If you are unsafe with materials or misuse technology, you lose them today.
	Seating: If you are distracted at the table, you work solo awhile.
	Community: If you are unsafe, you may spend time away from your class.
Take a Break	Break Area: If you are silly or unkind, you calm down in the break chair.
	Buddy Class: If you are repeatedly disruptive, you reset in a nearby classroom.

Student Led Conferences

At Thrive, we want our students to learn to exercise choice, take responsibility for their learning, and do their best work. To help achieve these goals, we have implemented student-led conferences, enabling students to be directly involved in their assessment process. Conferences are held twice a year for about 30 minutes each. Students prepare samples of their work to share with their parents and teacher and outline goals and accomplishments. The conference becomes highly interactive, with the student, parent and teacher all sharing insights in a positive way.

Service Learning

Service Learning is a pedagogy that combines classroom instruction, engaged student learning, meaningful service in the community, and personal reflection. Whenever possible, service learning is tied to the fieldwork students are exploring in preparation for engaging in worthy problems. Additionally, individual school sites use holidays such as Martin Luther King Day and Cesar Chavez Day as an opportunity to connect service to the greater concept of social justice.

V. CURRICULUM AND INSTRUCTION

Teachers implement an academically challenging and integrated curriculum, incorporating State Standards while focusing on the innovative instructional approaches detailed above. At all times, Thrive ensures that lesson planning, instruction and assessments reflect the full scope of the State Standards for each grade level. Purchased curricular materials are used as a basis upon which teachers build.

Most importantly, the key to our instructional methodologies is a focus on individualized instruction, tailored to meet the needs of students. We believe that all students can achieve State Standards mastery, regardless of their background or circumstances. The challenge as educators is to discover the means to help each individual student achieve his or her full potential. By using these active learning strategies, a strong focus on data and ongoing multi-faceted assessments to inform instruction, we are confident that all sub-groups and individual students will succeed.

The following includes details about curriculum and instruction at Thrive, starting with the TK-8th grade program and followed by grades 9-12.

A. GRADES TK-8

Online learning is embedded in all subjects, at all grades, to offer more targeted, personalized instruction for each student based on his/her needs. Through online learning programs (“OLPs”), learning is easily differentiated as students can choose from different activities based on their preferences. As they engage in the curriculum, the system gives them instant feedback (e.g., praise for correct answers, or encouragement to try again) as they master the content. In many programs, the technology adjusts to meet student needs so those who are ready to proceed rapidly through content get increasingly levels of difficulty automatically, while those who need more time on a specific task do not advance as rapidly.

Thrive utilizes the following curriculum, including several online learning programs in Grades TK-8:

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Curriculum	Subject	Level	Description
Eureka Math	Math	Grades TK-5	Eureka Math is a Common Core-aligned curriculum that equates mathematical concepts to stories, with the aim of developing conceptual understanding. The curriculum encourages students to use various mental strategies to solve problems, and to focus on the process rather than the answer. It connects math to the real world in ways that take the fear out of math and build student confidence.
Zearn	Math	Grades 1-5	Zearn is a comprehensive program designed to provide deep understanding, fluency practice and problem-solving skills for students learning mathematics. Strategies include animated videos, learning labs and reassessment opportunities. E-curriculum can be supported by paper-and-pencil workbooks.
ST Math	Math	Grades TK-K	ST Math is a Mind Research Institute core program designed for elementary students and provides courseware that employs a learner's spatial-temporal reasoning abilities to explain, understand and solve multi-step math problems.
Freckle	Math	Grades 6-8	Freckle offers over 30,000 math questions. Students start off with a diagnostic, and after that, the program's algorithms show them problems at their own skill level. The program enables teachers to assign specific standards to students based on their skill level and generates personalized worksheets.
Connected Mathematics	Math	Grades 6-8	Connected Mathematics, designed by the Connected Mathematics Project ("CMP") at Michigan State University, is an inquiry-based mathematics curriculum that helps students actively focus on math problem solving, reasoning and proof, communication, representation, and connections. These math practices require students to look deeper and connect problem solving to practical situations.
Lexia	ELA	Grades TK-4	Online system for differentiated reading practice, embedded assessment and targeted instruction designed for lower elementary students who are learning to read. The online activities are designed to be multisensory games with engaging settings and characters. With norm-referenced performance measures, Lexia provides teachers with recommendations for the appropriate intensity of instruction to improve reading achievement of on-level and at-risk students. It also provides skill-specific lesson plans for teachers to complete with students based on their needs.
Raz Kids	ELA	Grades TK-4	The award-winning program where students go to read — anytime, anywhere. With over 27 levels of text, students with varying abilities can benefit from rich content and practice.

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Curriculum	Subject	Level	Description
ThinkCERCA	ELA	Grades 3-4	Offers an approach to literacy that focuses on argumentative writing and close reading. ThinkCERCA has a library of leveled texts and standard-aligned assessments. The program also provides professional development to teachers to support high quality implementation.
StudySync	ELA Social Studies/ Science	Grades 5-8	StudySync is a comprehensive, blended ELA/ELD program designed for diverse classroom environments. The curriculum links literacy and learning, and advances students reading, writing, critical thinking, speaking and listening skills. Texts from StudySync also support project work in Social Studies and Science.
BrainPOP	Science/ Social Studies	Grades TK-8	BrainPop is an online curriculum that utilizes short, animated movies to engage students via narrative, humor, and characters who speak in a voice they can relate to, encouraging self-directed learning and further exploration of the world around them.
Newslea	ELA	Grades 5-8	Newsela is an Instructional Content Platform that enhances reading engagement and learning.

1. TK/K-8 ENGLISH LANGUAGE ARTS

The English Language Arts (“ELA”) Common Core State Standards establish high expectations for all students, with the goal that all students “become effective language users so that they can succeed academically, pursue higher education, find challenging and rewarding work, participate in our democracy as informed citizens, appreciate and contribute to our culture, and pursue their own goals and interests throughout their lives.”⁹ The balanced literacy framework at Thrive provides daily occasion for teachers to “take every opportunity to link reading and writing to other core curricula, including history, social science, mathematics, science, and the visual and performing arts, to help students achieve success in all areas.”¹⁰

⁹ Taken from the introductory message by Jack O’Connell, former State Superintendent of Public Instruction, regarding the ELA standards. (See <https://www.cde.ca.gov/be/st/ss/documents/elaccontentstnds.pdf>, p. iv).

¹⁰ *Id.* at p. vi.

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To support teaching State Standards, the balanced literacy framework incorporates explicit language instruction with independent learning and language exploration. The model aims to strike a balance between both whole language and phonics when learning to read. The Thrive balanced literacy framework incorporates six key components: 1) reading instruction; 2) small group reading; 3) independent reading; 4) writing workshop; 5) word work; and 6) academic discourse, as described above. Thrive's ELA Learning objectives and outcomes are aligned to State Standards.



Thrive's ELA program is designed to ensure that on a daily basis, all students engage in reading, writing, speaking and listening activities to become fluent readers who comprehend and value literature, and are competent writers, articulate speakers and thoughtful listeners who can communicate effectively. This core curriculum is supplemented with online learning programs (listed above), which students can work on both during class time and at home. These programs are supplemented with leveled readers and books from the CDE-recommended reading lists. A discussion of each of the six components of our balanced literacy approach follows.

Reading Instruction: Interactive Read Aloud: Teachers pre-plan key points in the text to prompt students to use key reading strategies (visualize, infer, self-monitor & fix up, make connections, retell/summarize). Using these strategies at key points in the text is essential to comprehending the author's purpose or message. Close Reading: Teachers plan text-dependent questions that guide students through four levels of comprehension: literal-level, structural-level, inferential-level, action-oriented level. Students read and re-read the text for multiple purposes, lingering over sections to annotate and make meaning. Student talk time is higher than teacher talk time, with teachers facilitating thinking through pre-planned scaffold questions and prompts for reading strategies. Tackling text-dependent questions prepares students for a culminating evidence-based writing task. Storytime: The teacher reads a high-engagement text to share love of reading and model fluency. Although the teacher may stop and prompt for understanding, storytime does not address particular learning targets and skills practice. Shared Reading: During Shared Reading, decoding, fluency and comprehension strategies are reinforced through teachers modeling and think aloud and students practice. Unlike Interactive Read Aloud, all eyes must be on the print (Big Book, projected, or multiple copies). Texts are often fun and high-interest such as poems, nursery rhymes, and songs. In secondary school, there is an added emphasis on analyzing the structures, functions and techniques used to craft both fiction and non-fiction texts (character, plot, literary devices; argument development and evidence).

Small Group Reading: Guided Reading: Guided Reading lessons scaffold students into instructional level texts just above their independent level. The primary scaffold comes through the book introduction which prepares students for the decoding, vocabulary, and inferring work

essential to comprehending the text. After the book introduction, students read independently (never chorally or in round robin). This maximizes the amount of time each student is actually practicing real reading. During independent reading, teachers listen in to each individual and provide lean prompts to support students at points of struggle. These exchanges are quick and should not disrupt the overall flow and meaning-making of the student. Students may reread the text (or parts of the text) several times in one sitting. Following independent reading, teachers select one strategy to reinforce for the group and may additionally provide word study or writing activities. Strategy Lesson: The teacher pulls together a group of students who will benefit from practice with the same skill. This may be a heterogeneous group. Strategy lessons are often direct instruction with guided release which may unfold over several days. Teachers may also scaffold this by pulling a small group to build background knowledge or pre-teach key vocabulary. Novel studies: Coaching students in high-level text talk.

Writing Workshop: During Writing Workshop, students move through the phases of the Writing Process (Collecting Ideas, Rehearsing, Drafting, Revising, Editing, and Publishing). WW includes three components that occur daily: mini-lesson/direct instruction, independent writing time and share time. Mini-lessons are short, focused lessons based on elements of a particular genre and can relate to: ideas (own life, outside world, imagination); craft (focus, elaboration, word choice, structure, tone); conventions (punctuation, capitalization); or procedures relating to the writing process. Mini-lessons follow the same basic structure: 1) connection to previous learning; 2) model a specific strategy using published literature/teacher and student writing; 3) active engagement/guided practice; and 4) link to apply the new strategy in their own work. During independent writing time, students apply learning from mini-lessons, move themselves through the writing process and may engage in partner talk to help focus and develop ideas. The teacher uses this time to take quick inventories of the class, confer formally and informally with students and track student progress on conference logs. Students spend many days creating many drafts inspired by the ideas they have collected before selecting one draft to revise, edit and publish. The sharing component of workshop occurs at the end and is intended to create a community of writers in addition to reinforcing the content of the mini-lesson. Sharing may take a variety of forms (Author's Chair, pair-share, or popcorn around the room). Open journaling and writing to a prompt may be a part of welcome work or choice time, but are not considered core writing instruction.

Word Work: During word work, students discover a sequence of rules and exceptions to letter sounds and word parts in the English language (e.g. digraphs, vowel sounds, consonant clusters and blends, r-inflected vowels). Students engage in word work by making words, breaking words, sorting words and substituting sounds (i.e. word families) in order to reinforce decoding and word attack skills. Many words in the English language do not follow typical sound patterns and cannot be decoded. These words are called sight words and must be memorized. High-frequency words are the highest occurring words in the English language; they are often sight words (eg. their), but not always (eg. red). When learning about word patterns, mastery with reading will come before mastery with spelling. In fact, facility in applying word study patterns can be emphasized over mastery with spelling at first. In later stages, students study the component parts of words that lend meaning (i.e. roots words, affixes, suffixes). Explicit

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instruction in word-learning strategies allows students to determine meanings of unfamiliar words encountered while reading. It also includes directly teaching students to identify and use external clues to determine word meaning from context. As students get older, they learn and apply more sophisticated strategies such as identifying examples, restatements, and comparisons to clarify word meanings.

Independent Reading: During independent reading, students read uninterrupted for extended periods of time in order to grow their love of reading, discover their favorite genre/author/series, and try new text types. Teachers create special book boxes or areas of the room stocked with books organized by level, topic or theme. Teachers explicitly teach students how to select books appropriate to their level and interests. Each week, young readers may shop for 8-10 books to read and reread many times. Older readers set goals for pages read and books completed each day. The teacher is careful to monitor the volume each child reads and to coach students who frequently abandon books. While reading, students practice the skills they are learning during small group instruction and shared reading. They also prepare for partner talk or book clubs in which they share new learning, wonderings, and demonstrate the strategies they tried. When teachers confer with readers, they may ask general questions about the child's recent reading habits and accomplishments before conferring directly into the current text.

Academic Discourse: Effective listening is a habit to develop and the foundation of effective communication and academic discourse. Speaking is very important to vocabulary and language development and contributes to social development. Students learn habits of active listening in order to respond to, build, and revise ideas in partners and groups. Teachers explicitly teach students to participate in academic discourse by using tools such as sentence frames, talking chips, and structured conversations (Kagan, Council, Socratic Seminar). Students may build up to advanced levels of academic discourse such as Socratic seminar. Teachers maximize opportunities across all components of balanced literacy to ramp up student talk by decreasing teacher-talk and increasing student-talk. Presentations can always be a display of academic discourse.

2. TK/K-8 MATHEMATICS

Learning objectives and outcomes are aligned to State Standards. Teachers use the Mathematics Framework for California Public Schools, *A Look At Kindergarten Through Grade Six in California Public Schools* and *A Look at Grades Seven and Eight in California Public Schools: Transitioning to the Common Core State Standards in English Language Arts and Mathematics* for planning and guidance. The goal of the Thrive math curriculum is to make students fluent with numbers, to build mathematical reasoning skills, to develop a strong math vocabulary and to apply algebraic concepts to problem solving.

Following direct instruction in new skills, teachers present hands-on activities while also allowing time in and out of class for substantial practice of grade level computational skills.

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Using online learning programs such as ST Math and Zearn, teachers are able to differentiate instruction several times weekly, focusing on the needs of struggling students and those ready to move beyond the grade level curriculum. The math period also incorporates a daily warm-up activity focused on applying previously learned skills (spiral review) to solve a problem situation. The teacher reinforces math vocabulary during the warm-up by requiring students to prepare a brief written or oral summary of the steps they took to solve the problem.

As part of our emphasis on writing and listening/speaking skills and on problem solving, the mathematics curriculum frequently requires students to explain, orally or in writing, their methods of solving a problem and their rationale for choosing those methods. Assessment of mathematics standards are based on evaluation of these presentations as well as on more traditional mathematics assessments from the state adopted textbook. Students also use math skills, particularly statistics and data analysis, to enhance oral and written presentations required in other subject areas.

We use Eureka Math for the math curriculum in Cores 1-3 (grades TK-4). Eureka Math was written by a team of teachers and mathematicians who took great care to present mathematics in a logical progression. This coherent approach allows teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. These curricula have been chosen to provide in-depth, flexible instruction to meet the needs of the diverse learners at Thrive. The selected curricula are non-traditional in that they take a discussion approach to working through math problems and concepts. Much time is spent on “digging deep” and working through a few problems, rather than practicing rote memorization of an algorithm, which does not lend itself to a true understanding of mathematics.

Because not all students have mastered the prerequisite mathematical skills for success in the math curriculum, new students are assessed at the beginning of each year and receive interventions focused on addressing areas of deficit. Students not meeting standards participate in extra math intervention during elective periods. To inform our approach to teaching mathematics, we are adopting the YouCubed Mathematics Mindset approach, based on the work of Jo Boaler. This approach is based on development of a growth mindset for students in math. The term “growth mindset” comes from the groundbreaking work of Carol Dweck. She pioneered the notion that everyone holds ideas about their own potential. Students with a fixed mindset (those who believe skills and talents are hardwired) are those who are more likely to give up easily, whereas students with a growth mindset are those who keep going even when work is hard. It is our intent to train teachers to support students’ adoption of a growth mindset toward math to improve learning and achieve more significant proficiency gains.

3. TK-8 SCIENCE

Thrive implements the Next Generation Science Standards, which align with our inquiry-based model of instruction and balanced literacy framework. These standards, along with the existing Science Framework for California Public Schools, offer the basis for project based learning

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which is the mode for exploring and engaging in and learning science at Thrive. These resources guide the evaluation and selection of instructional materials and inform student assessments. Students have the opportunity to learn science through a variety of modes so that they are fully engaged, and all learning styles are addressed.

Our inquiry-based science curriculum emphasizes worthy problems, exhibition and field work and is fully aligned to State Standards and research has demonstrated its efficacy in engaging and educating diverse students. The following chart is an example of the sequence of the standards-based units that are used to facilitate student engagement and understanding of the standards for physical, life and earth sciences in grades K-5:

Grade	Physical Science	Life Science	Earth Science
K	Wood and Paper	Animals Two by Two; Trees	Wood and Paper; Trees
1	Solids and Liquids; Air and Weather	Plants and Animals	Air and Weather
2	Balance and Motion	Insects and Plants	Pebbles, Sand, and Silt
3	Matter and Energy	Structures of Life	Sun, Moon, and Stars
4	Magnetism and Electricity	Environments	Solid Earth
5	Mixtures and Solutions	Living Systems	Water Planet

Our balanced literacy approach is also infused into the science curriculum to reinforce content literacy skills and boost comprehension on all grade levels. Students engage and read about science through both fiction and non-fiction texts. Content-rich and high interest trade books are used to support the development of science concepts and associated academic language across all grade levels. Thrive recognizes that children tend to have greater interest in the content and photographs that are available in trade books, and they find them less confusing than traditional science textbooks. (Ross, 1994.) The story lines in children’s trade books help them understand and remember concepts better than textbooks that tend to present science as lists of facts to be memorized. (Butzow and Butzow, 2000.) The colorful pictures and graphics are also superior to many texts for explaining abstract ideas (Kralina, 1993) and provide contexts for understanding difficult science concepts. (Dole and Johnson, 1981.) Trade books, such as those recognized by the National Science Teachers Association’s annual list of Outstanding Science Trade Books have been widely accepted as a vital component of effective science instruction and are carefully selected by the school leaders and lead teachers and incorporated into the science program at Thrive.

An integral part of the inquiry-based units are activities conducted around predicting and making hypotheses, recording observations, and using data to reach conclusions. Technology is also incorporated into science activities where appropriate. Microsoft Office (Word, Excel, and PowerPoint) can facilitate data analysis, construction of graphs and tables, and interpretation of

results. This software, along with online learning programs, is used to scaffold content for English Learners and create challenging assignments for advanced students.

4. TK-8 SOCIAL STUDIES

At Thrive, we use project based learning pedagogies to bring history to life. Projects are teacher curated and/or created and incorporate a variety of research-based instructional designs. These programs help inform student learning and provide teachers with resources to plan worthy projects that get students out of their seats and actively engaged with content. Additional primary and secondary resources are chosen by faculty to support student investigations into multiple perspectives on historical events and concepts. Teachers provide students with access to primary and secondary historical sources, maps, charts, and timelines from which to draw information about the historical time periods and cultures studied. In teaching social studies, teachers use a variety of graphic organizers, charts, and visual aids to support students' developing analytic skills and to assist English Learners. To further increase understanding and motivation, social studies is taught with an emphasis on the stories of the groups of people and individual historical figures who particularly impacted their times.

Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, United States and world history with connections to mathematics, science, visual art, music, dance, and drama. At Thrive, learning activities engage students in reading rich literature as well as original source documents across all content areas. Our teachers invite experts from the community to speak to students. Online curricula, such as BrainPop and StudySync, are used as a guided source of research and information. Students experience daily opportunities to develop listening, speaking, research, and writing skills across the content areas and to develop proficiency in the use of the arts as tools for learning, creative thinking, and problem solving as well as assessment.

Because social sciences are taught in an integrated, project-based instructional block and incorporate our balanced literacy approach, students also read fictional texts related to social science content, further increasing their motivation and understanding. Additional integration of social science curriculum occurs in the math and science block when students study the scientific and mathematical contributions of cultures. At all grade levels, the curriculum is enhanced whenever possible with worthy projects, exhibition and field work. While covering the social science standards, teachers also focus on reinforcing and employing the balanced literacy framework and focus on reading comprehension, writing, listening and speaking standards through social science content. For example, students apply reading comprehension and vocabulary strategies to their social studies text and complete assessments in which they demonstrate social studies content knowledge along with writing and speaking standards.

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5. TK-8 ELECTIVES

Students in Cores 1-5 (Grades TK-8) participate in enrichment classes through rotating, eight-week electives, incorporating programs like Mindstorm, Lego First and Visual and Performing Arts experiences. All programs are standards-aligned, incorporate core content learning and incorporate kinesthetic and creative movement learning pedagogies. We facilitate visual arts instruction through available materials and supplies (paper, paints, pencils, scissors, etc.) along with training to our classroom faculty during professional development time on strategies to integrate meaningful arts instruction into the curriculum, particularly through project-based work.

B. GRADES 9-12

All students are expected to complete the UC/CSU A-G requirements as a condition of graduation.¹¹ As students learn *how* to learn and develop the skills and attributes of the intellectual virtues, all students are capable of success in our rigorous program. As a small school with 480 high school students at capacity, the array of courses will not be broad, yet the depth and complexity of learning is designed to provide a rigorous college- and career-preparatory curriculum in which each and every student can complete A-G requirements and enroll in the post-secondary school, technical program, or career of his/her choice.

Our high school curriculum incorporates the same instructional practices outlined above and offers courses that meet the UC/CSU A-G requirements. See below for additional details on graduation and A-G requirements. A description of the high school curriculum and courses follows.

1. 9-12 ENGLISH LANGUAGE ARTS

Thrive's English Language Arts curriculum in high school aims to cultivate literacy through our balanced literacy framework, as described above: 1) reading instruction; 2) small group reading; 3) independent reading; 4) writing workshop; 5) word work; and 6) academic discourse. Lessons are aligned to State Standards, ensuring the curriculum cultivates the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. Students learn to closely read and analyze critical works of literature and an array of nonfiction text in a print and digital world. Students use research and technology to engage in collaborative conversations, sharing and reforming viewpoints through a variety of written and speaking applications. Students practice critical and innovative thinking, problem solving, and flexibility and adaptability. The balanced literacy framework emphasizes reading fluency, comprehension, writing for varied audiences and purposes, a love of literature, and a deep

¹¹ Exceptions to this requirement may be made at the discretion of the High School Director, in consultation with the student, the parents and faculty, e.g., for English Learners who need elective time to receive more intensive support.

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understanding of the significance of reading and writing to the goals of learning, working, and living well.

Thrive students are required to take four years of course work in the ELA department and four years' credit, with grade C or above, is needed for graduation.

Pedagogy is differentiated for struggling readers and low-achieving students. Differentiation strategies include: changing pacing, offering more accessible language/texts, developing self-guided learning for advanced students, and student/teacher conferencing. To accommodate struggling readers, materials from StudySync are also used to provide grade level content at lower reading levels and materials especially designed to provide integrated ELD support.

Following is a description of available courses:

- **English 9AB (Core/College preparatory):** This course covers the Common Core State Standards for English Language Arts 9th grade, and build upon students' skills in writing, reading, comprehension, and communication skills. Students examine many aspects of English literature, including novels, plays, poetry, graphic novels, expository pieces and musical lyrics. Throughout the year, students complete narrative, persuasive, literary analysis, expository, and informational, and poetry writing.
- **English 10AB (Core/College preparatory):** Focusing on various elements of the English Language Arts, English 10 student continue to strengthen critical thinking and writing skills obtained in English 9. Students read literature and identify literary archetypes and universal themes across works. Students learn to identify literary terms and the author's use of them. Students write compositions throughout the year based on the literature read in class. Special attention is given to the development of scholarly artistic expression and as such visual and dramatic arts, music, dance, and media is woven into the curriculum and enhances the understanding of literary concepts, respectful collaboration, and listening and speaking strategies. All students will meet the Common Core State Standards.
- **English 11AB (Core/College preparatory):** English 11 is an all-inclusive language arts course spanning various genres of American literature dating from the pre-colonial period through modern day. Genres explored during this course include poetry, drama and classic American literature with an emphasis on persuasive, narrative, informational/technological, and expository approaches to literature. Students develop in-depth understanding of the evolution of American literature through critical analysis, writing assignments, group and individual projects, and various forms of assessment. A clear understanding of historical connections to literature guides students in the area of reading comprehension, and provides them with solid footing in their ability to analyze and critically discuss American literature. Throughout this course students are introduced to new vocabulary terms to advance their use of vocabulary in written and oral communication as well as aid them in their preparation for the SATs.
- **English 12AB (Core/College preparatory):** English 12 is an extensive examination of World Literature: novels, plays, short stories, and poems. The curriculum stresses the development of critical thinking and writing, with a focus on analysis of authorial intent

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and technique. Frequent assessment, oral and written, individual and group, reinforces our study and practice of the persuasive, expository, narrative, informational, and technological writing approaches. Students also will be encouraged to take AP exams, with coaching and test-prep support offered during Studio and intersession electives.

- **English 47 San Diego Mesa College or other college level Course (College-level):** This course is taught by a Mesa College professor on the Thrive campus. The course is designed to prepare students who require minimal preparation to produce successful college-level papers in all subject areas. Emphasis is placed on the presentation of a thematic perspective within which students develop arguments and strengthen critical thinking, reading, organizing and writing skills at an accelerated pace. This course will prepare students to read, write and analyze texts.
- **English 101 San Diego Mesa College or other college level Course (College-level):** This course is taught by a Mesa College professor on the Thrive campus. The course is designed to develop competence in college level reading and composition. Students read, analyze, discuss and think critically using a variety of works and sources. Based on these activities, students write essays, fully documented research projects, and other types of texts for various purposes and audiences. This written work will demonstrate effective, logical and precise expression of ideas.

2. 9-12 MATHEMATICS

The mathematics curriculum at Thrive develops the habits of mind that foster mastery of mathematics content as well as understanding as students learn content in the context of real-world situations, using mathematics to solve a range of problems. The program and instructional methodologies are directly aligned with State Standards. Throughout the progression of mathematics courses, students acquire the necessary knowledge and skills to prepare them for college and careers and productive citizenship. Thrive students are required to take and pass three years of course work in the Math department. Thrive has adopted an integrated math pathway that combines content across algebra, geometry, probability and statistics in a three-year sequence. After completing Thrive's math sequence, Thrive students will have the option of taking a math class at a local community college for dual credit.

Following is a description of available courses:

- **Integrated Math 1 (Core/college preparatory):** Integrated Math I is a Common Core-aligned math course intended for 9th grade students. It begins with concept unit 1 which explores patterns and sequences in a way that is accessible for students regardless of their middle school math experience. In concept unit 2, students study functions and their features as they become more comfortable representing quantitative relationships in multiple relationships. These first two units build to the first project, "Café Patrón Matemático." The project asks students to create a geometric patterned dish for a family style restaurant that grows per person based on a specific pattern. Continuing to build on earlier units, the focus of unit 3 is on linear and exponential functions. The focus of unit 4 is equations and inequalities, where students

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are extending their existing knowledge of how to manipulate and solve equations and more complex problems and contexts, including systems of equations and inequalities.

- **Integrated Math 2 (Core/college preparatory):** Integrated Math II is a Common Core-aligned math course intended mainly for tenth grade students. It begins with a unit that introduces quadratics, which is a major topic in the course. Unit 1 has students analyzing sequences and functions, especially ones that are neither linear nor exponential, and extrapolating from the key features of quadratic relationship. The first project, “Quadratic Quandary” asks students to apply their understanding of quadratics and create a graph that matches an invented real-world scenario involving projectile motion. In unit 2, students build on their learning from the first unit to analyze expressions and come to understand how expressions, especially quadratic ones, can be manipulated and transformed. Then in unit 3 students continue their study of quadratics by learning various methods for solving quadratic equations. The second project, “Function Art” asks students to strategically use functions and graphing software to create a piece of art. Unit 4 expands students’ understanding of functions, and they review general principles about how functions are transformed and learn how inverses can be generated.
- **Integrated Math 3 (Core/college preparatory):** During Integrated Mathematics III, students expand their mastery of functions. They also expand their study of right-triangle trigonometry to include general triangles. More importantly, they use their experience with functions and geometry to create models and solve contextual problems. The standards for this course come from the following conceptual categories: Modeling, Functions, Number and Quantity, Algebra, Geometry, and Statistics and Probability.

3. 9-12 HISTORY/SOCIAL STUDIES

Thrive’s history curriculum is rooted in the California History-Social Science Content Standards and the California History-Social Science Framework, and incorporates Common Core State Standards. Our balanced literacy framework is central to obtaining and communicating information. The curriculum shares the same three goals as the Framework: Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation. To this end, the focus of our History/Social Studies department is to provide students with an understanding of our history as well as how our society and the world work. Students become active, caring citizens who have the historical knowledge and contemporary consciousness to make informed decisions. Thrive students are required to take three years of course work in the Social Studies department.

Thrive uses several online learning programs including StudySync, Newsela, BrainPop and Achieve3000 to support student mastery of history and social studies. Students read primary sources and historic literature, conduct research, write and present findings. We utilize our balanced literacy framework to support student comprehension of materials, particularly primary source or other high-interest or high-authenticity materials that would otherwise be

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above students' comprehension levels. Social studies also includes instruction in expository writing.

Following is a description of available courses:

- **Government (Core/College preparatory):** The purpose of the Government course is to provide students an opportunity to study the building blocks of American Government and how the foundation has shaped our current society. The Government course is taught in a semester's length of time. Topics included in this course students consist of reviewing the founding documents of American government (and their influences), the branches of government, civic duty and involvement in government, state and local government, and the evolution of political parties.
- **Modern World History AB (Core/College preparatory):** The purpose of this course is to develop students' historical literacy and communication skills by having them engage in deeply complex historical topics as well as connect the past and the present. Through projects, students will travel from the beginning of modern society and Enlightenment Philosophers, all the way to the end of the Cold War. Nearly every project involves students having voice and choice in their topic of study, and the tasks involve a wide variety of authentic assessments including Socratic Seminar, oral presentation, document based writing, and mock trial. Every project requires students to critically analyze historical sources. This course is designed to be engaging and support students in understanding the relevance of history, in addition to strengthening their skills. Students will have experienced writing a Document Based Question essay, participating effectively in a Socratic Seminar and delivering an oral presentation to their peers.
- **US History 20th Century AB (Core/College preparatory):** This course is a survey of the critical, political, social, and economic developments in American History from "The Discovery" to the Election of 1992. Students use primary and secondary sources to analyze and critique the developments of American history and culture. Students trace the evolution of how the events of the past have shaped the United States. Led by the overarching question, "How does history help us define the American identity" students study the various themes and time periods in American history in order to develop a better understanding of the development and growth of America.
- **Social Studies Electives:** A variety of social studies electives may be offered at Thrive High. These include Geography (a study of lands, nations and peoples), Community Civics (understanding local government and paths toward civic engagement) and others.

4. 9-12 SCIENCE

Drawing from the recommendations of State Standards, the science curricula develops student exploration and analysis. Students develop critical thinking skills as well as creativity in scientific thought. Students explore concepts through lab investigations, simulations, and mathematical problem solving and practice lab procedures and develop sound reasoning and thoughtful questioning. As with other parts of the curriculum, the emphasis is on genuine conceptual understanding of scientific principles and concepts versus mere memorization of scientific facts and formulas.

The science curriculum emphasizes worthy problems, exhibitions and field work to tap into and cultivate students' natural curiosity about the world around them. Students use the scientific method to investigate the physical, life, and earth sciences. Students learn to ask questions and teachers guide students in hands-on experimentation to find answers and solutions. Students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. The balanced literacy framework is used to support student mastery of obtaining and communicating information.

In 9th grade, all students enroll in a Conceptual Physics course, in keeping with the Physics First approach to science and Next Generation Science recommendations. In subsequent grades, students have choices in their science coursework. In alignment with A-G requirements, students are expected to complete at least two years of lab science over their high school years, though three years are recommended. As with math, we offer online and early college options for our most advanced students to engage in deeper science learning. Students who are interested in pursuing careers in science are also encouraged to study for and take AP exams, with coaching and test-prep support offered during Studio and intersession electives.

Following is a description of available courses:

- **Physics AB (Core/College preparatory):** The science of physics focuses on the laws of nature that help to explain real world phenomenon. Although this course has a conceptual focus, throughout the year students use measurement, observation, and the language of mathematics to better their understanding of how those laws govern the physical world. Among other things, students calculate speed, velocity, and acceleration; apply Newton's Laws of Motion; demonstrate the effects of force on the motion of an object; identify evidence for the work-energy theorem; describe examples of kinetic and potential energy along with their transformations; use conservation of energy and momentum to solve problems; identify the characteristics and behaviors of sound and electromagnetic waves; and recognize the relationships between electricity and magnetism. In addition, students conduct field and laboratory investigations; apply the scientific method; develop hypotheses; use variables; and collect, manipulate, graph and interpret data from laboratory investigations.
- **Biology AB (Core/College preparatory):** This course is designed to give the students a general understanding of the biological processes. This class focuses on cell biology, genetics, evolution, ecology, and physiology to develop an understanding of the complexity of living organisms. Understanding how to scientifically problem solve and use higher levels of thinking is intertwined in the curriculum throughout the year.
- **Chemistry AB (Core/College preparatory):** This course explores the chemical and physical properties of matter. It uses measurement, calculation and analytical thinking to create a better understanding of the chemical and physical laws that govern the organization and behavior of matter. Students classify matter; comprehend atomic structure and electron arrangement; understand periodic law and chemical bonding;

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use chemical formulas and balance chemical equations; solve Stoichiometry problems; compare and contrast the phases of matter; characterize the properties of acids and bases; explain reaction energy and chemical equilibrium; balance oxidation-reduction reactions; describe the functional groups of organic molecules; and explore nuclear chemistry. In addition, students perform a wide range of qualitative and quantitative laboratory investigations; apply the scientific method; develop hypotheses; use variables; and collect, manipulate, graph, and interpret data from laboratory investigations.

5. 9-12 FOREIGN LANGUAGE

Thrive believes that it is important for all students to be literate in a foreign language. All courses incorporate the California World Language Standards and the California Framework for Foreign Language K-12. Per A-G requirements, students must take and pass at least two years of a foreign language with a grade of C or better. Counselors work closely with students who wish to take additional languages offered at neighboring community colleges or online, including high-quality summer school options.

Following is a list of available courses:

- **Spanish 1AB (Core/College preparatory):** Spanish IA/B emphasizes communication skills in listening and speaking, reading and writing. Students in this course learn a basic vocabulary in contextual units that are reinforced by reading and writing as well as listening and speaking. A strong emphasis is placed on acquiring basic vocabulary, but cultural authenticity is also an integral part of the curriculum. Special cultural units further this understanding as well as the students' knowledge of the Hispanic world.
- **Spanish 2AB (Core/College preparatory):** Spanish 2 is a continuation of the language skill development initiated in Spanish 1 (or placement may be made based on student proficiency from Spanish at a prior school, as measured by an entry assessment). Oral and written communicative proficiency is emphasized in free-responses, situational activities in order that language usage moves towards real-life, natural production. Short literary reading selections provide cultural enrichment while enhancing basic skill acquisitions. Creative problem solving techniques provide opportunity for higher-level thinking skills. Students engage in cultural activities for proficiency practice and knowledge extension of the Hispanic world.
- **Spanish 3AB (Core/College preparatory):** Spanish 3 is a continuation of the language skill development initiated in Spanish 2 (or placement may be made based on student proficiency from Spanish at a prior school, as measured by an entry assessment). This course provides students with materials and methods to enhance their oral and written fluency and proficiency by enabling them to speak primarily in Spanish. The content of this course includes an extensive study of grammar through opportunities to apply designated vocabulary, syntax, and idiomatic expression in both oral and written situations. Students are introduced to literary works representing a variety of genres. Unique to this course are the opportunities to perfect the language skills through instruction and communication in the class in the target language as well as to develop

an understanding of the Spanish culture through activities requiring high levels of cognition.

- **Spanish 4AB (Core/College preparatory):** Spanish 4 is designed to develop interpersonal communicative competency in the Spanish language equivalent to a third or fourth Spanish language course at the college level. Both the teacher and students will conduct the course entirely in the target language, both in classroom conversations as well as in formal discussions, debates, and written assignments. Class time will be spent cultivating language skills and analytical skills to synthesize information given to them in written or oral form. Students are encouraged to maintain the target language outside of class time with their peers. Throughout the course, students will be presented with a wide array of materials to improve upon their existing Spanish-language skills through its active application through the use of appropriate learning materials and assessments with ample opportunity to develop all of the four skills: listening, reading, speaking and writing.

6. VISUAL AND/OR PERFORMING ARTS

Using the California Visual and Performing Arts Standards as a base, and in alignment with the Career Technical Education (“CTE”) pathway in Design, Visual and Media Arts (see below for more details), Thrive’s arts programs ground students in the discipline, detail and focus of the arts. Students explore their own creative processes and the skills and techniques of professional artists. The curriculum stresses the artistic process over the final product and strives to foster an appreciation for the creative endeavor and the willingness to take risks, the inherent discipline and rewards of the creative process, cultural relevance, a sense of art history, and a sense of one’s own infinite creative possibility. These courses and those offered through the CTE pathway require the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions.

We currently offer a Visual Arts sequence and may expand to include other arts as student population and interest demands. Thrive requires a minimum grade of a C in at least one year of Visual or Performing arts for graduation. A second year also meets the “G” requirement. Advanced visual arts courses as well as instruction in music, drama and dance will be offered in partnership with San Diego Continuing Education community college.

Following is a description of available courses:

- **Visual Arts 1 AB Drawing and Painting (Core/College preparatory):** The purpose of this class is to promote an interest in art and to encourage students to continue their education in the visual arts. Students cultivate cultural awareness, are exposed to art skills, development of self-confidence and inner discipline, nurturing of art appreciation throughout history, and the promotion of aesthetic sensitivity that is vital for a full and meaningful life. Conceptual challenges are combined with exploration of varied media through traditional and experimental drawing and painting projects as students review drawing and painting techniques and design principles. Students work with still life,

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figure, and the conceptual with emphasis on the development of individual techniques and continuity of style.

- **Visual Arts 2 Digital Media (Core/College preparatory):** This is an upper level course requires one prerequisite year of Visual Arts and is offered for serious art students. Students are introduced to the elements of art and principles of design through photography, and digital image creation and manipulation, using Canon DSLR cameras, iPhoto, and Adobe Photoshop. This exciting course builds a foundation in the visual communication and storytelling skills needed for a career in the growing fields of photography, photo editing and retouching, and graphic, web, video, and motion design. Students practice using the elements of art and principles of design through photography, digital image editing and compositing, music video and commercial production, animation, and graphic design. Students use these abilities to complete projects for their other core academic courses and for personal projects. We also review academic word processing and presentation skills.

7. ADDITIONAL REQUIRED COURSES

Studio – Non-Core/Non-College Prep

Every student has Studio time built into their daily schedule. All core teachers similarly supervise one Studio session daily to ensure that students have access to subject-certified teachers at least once weekly for targeted instruction and tutoring. During Studio time, students engage in specific targeted, personalized learning including: online curriculum assigned to develop skills in a particular area, online test prep (ACT), credit recovery online, small group or one-on-one tutoring, ELD instruction/tutoring, meetings with the Counselor or other staff, research and individual project work, completion of dual enrollment/online course work, and more.

As needed, based on initial entry assessments of students, specific ELA and Math intensive labs are offered once or twice weekly. Students are grouped by ability, not grade level, to receive small group instruction and one-on-one support, remedial skills development (including interactive, online programs for remediation and practice), and targeted interventions.

Time during Studio is structured by the student and his/her Advisor (and, as appropriate, the College Counselor or intervention staff) based on each student's needs. Faculty/staff utilize ongoing data/assessments collected in the Illuminate data system to determine appropriate Studio assignments. Students are taught how to track their own progress toward mastery of content standards and schedule appropriate tutoring, counseling and other sessions with faculty and staff, in preparation for similar time management needs that will present themselves in college. Students learn to be self-directed in this technology enhanced course. A pass/fail grade is assigned to the Studio course based on students' participation and completion of appropriate work during this time.

Advisory

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All students are placed in an Advisory class that meets at least four times weekly. Advisory groups allow for ongoing positive relationships between students and intellectual mentors or advisors. They provide a safe environment in which teachers can nurture students' character development through conversation, goal-setting, structured reflection, personal encouragement, and other means (Berkowitz and Bier 2004, 2006). Each student is assigned to a small advisory group, led by an Academy teacher or administrator. We hope to ensure that each Advisory stays together for all four years, schedules permitting, so that the groups can build a common dialogue and trust with one another throughout their high school years.

In addition to supporting and reinforcing adolescent social-emotional development through structured reflection and conversation, a primary focus of Advisory is on student goal setting and actions towards realizing post-secondary goals. This includes one-on-one meetings with the Advisor to review credits earned and progress towards graduation; identification of remediation or interventions and potential referral to the Charter School's SST; and support, in collaboration with the Charter School's College Counselor, in the college application process. We have seen that many, if not most, of our students will be the first in their families to attend and graduate from college. Thus explicit education about college opportunities, financial aid, summer opportunities on college campuses, the application process, assistance with essays and more are critical supports for our students.

8. COLLEGE AND CAREER READINESS ELECTIVES

Throughout their high school career, students are able to participate in a variety of college and career readiness electives including test prep, College & Financial Aid Applications, Transition to College Life and Internships. Dual enrollment courses (online or at San Diego Continuing Education) is encouraged for qualified students (i.e., those who are on track for graduation and succeeding in core courses at Thrive). To meet A-G and Thrive's graduation requirements, all students must take one additional year of a College Preparatory Elective. For example, students may take a fourth year of mathematics or a second year of visual arts. All students will have multiple opportunities to meet this requirement.

9. CAREER TECHNICAL EDUCATION PATHWAY

Thrive is building out a CTE pathway based on the California CTE Model Curriculum Standards. California's Standards for Career Ready Practice are based on the Career Ready Practices of the Common Career Technical Core ("CCTC"), a state-led initiative sponsored by the National Association of State Directors of Career Technical Education Consortium ("NASDCTEc").¹² California has identified twelve Standards for Career Ready Practice that align with the state's CTE anchor standards and reflect the expectations from business and industry, labor and community organizations, and secondary and postsecondary education representatives.

¹² California Career Technical Education Model Curriculum Standards. Arts, Media, and Entertainment. <https://www.cde.ca.gov/ci/ct/sf/documents/artsmedia.pdf>. Accessed on August 20, 2018.

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The Standards for Career Ready Practice describe the fundamental knowledge and skills that a career ready student needs to prepare for transition to postsecondary education, career training, or the workforce. These twelve standards are as follows:

1. Apply appropriate technical skills and academic knowledge
2. Communicate clearly, effectively and with reason
3. Develop an education and career plan aligned with personal goals
4. Apply technology to enhance productivity
5. Utilize critical thinking to make sense of problems and persevere in solving them
6. Practice personal health and understand financial literacy
7. Act as a responsible citizen in the workplace and the community
8. Model integrity, ethical leadership, and effective management
9. Work productively in teams while integrating cultural and global competence
10. Demonstrate creativity and innovation
11. Employ valid and reliable research strategies
12. Understand the environmental, social and economic impacts of decisions

Thrive will implement a CTE pathway in Design, Visual and Media Arts. The Design, Visual, and Media Arts pathway includes those occupations that use visual art, digital media, and web-based tools and materials as the primary means of communication and expression. In addition to an understanding of current workplace practice, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions.

Sample occupations associated with this pathway include:

- Digital Animator
- Artistic Director
- Commercial Artist
- Web Designer
- Museum Curator

The program will focus helping students achieve the following standards:

- Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.
- Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.
- Analyze and assess the impact of history and culture on the development of professional arts and media products.
- Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.
- Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.

- Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

10. TEXTBOOKS AND OTHER INSTRUCTIONAL RESOURCES

Teachers use real time student data and their training to make instructional decisions about students' best learning pathways. A subject-specific, commercially-produced curricular program that is standards-aligned guides and informs their decision making. Teachers are trained professionals who, through the use of data, understand the strengths and needs of their students. We empower them to be the most effective educators possible by providing them with multiple resources to guide their instruction. Therefore, purchased curricular materials are used as a part of our "Backward Design" methodology for lesson planning. As detailed throughout this petition, we believe that lesson plans need to be revised constantly to accommodate new assessment information, and lessons need to be customized to suit the learning needs of individual students.

Curricular materials are reviewed and updated annually by the Charter School Leadership Team, in collaboration with faculty, and subject to approval by the CEO and Board of Directors. These decisions are based on results of grade level benchmark assessments, the CAASPP tests, alignment with State Standards, and disaggregated data from ongoing assessment tools.

Thrive utilizes the following curriculum in Grades 9-12:

Curriculum	Subject	Description
College Preparatory Mathematics (CPM)	Math	A program designed in collaboration with university professors and created to help students develop an understanding of the mathematical concepts rather than mimic a teacher's procedures without understanding the concepts. The curriculum provides practice problems, descriptions and team challenges as well as a message board to ask questions and get help.
StudySync	ELA	StudySync is a comprehensive blended ELA/ELD program designed for diverse classroom environments. The curriculum links literacy and learning and advances students reading, writing, critical thinking, speaking and listening skills.
Newslea	ELA	Newsela is an Instructional Content Platform that enhances reading engagement and learning.

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PREPWORKS	ACT Prep	PREPWORKS is a globally recognized leader in education technology and competency-based learning. The ACT Prep program draws content specific to students needs from the cloud-based question bank, which includes videos, detailed practice questions and interactive activities. Each question in the course includes step-by-step solutions that are easily digestible so students can learn from their mistakes and make immediate improvements.
Achieve3000	Reading Intervention	Achieve3000 is an online learning program for differentiated instruction that provides engaging, nonfiction content to support core curriculum, Response to Intervention, English language learning, special education, adult learning, and workforce readiness. Featuring comprehensive English and Spanish language support and extra scaffolding for struggling readers, these are aligned with the Common Core State Standards for English language arts as well as state standards for literacy and the content areas.
BrainPop	History Science	BrainPop is an online curriculum that utilizes short, animated movies to engage students via narrative, humor, and characters who speak in a voice they can relate to, encouraging self-directed learning and further exploration of the world around them.

Grade level teachers meet and advise the Directors as to areas of need and recommended books and materials for the following year. The curricular purchases are implemented by the administration and purchased well enough in advance to ensure timely implementation. Most importantly, all curricular materials must have a proven record with our targeted student population and must have been developed through sound, research-based methods that utilize the latest information on teaching, learning and brain functions. Curricular materials are also analyzed in perspective of the whole educational program and in relation to lessons and assessments that would follow from curricular programs.

VI. GRADUATION AND A-G REQUIREMENTS

All of Thrive’s high school courses have been designed in alignment with State Standards. Graduation requirements also have been designed to meet and exceed UC/CSU A-G requirements, as shown below:

UC/CSU A-G Admissions Requirements	Thrive Minimum Graduation Requirements	Thrive Competitive Course Sequence
A. 2 years social studies (see above)	A. 3 years social studies	A. 3.5 years social studies
B. 4 years English	B. 4 years English	B. 4 years English
C. 3 years math (including geometry)	C. 3 years math	C. 4 years math
D. 2 years lab science	D. 2 years science	D. 3 years science
E. 2 years foreign language	E. 2 years foreign language	E. 3 years foreign language

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F. 1 year visual or performing arts	F. 1 year visual arts	F. 1 year visual arts
G. 1 additional upper level A-G course	G. 1 additional upper level A-G course	G. 1 additional upper level A-G course
<i>This is the minimum number of specific course requirements to be considered for a CSU or UC.</i>	* 2 years Studio (or elective if transfer)	*4 years of Studio
	* 2 CTE Classes	*3 CTE Classes
	* 2 additional electives	*2 additional electives

A. CREDIT RECOVERY OPPORTUNITIES

Credit recovery options are available to ensure that all students graduate on time having completed A-G and graduation requirements. Each student will have an Individualized Graduation Plan that is reviewed at least twice annually by his/her Advisor and once annually by the College Counselor. If a student is not making adequate progress, the Advisor will meet with the student and discuss options, such as summer school, online classes, and adult school. Credit can also be earned through community college. Thrive will also offer a summer bridge program that includes opportunities for credit recovery as needed.

B. ENSURING TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

Upon enrollment, Advisors work with individual students to create an Individualized Graduation Plan to meet the requirements for graduation. This plan is monitored and updated once per semester during the school year. Advisors ensure that each student is enrolled in appropriate courses, and that each student has the support he or she needs to successfully complete graduation requirements. Transfer students who enter Thrive in grades 10-12 will have their graduation requirements modified accordingly. Our college- and career-going culture encourages all students to complete the A-G requirements and, when appropriate, enroll in community college coursework to begin to understand how to be successful on a college campus or take technical classes to learn how to successfully transfer into a career.

C. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

In 2015, Thrive received its initial WASC accreditation for Grades K-8. In 2016, Thrive began adding high school grades and received additional accreditations for those grades. Our WASC renewal visit will occur in May 2019, and we anticipate a full accreditation for TK-12.

D. COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS

Thrive provides all students and parents/guardians with a course catalog or its equivalent – in both English and Spanish (with translation in other languages as needed) – notifying them about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Parents of students seeking higher education admission are notified in writing within five (5) business days should any issues or problems arise regarding the eligibility of Thrive's courses to meet college entrance requirements. Thrive ensures that courses meet the standards of the University of California and the California State University's A-G course requirements for college entrance eligibility into the UC or CSU systems.

VII. TEACHER CAPACITY: RECRUITMENT AND PROFESSIONAL DEVELOPMENT

Of course, curriculum is meaningless without effective teachers to implement our program. With the goal of a balanced approach to teaching and learning in mind, our program is grounded in the following key principles of learning that have emerged from extensive research on effective teaching. According to acclaimed researcher Linda Darling-Hammond, effective teachers:

- Create ambitious and meaningful tasks that reflect how knowledge is used in the field.
- Engage students in active learning, so that they apply and test what they know.
- Draw connections to students' prior knowledge and experiences.
- Diagnose student understanding to scaffold the learning process step by step.
- Assess student learning continuously and adapt teaching to student needs.
- Provide clear standards and constant feedback.
- Encourage strategic and meta-cognitive thinking so that students learn to evaluate and guide their own learning. (Darling-Hammond, 2008.)

Thrive recognizes that capable teachers and quality teaching play an extraordinarily significant role in the academic achievement of children. Consequently, substantial attention is given to the recruitment and development of the teaching faculty. Just as students who have weak teachers lose valuable learning time, students who have strong teachers reap the rewards for years to come.

A. RECRUITMENT

New faculty members are recruited through various communication channels, including local newspapers, education networking websites (CCSA, CSDC, Teach for America, EdJoin, idealist.org, etc.), the Charter School website, career fairs, local universities and word of mouth referrals. Thrive engages in a thorough review of the qualifications of candidates that apply for employment at the Charter School. The CEO, Directors of the TK-8 and high school, and other lead staff review resumes, letters of recommendation, statements of teaching philosophies and portfolios to determine which candidates are interviewed for positions. The CEO and Directors bear primary responsibility for all teacher hiring, joined in their efforts by a hiring committee that includes teachers. Candidates for teaching positions are interviewed, and in some cases are asked to teach a lesson to a classroom of students where feasible and/or return for a second round of interviews. In some cases, the CEO or Directors may observe candidates

teaching a lesson in their current positions. Following interviews, Thrive contacts references, review letters of recommendation and notifies each person of their status once a decision is made. Candidates that are offered employment receive a written offer of employment. In addition, Thrive verifies the teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and ESSA requirements to teach the subject that he/she is being hired to teach.

Thrive makes every effort to recruit teachers who are committed to the vision and mission of the Charter School. Job postings for teachers clearly state the education philosophy and teaching pedagogy of our innovative model so that teachers who are ultimately selected for employment possess the desire, capacity and dedication to work successfully at the Charter School. To attract and retain outstanding teachers, Thrive provides the following: competitive salaries; a challenging, rewarding and professional work environment; support and collaboration from colleagues and administration; and the opportunity to participate in innovation, creativity and research within a model school program.

B. TEACHER EVALUATION

Due to the profound impact that teachers have on students, only the most effective teachers are retained at the Charter School. Performance measures are used to evaluate teacher effectiveness, to recognize superior performance, to provide targeted assistance in instances when performance is less than satisfactory, to determine the appropriateness of pay incentives, and to make informed decisions regarding continued employment at the Charter School.

Teachers are evaluated at least once annually using a comprehensive system that incorporates multiple measures of performance. A thorough evaluation system ensures not only that teachers continue to grow professionally during their years at Thrive, but also that only highly effective teachers are retained. The teacher performance evaluation process includes the following:

- The use of value-added data is consistent with current trends in teacher evaluation. The Directors formally conference with teachers one-on-one, no less than twice each year to review and discuss the academic progress of the students in their classroom. The Directors and teacher participate in an analysis and discussion of impact on student learning over time, across all student groups.
- Teacher performance is evaluated using a criteria rubric that describes various levels of accomplishment as they pertain to job duties. The criteria rubric is shared with teachers during professional development prior to the opening of school so that teachers are familiar with the process.
- Teachers receive feedback from their Director regarding their effectiveness in all aspects of the job (i.e., instruction, parent communication, planning, collaboration, support of the Charter School's mission).
- The Directors meets individually with teachers at the start of each school year for dialogue and goal setting and later in the year to assess progress toward goals.

- Teachers are expected to maintain professional portfolios that document the features of their classroom program, including long- and short-term instructional planning, student assessment, student work, meeting the needs of all students, collaboration with colleagues, and parent communication.
- Teachers develop a plan for professional growth that are approved annually by the Directors.

C. PROFESSIONAL DEVELOPMENT

Thrive offers engaging, interactive and ongoing professional development, incorporating principles outlined by Linda Darling-Hammond and other leading experts, including activities that are experiential, collaborative, sustained and intensive, supported by modeling, coaching, and problem solving around specific problems of practice. (Darling-Hammond, 1995.) The Directors serves as the instructional leader and lead supervisor of instructors for each grade span (TK-8 and 9-12), conducting formal and informal classroom observations, setting goals for performance, and providing regular feedback to teachers. General observations that have school wide implications inform plans for professional development. The Directors, and as the Charter School grows, additional instructional leaders, visit classrooms daily to observe teachers. In addition, the TK-8 and high school Intervention and Resource Specialists work closely with teachers in providing professional development and individualized expertise in strategies and targeted interventions for students in need. Teachers also are given ample opportunity to observe one another, with those who excel in a particular area taking the lead in helping to train their peers. Data collected through classroom observations help determine professional development topics. Teachers are surveyed annually to determine whether or not the practices of high quality professional development are in place at the Charter School.

Time Allocated for Professional Development

Perhaps most importantly, teachers are provided at least 20 full pupil-free days plus and at least three hours each week, a total of almost 300 hours annually, to engage in collaborative planning time and professional development to continuously improve their teaching practice. These opportunities include, but not limited to the following:

- Teachers work with the Directors in the summer prior to the school opening and throughout the year to plan curriculum and assessments, professional development and more for the upcoming year.
- A two-week, mandatory Summer Institute for all Thrive teachers prior to the start of each school year to review the Charter School's philosophy, goals, and teaching methodology; to discuss professional readings and research; to analyze and discuss instructional practices and student outcomes; and to engage in collaborative planning for the year ahead.
- Once-weekly grade level planning meetings; monthly planning time across grade levels.
- Wednesday "Early Out" sessions provide a dedicated three-hour block of time each week for faculty to engage in professional development with a rotating schedule of

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full-faculty meetings, professional development workshops, and every other week, collaborative planning time for curriculum and assessment development.

- Pupil-free days throughout the year to intensely analyze student achievement data and engage in collaborative planning.
- Clearly articulated expectations with respect to professional development outcomes.
- Visits to other innovative and high performing schools.
- Access to a professional development library and other professional resources.
- Opportunities to attend professional development workshops or conferences on topics that have been agreed upon in advance by the Directors.

Professional Development Topics

School leadership and teachers collaborate to determine specific topics and sequencing for professional development. The following topics to be covered include, but are not limited to:

- Small Group Instruction
- Balanced Literacy
- Academic Discourse
- College Exploration & Planning
- Worthy Problems & Projects
- Exhibition
- Field Work
- Goal Setting
- Public Speaking/Presenting
- Circle Practices & Conflict Resolution
- Student Led Conferences
- Service Learning

VIII. INSTRUCTIONAL MINUTES & ACADEMIC CALENDAR

The annual calendar at Thrive includes 180 days of regular instruction. Students receive instructional minutes that exceed the minimum number required for charter public schools according to Education Code Section 47612.5. In particular, our full day Kindergarten program offers students more than 27,000 additional instructional minutes than required, a major boost especially for students who arrive at Thrive with little preparation for school. See Appendix E for the 2019-20 school calendar.

Regular daily attendance is critical to the academic success of all students; the need to be present and ready to learn each and every day is particularly important for struggling students, and students at risk for school failure. We recognize that every day counts and that a day missed represents a lost learning opportunity, thus Thrive sets a school wide average daily attendance target of 96% or higher.

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Teachers remind students and their parents about the importance of consistent school attendance during classroom discussions, at Back to School night, and during parent conferences. When a concern regarding attendance or tardiness arises, teachers initially address the concern directly with the home. If a student displays a pattern of absences or tardiness that is not resolved by means of a teacher conference, teachers bring the student to the attention of the Charter School administration. Charter School administration determines whether follow up contact with the parent(s) or a Student Success Team meeting is the most appropriate next step to resolve the issue. Written communication from the Charter School in the form of letters and progress reports also inform parents of positive as well as negative attendance patterns. Every effort is made on behalf of the Charter School to ensure that students are at school every day for the duration of the school day when they are not ill or otherwise excused according to school policy.

For TK-5, the day starts at 8:30am with Morning Meeting and ends with Closing Circle. Each day begins with each child being greeted by name and sharing something especially meaningful from their life. The group plays a team building game. Throughout the day, students have designated time for ELA, Math, PBL, Design and Movement, Exploratory, and Writers Workshop as well as recess and Body Breaks. Once a week, students participate in Council. Closing Circle serves as a time to reflect on the day, address changes the community needs to make, and compliment friends. See Appendix F for sample TK-4 schedules.

In 6-8, students start each day in Morning Advisory, where students and teachers review and set goals, engage in social-emotional learning lessons and participate in Council. Council is an opportunity for students to hear about each other's lives, thoughts and beliefs. Circle practices ask students to listen compassionately as others speak and to imagine experiences different from their own. In middle school, we use the Second Step SEL curriculum, a web-based program that is responsive to the needs of students and teachers. The program's lessons address four key areas of SEL: mindsets and goals; values and friendships; thoughts, emotions and decisions; and serious peer conflicts. The Afternoon Advisory time is utilized to check progress toward goals and celebrate successes. Throughout the rest of the day, students rotate through different classes including History, Science, Math, Humanities, Lab and other electives. See Appendix G for a sample 5-8 schedule.

For grades 9-12, we have reimagined the traditional high school experience and collaborated with colleges to maximize what works and eliminate what does not work. Thrive offers students flexible scheduling. By splitting the year into seven sessions (four Quarters and three Intensives), we allow students to complete more classes than they would in a traditional bell schedule. This in turn allows students to be better positioned for the competitive admissions process for colleges. Our multisession model provides students intensive elective experiences, hands-on exploration and competitive college preparatory classes, while simultaneously offering electives like ACT prep, internships and more. We do all of this so students can have access to college prep coursework *and* high interest electives. During the four 8-week Quarters, students study traditional "core" classes: math, English, History/Social Science and Science.

They also participate in Advisory and Studio time. Advisory includes direct instruction in college preparation starting in 9th grade and is expanded to include ACT test prep, assistance with college applications, financial aid, and identifying appropriate post-secondary options, resume writing and more. Studio time is an opportunity for students to express agency over their own learning. They navigate their own playlists of assignments and project work, choose when to collaborate and when to work alone, and have weekly mentor check ins to track progress toward goal. Grades 9-12 also participate in and eventually facilitate Council. See Appendix H for a sample 9-12 schedule.

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Thrive High School Course Sequence

9	10	11	12
Advisory	Advisory	Advisory	Advisory
Integrated Math 1	Integrated Math 2	Integrated Math 3	College Class or Credit Recovery
English 9	English 10	English 11	English 12
Government	US History	Modern World History	Social Studies Elective
Physics	Biology	Chemistry	College Class or Credit Recovery
Studio	Studio	Studio	Studio
Spanish 1	Spanish 2	Spanish 3	Internship
Visual Arts 1	Visual Arts 2	ACT Prep	Transition to College Life
Elective	College & Career Elective	College & FAFSA Applications	College Class or Credit Recovery

*Grey highlighting indicates a sampling of possible electives. Sequence and variety will depend on student readiness and choice.

IX. STUDENTS WITH SPECIAL NEEDS: THRIVE PUBLIC SCHOOL ADDRESS THE NEEDS OF ALL SUB-GROUPS, INCLUDING AT-RISK STUDENTS

A. THRIVE’S STUDENT-CENTERED APPROACH BENEFITS ALL STUDENTS

The elements of the Thrive Guarantee are intended to ensure that each and every student’s individual learning needs and learning styles are a central focus in the learning process at Thrive. Our instructional approaches ensure that students progress at their own pace, receiving targeted support and instruction as needed to ensure they master content before moving on. Through this differentiated and highly personalized learning program, our special needs populations (English Learners (“EL”), Gifted and High-Achieving, At-Risk of Low Achieving, Low Socioeconomic and Special Education) automatically receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. In addition, the following programmatic components assist in meeting students’ individual needs:

- Multiage grouping and looping (same teacher for two years) in grades TK-8 which allow the teachers to truly know their students.
- Ample instructional planning time so that teachers can collaborate and create lessons and curriculum to meet the needs of individual students.
- A culture among teachers of openness and collaboration, including team planning sessions and weekly professional development activities, allowing teachers to learn from each other’s varying expertise in handling learning differences.
- An emphasis on communication between teachers and parents, and a commitment to work together for the education of their children.

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- Various forms of online learning programs and benchmark assessments that are used to guide instruction.
- Learning goals and objectives that are clearly articulated.
- Intentional, systematic preparedness of high school students for life after high school.
- High expectations for all students.

Thrive carefully establishes procedures and sufficient staffing to ensure the needs of all students are met, including those who need additional support beyond the classroom to meet grade level standards.

No child is excluded from the admissions process or excluded from attending Thrive due to his/her English language fluency, academic achievement, IEP or suspected disability, or any other factor. Thrive is committed to serving all students who wish to attend our school and does not discourage parents of students with special needs from applying for admission or enrolling their child.

1. INITIAL ASSESSMENT

An entrance assessment, including a school-designed test derived from State Standards and an English language assessment (where applicable) is administered to all new students. A baseline assessment is administered to returning students. See Elements 2 and 3 for more details. Throughout the year, teachers also assess students through informal measures such as checklists, class work and observations, and through more formal means, such as CAASPP testing and benchmark assessments both in writing and via online assessments. Throughout the year, formative and summative assessments, as well as data from computer programs are reviewed during shortened days and are implemented during Flex Time in grades TK-8 (where teachers group students based on data and provide just in time instruction) and Studio time for high school students. Grade level teams ensure that modifications such as differentiated instruction, scaffolding, and alternative assignments are used to address the needs of individual students. Throughout each school day, our model of instruction allows time for small group and individual instruction by teachers. In addition, students who are struggling are referred to our tutoring program for additional instructional assistance. These interventions are recorded in an online database, which document the length of time and effectiveness of the modification.

2. HOME/SCHOOL COMMUNICATION

Families at Thrive receive regular communications from the Charter School. Every week there is a school-specific bulletin that is sent to every parent with a list of updates and upcoming events. Similarly, there is a monthly newsletter that is sent out to all parents that connects all campuses updates and events, along with a selected school practice that gets explained. Teachers communicate throughout the school year with parents and guardians during formal and informal conferences regarding the social and academic progress of students. The Charter School Leadership Team assists both parents and teachers in fostering open communication. If a teacher has an urgent or persistent concern, the parent or guardian is contacted and invited

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to the Charter School to discuss the issue. Teachers receive training and are expected to maintain an open line of communication between the Charter School and the home and make every effort to ensure that parents and guardians feel welcome at the Charter School and comfortable enough to express their own questions and concerns. In addition, we offer a sophisticated online student information through Illuminate that allows students and their parents/guardians to access the student's online profile, including data such as attendance and meal participation, as well as real-time reporting about online assessments the student has completed, homework assignments and other important information. Parents are offered training on using computers and this system, and computers are available at the Charter School for parent use. Ultimately, we hope to secure grants to fund computers for family use at home.

3. STUDENT SUCCESS TEAM ("SST")

Despite the many strengths of the Charter School's programs, methods, and organizational design, additional support may be necessary in instances when students are not making satisfactory academic progress or when their behaviors are impeding their own progress or the progress of others. On those occasions, a referral to the Student Success Team opens a new pathway of support to students. The purpose of the SST is to ensure that the Charter School and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the Charter School's resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST process is coordinated by the Deans of Students (one at the TK-8 level and one at the HS level), who organizes the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers receive professional development regarding identification of student needs, modifications and interventions, and the SST process.

The SST process begins by reviewing the student's progress and clarifying the student's strengths and other known background information, and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after an action plan has been prepared and agreed upon which includes modifications and supports to be provided by the teacher as well as other intervention strategies for the family to implement at home and outside of school, along with a timeline for successfully implementing these interventions. Following the implementation of an SST plan and follow up, if concerns continue, a second follow up meeting may be set where revisions to the original SST plan are discussed.

B. ENGLISH LEARNERS

Thrive serves a significant number of English Learners. All of the major components of the Charter School's instructional program are carefully designed to promote the academic and social success of EL students. Thrive has an established English Learner Advisory Committee ("ELAC") comprised of parents and staff across all grades served.

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Several key features of effective programs for English Learners were identified during a study of 75 exemplary schools that successfully provide academic programs to English Learners in California (www.sharingsuccess.org). Many of those features have been incorporated within the program at Thrive, such as:

- **Inclusion** - The program for English Learners is an integral part of the Charter School, neither conceptually nor physically separated from the rest of the Charter School.
- **Enrichment** – English Learners are provided with a rich intellectual diet, not a remedial curriculum. The instructional approach for all students emphasizes critical thinking, hands-on learning, relevance, and connection across the disciplines.
- **Coordination** - A premium is placed on coordination and collaboration both horizontally and vertically across grade levels. Weekly schedules are designed to provide common planning time for teachers.
- **Internal Impetus** – Thrive teachers and Charter School leaders are the driving force and key players in designing and implementing innovative curricular and instructional approaches.

1. IDENTIFICATION OF ENGLISH LEARNERS

Thrive adheres to all applicable state and federal laws and regulations with respect to serving students who are English Learners. To identify students who are English Learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a Home Language Survey upon enrollment at the Charter School.

Based on the results of the Home Language Survey, students whose primary language is not English are assessed using the English Language Proficiency Assessments for California (“ELPAC”) assessment aligned to the State ELD Standards if he or she has not previously been identified as an English Learner by a California public school or if there is no record of prior ELPAC (or California English Language Development Test (“CELDT”)) results. ELPAC testing takes place within 30 calendar days after the date of first enrollment at the Charter School.

The English language proficiency of all currently enrolled English Learners are assessed through ELPAC summative assessments in accordance with the test contractor’s directions and pursuant to all legal requirements. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s IEP or Section 504 plan. An alternate assessment for English language proficiency are administered to students who are unable to participate in ELPAC testing, according to the guidelines set forth in the student’s IEP. Thrive staff notifies parents of the Charter School’s responsibility to conduct ELPAC testing and informs parents of ELPAC testing results within 30 calendar days following receipt of test results from the test contractor. Students are monitored in conjunction with the ELPAC performance levels.

Thrive maintains a record of all students who participate in each administration of the ELPAC test. ELPAC testing is used to fulfill the requirements for annual English proficiency testing and

comply with the accountability requirements under Title III of the ESSA. Thrive adheres to all legal requirements regarding oversight and administration of the ELPAC test.

Students' ELPAC scores and other assessments (such as NWEA MAP data, online learning program data, etc.) are used for placement into small learning groups and to create students' Personalized Learning Plan to assure students are making appropriate progress towards their individual academic goals and towards the overall goal of English Proficiency and exiting ELD.

Placement procedures may change based on the needs of the individual learner as determined by the school site Director and/or Intervention Specialist.

2. SUPPORT FOR ENGLISH LEARNERS

All English Learners receive daily EL/ELD instruction adjusted to the student's language proficiency level until they are reclassified. Thrive's schedule adjusts to meet the needs of students based on real-time data and students' Personalized Learning Plan.

According to a June 2015 study of best practices for supporting English Learners, there are three school-wide practices that have proven successful in improving EL achievement.¹³ They are:

- Developing a school-wide vision for EL instruction
- Developing an assessment system, and
- Providing on-going professional development.

In the spring of 2018, Thrive acted on each of these recommendations. We evaluated several practices of our instructional model including our approach to teaching language and literacy, including our vision for EL instruction. This evaluation was conducted by combined teams of teachers and school instructional leaders and included cycles of inquiry around implementation of instructional practices. In addition, we evaluated our assessment tools and data targets as well as our approach to providing students culturally relevant pedagogy.

The result of these evaluations included the establishment of a unified vision for TK-12 literacy instruction with imbedded ELD supports including:

- Specialized, targeted reading instruction.
- Learning of English and literacy skills across English, social studies and science domains.
- A push into higher order thinking through leveled questioning, close reading and academic discourse.
- Collaborative, interactive instruction in all content areas, including mathematics.
- Aligned assessments to monitor student's progress using MAP, Lexile, CAASPP and SEL data points.

¹³ Taylor M. (2015). Success for English Learners in Charter Schools.

<http://www.ccsa.org/SuccessForEnglishLearnersInCharterSchools.pdf>. Accessed on August 20, 2018. Reference to Berman, Minicucci, McLaughlin, Nelson, & Woodworth, 1995; Coady et al. 2003.

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- Aligned organization-wide professional development to unpack this vision for instruction and its implementation.
- In consultation with a year-long, multi-school pilot led by Ensemble Learning, the selection of the text *Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy*.¹⁴ This text outlines an instructional approach where both EL standards and content standards are used for lesson planning.
- A designated ELD approach where we provide push-in services during the designated English class as well as pull out services for students who require additional time. Throughout the week, a specialized teacher pushes into the classroom to work with a small group of English Learners for 30-60 min on their ELD goals and other English goals listed in their Personalized Learning Plan. This instruction is based on practices offered by EL Achieve and is conducted in small groups by our interventionists in TK-5, and in a Think Tank/Studio setting in middle and high school where all students receive targeted small group instruction in topics relevant to their learning goals.

In addition, Thrive implements its balanced literacy framework (as described earlier in this petition) in support of English language acquisition. Within this framework, each student works through their Personalized Learning Plan with their data and goals, which are addressed in the following ways:

- Small group teacher instruction where teachers work with groups of 4-5 students based on ELD levels and other data collected throughout the year.
- Access to online learning programs for individual practice of reading skills.
- Writing workshop and supplemental support through programs like StudySync.
- Parent handbooks provide tips for parents in Spanish and English to help them understand the Common Core State Standards and what students are doing in class.
- Full-time Literacy/Intervention Specialist to push in and support students similar to how a Special Education teacher would support special education students. The Literary Specialist holds an appropriate teaching credential and has experience working with ELs. The Literary Specialist receives 25 days of professional development around teaching practices, balanced literacy and other teaching methodologies as well as ongoing training offered by the CDE, County Office of Education and others throughout the year.

In mathematics, students follow their Personalized Learning Plan with their data and goals, which are addressed in the following ways:

- Small group teacher instruction where teachers work with groups of 4-5 students based on ELD levels, math ability and other data collected throughout the year.
- Access to online learning programs for individual practice that offer students the ability to see, hear, manipulate and practice math with immediate feedback.
- Direct support and a high use of manipulatives and realia to support learners to see math with and without words and provide conceptual math aligned to Common Core.

¹⁴ Zwiers, et. al., 2014.

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- Parent handbooks provide tips for parents in Spanish and English to help them understand the Common Core and what students are doing in class.
- Aids and specialized teachers are in class to support students as they work in small groups or individually.

At the high school level, ELD instruction takes place based on students' specific ELD needs. Thrive's master schedule has the flexibility to both provide intensive ELD support and ensure that all students graduate meeting A-G.

Research tells us that an effective instructional model acknowledges and addresses the challenges faced by ELs and must be applied over several years in order to be effective.¹⁵ Hakuta et al. (2000) found that it takes three to five years for ELs to achieve oral proficiency in English, and four to seven years to achieve academic proficiency in English. Similarly, Collier (1992) found the minimum length of time it takes for ELs to reach grade-level performance in English to be four years. The 2018-2019 school year will be our baseline year for this multi-layered approach to EL instruction.

3. RECLASSIFICATION OF ENGLISH LEARNERS

Before the issuance of each progress report card, teachers summarize students' mastery of standards for their current ELD level by looking at assessment material collected throughout the quarter. At the end of the semester, teachers also go through the list of standards for a student's current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers present evidence (e.g. scored writing samples, rubrics from oral presentations) to the Deans of Students, who works with teachers to make the final decision regarding progression to the next ELD level. Other reclassification criteria considered during this review process include an assessment of the students' language proficiency using objective assessments, including the ELPAC, and consideration of parental opinion and consultation, along with the comparison of the students' performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Thrive classifies students as Initial Fluent English Proficient ("IFEP") based on state guidelines for ELPAC scores in all categories of listening, speaking, reading, and writing. For students in Kindergarten, reading and writing scores are not criteria considered for IFEP classification. Thrive may change a student's status to Reclassified Fluent English Proficient based on state guidelines. Once students are proficient, they are Redesignated Fluent English Proficient ("RFEP"). After a student is RFEP, they no longer take the ELPAC. However, their progress continues to be monitored for 4 years by meeting regularly with their teachers and reviewing

¹⁵ Collier, 1992; Genesee, Lindholm-Leary, Saunders, & Christian, 2005; Hakuta, Butler, & Witt, 2000

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their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

The Intervention Coordinator serves as the ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English Learners toward mastery of ELD standards.

To the extent Thrive enrolls any Long Term English Learners (“LTELs”), our individualized program will help to identify and address these students’ needs. LTELs will participate in ELD instruction as detailed above. These students’ academic language and specific academic vocabulary and language structures may be further developed through ESL classes at San Diego Continuing Education community college or using computer programs to support language acquisition. Because the needs of LTELs are varied, we will work with our Intervention Coordinators and classroom teachers to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. Students are made aware of their LTEL status and the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

4. MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

C. SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

Our teachers and staff all receive training on recognizing symptoms and behaviors indicative of a child’s need for additional supports, including issues relating to hunger, extreme poverty, and individual families’ challenges to meet their child’s needs. Our SST is responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations such as the San Diego Center for Children, Bayside Community Center or other local community resources. Our emphasis on a school community and the responsibility we have to one another within that community extends to the parents and families of our students as well.

Thrive offers a whole day program from transitional kindergarten on, with before and after-school care available and provided in partnership with other community based organizations such as the YMCA, Boys and Girls Club or others., This will help best serve our students’ needs and accommodate working families. As demonstrated by the success of countless schools in

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California and beyond serving students who are socio-economically disadvantaged, income is not a determinate factor in a student's ability to succeed academically. We have not found systematic research that correlates socioeconomic status with school achievement in a way that can lead to a pedagogical generalization. If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Learners, Thrive utilizes strategies described in other sections of this petition.

D. GIFTED AND HIGH-ACHIEVING STUDENTS

Gifted students are served within the regular classroom program. Teachers at Thrive use multiple strategies to differentiate instruction for diverse learning styles and ability levels within the Charter School's curriculum. Our integrated approach to planning and delivering instruction are an effective approach for all learners, including gifted students. In the case of gifted students, teachers provide a variety of options for students to demonstrate their understanding of what they have learned.

1. IDENTIFICATION OF GIFTED STUDENTS

Teachers use a variety of assessment measures, including standardized assessment data and other classroom performance data, to identify students who are gifted. Students who achieve significantly above grade level and/or demonstrate behaviors consistent with gifted ability may be appropriately identified. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. Parents and guardians are informed when their child is suspected of being gifted or identified as gifted so that they can seek appropriate challenges and opportunities for their child.

2. STRATEGIES TO SUPPORT GIFTED STUDENTS

Students who are high achievers and/or identified as gifted benefit from differentiation and instruction that is flexible enough to meet their specific needs. According to Carol Ann Tomlinson, a recognized expert in the field of education for gifted students, "a class is not differentiated when all students are doing the same thing and no adjustments are being made to the difficulty levels of the assignments that are given." (Tomlinson, 1995.) Thrive has adopted many of the strategies recommended by Tomlinson and others for effective teaching in mixed-ability classrooms such as:

- Providing alternative and/or extension activities for students who have already mastered the content being taught, including self-directed projects for deeper learning at the high school level, and online curriculum for more advanced study during Studio time.
- Allowing gifted and high achieving students to work at an accelerated pace, including, at the high school level, enrolling in dual enrollment college courses both online and at local colleges/universities.

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- Providing opportunities for students to work in flexible groups with other intellectual peers.
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher.
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking.
- Incorporating a variety of the levels of thinking described in Bloom’s taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products.

As a result of this program differentiation, the unique learning needs of advanced learners are met within the regular classroom program. High school students, at their readiness, will also be encouraged to take AP exams, with test prep and coaching available.

E. STUDENTS AT-RISK OF LOW ACHIEVEMENT

Thrive is committed to ensuring that all students achieve at their maximum learning potential, including students achieving below grade level expectations. The program at Thrive has been expertly designed to meet the needs of all types of students by differentiating instruction, increasing student engagement and motivation, and providing a stimulating and challenging curriculum with multiple entry points for diverse learners and abilities.

Teachers receive training on effective intervention strategies targeted towards the areas of greatest need. To reach the greatest number of our students falling within this category, teachers are trained to utilize the following “best practices”:

High Expectations: By believing in and identifying each student’s potential, teachers then utilize the student’s strengths to help him/her reach this potential.

Reality-Based Teaching: Students need to be provided with “real life” purposes for their reading, writing and problem-solving. Reality-based learning approaches help to build a bridge between school and home, thereby helping students see relevance to their learning. Many at-risk students do not see the relevance in their schooling and, therefore, lose motivation to succeed and learn. The expected diversity of our student body influences curricular choices and efforts are always made to ensure we utilize culturally relevant literature, reality-based economic scenarios, and multiple perspectives.

Cooperative Learning: Students learn well from each other and opportunities should be provided for students to work together to plan, create and perform projects, as well as to discuss and debate issues. Cooperative grouping allows students to practice the social aspect of learning and contributes to active participation and team work. Each student can utilize his/her strengths in groups and learn from the strength of his/her peers.

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Varied Assessment: As all students possess and utilize different strengths for their learning, a teacher who allows for a variety of assessments is more apt to find out what students have truly learned, not just how they take a test. Portfolios, oral presentations, open-book tests, group projects and graphic maps are only some of the many avenues available for teachers to tap into their student's knowledge. The wider the variety of assessment the teacher uses and the more authentic and on-going it is, the truer the picture the teacher can get of their student's understandings.

Direct Instruction: As an instructional strategy, direct instruction responds to the student's needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned (Better Thinking and Learning, Maryland State Department of Education). Students can learn high level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge. The elements of Direct Instruction include:

- Clearly communicating goals for students
- Structuring academic tasks for students
- Demonstrating the steps necessary to accomplish a particular academic task
- Monitoring student progress
- Providing student practice (including through online exercise) and feedback to ensure success
- Holding students accountable for their work through frequent teacher review

By continuing to look to research, and giving teachers time to meet, discuss, and learn what works best with their students, teachers continually assure that they are using the most effective strategies for helping all of their students become active and motivated learners who master the knowledge necessary for life-long learning and success.

1. IDENTIFICATION OF STUDENTS WHO ARE AT-RISK AND/OR ACHIEVING BELOW GRADE LEVEL

It is anticipated that the academic needs of most students are met through the core elements of the Thrive program. Nevertheless, in some instances students who are achieving below grade level may require additional assistance to catch up to their peers. Students are identified as under achieving or at-risk of low achievement if:

- Their classroom performance is considered to be one or more years below grade level based on class assignments and/or assessments;
- They receive a Not Met or Nearly Met score in ELA or mathematics on the CAASPP;
- They fail to demonstrate a minimum of one year of academic growth in reading, writing, and/or mathematics during each year; or
- They have an existing IEP.

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2. STRATEGIES TO SUPPORT ACADEMICALLY LOW ACHIEVING STUDENTS

Thrive's program features have been proven through research and practice in similar school populations to be especially effective with Title I students and students performing below grade level or at significant risk of low achievement. The following program elements, described throughout this petition, are designed to support all students. These elements have demonstrated particularly successful results with low achieving students and others who are at risk of school failure and for whom traditional strategies are less likely to be effective:

- Balanced literacy
- Exploratory learning
- A program built on rigorous content standards
- Highly qualified teachers
- Culture of excellence and high expectations
- A supportive school community
- A strong home-to-school connection

In the event that students are identified as under achieving, they receive targeted support and assistance above and beyond the regular school program. Targeted support for under achieving and/or students at risk may include:

- Early intervention in reading during ELA in the daily schedule including Studio time and other intervention classes (e.g. ELD) for high school students
- Tutoring
- Focused attention on specific strategies and supports, in consultation with the student, parent/guardian and SST as needed
- Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve
- Other program modifications and supports as determined by the classroom teachers

Thrive has created flexibility in student scheduling in grades 9-12. This will allow students to take a variety of elective courses beyond the minimum required for graduation, and it will allow students who need additional support in literacy, numeracy or social emotional development to receive that support without jeopardizing their graduation or college-readiness potential.

3. CLASSROOM MODIFICATIONS FOR LOW ACHIEVING STUDENTS

In addition to the instructional methods and strategies detailed above, when appropriate, classroom modifications are made to support low achieving students. Modifications or accommodations may be used by the classroom teachers in coordination with the Student Success Team, for students who are low achievers, depending on the student's specific need. These may include using different materials (visual aids, manipulatives, audio materials), using different methods (reading written material aloud to student, guided note-taking, visual cues/modeling), differentiated pacing and assignments, environment changes, testing accommodations and more.

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4. TRACKING THE ACADEMIC PROGRESS OF AT-RISK STUDENTS

Thrive uses Illuminate to effectively track academic progress over time. Using the data tracking system, the following groups of students are monitored by teachers and school administration to ensure satisfactory academic progress and to provide timely and targeted intervention when necessary:

- Students identified as achieving below grade level
- Students identified as being at risk for school failure due to environmental factors
- Socioeconomically disadvantaged students (Title I)

In the event that struggling students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student to the Student Success Team.

F. STUDENTS WITH DISABILITIES

Teachers at Thrive implement a wide range of accommodations for students with disabilities. All teachers receive ongoing professional development regarding special education policies, strategies for working with learning-disabled students, and classroom practices that support students with diverse learning styles and abilities. Among the topics that are discussed during professional development sessions are:

- Early identification and symptoms of learning disabilities
- Classroom accommodations for specific, observed behaviors
- What to do when a teacher or parent suspects a child may be learning disabled.

Thrive complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights (“OCR”). Furthermore, Thrive complies with Special Education Local Plan Area (“SELPA”) guidelines, and all California and federal laws pertaining to special education students.

To the maximum extent appropriate, all students with disabilities are fully integrated into the programs of Thrive, with the necessary materials, services, and equipment to support their learning. The Charter School ensures that any student with a disability attending Thrive is properly identified, assessed and provided with necessary services and supports.

As required by a student’s IEP, modified courses and instructional approaches will be offered that lead to a Certification of Completion rather than a standard high school diploma. Alternate achievement standards are considered to be aligned with Common Core standards at a modified level. Thrive will rely on the National Center and State Collaborative’s Core Content Connectors to align State Standards to IEP goals. In addition to academic goals, students

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working toward a Certificate of Completion will also address social, communication, behavior and transition/vocational goals within academic classes as well as on-campus and off-campus jobs and activities.

1. PLAN FOR STUDENTS WITH DISABILITIES

Thrive operates as a Local Education Agency (“LEA”) for the purposes of providing Special Education services and is a member in good standing of the El Dorado County Charter School SELPA. Parents are informed that special education and related services are provided at no cost to them. See Appendix I for SELPA MOU.

As its own LEA and member of a SELPA, Thrive pledges to work in cooperation with all local and state agencies to ensure that a free and appropriate public education is provided to all students with exceptional needs. Thrive complies with all regulatory special education requirements of the IDEA, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights. Furthermore, Thrive complies with all provisions of AB 602, applicable SELPA guidelines, and additional federal and state laws that apply to Thrive pertaining to special education students.

Per federal law, all students with disabilities are fully integrated into the programs of Thrive, with the necessary materials, mandated services, and equipment to support their learning. Thrive meets all the requirements mandated within a student’s IEP. The Charter School includes all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

2. SEARCH AND SERVE

Upon the commencement of each school year, all students are evaluated as a means of general class placement. Students may be evaluated from already-available data (i.e. school tests, teacher observations, grades, etc.) regarding the student’s progress or lack of progress within the general program. No assessment or evaluation is used for admission purposes. Through collaboration between the faculty, parents and school leaders, Thrive works to identify any students who do not currently have an IEP but may be in need of pre-referral interventions. The Student Success Team convenes weekly to review all referred students as well as student data across sub-groups, classrooms and more. If the Student Success Team finds that the pre-intervention plan is not sufficient to meet the student’s needs, they will recommend that student for a formal special education assessment. Thrive may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Please see section IV. A. 3. for details.

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3. ASSESSMENT

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Thrive's primary internal method for referral for assessment is the Student Success Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such parent referrals are responded to in writing by Thrive in a timely manner. Any Thrive professional may also directly refer a student for formal assessment to see if he or she has a disability. Thrive may additionally choose to refer a student for services assessment through the provisions of a Section 504 Plan, if appropriate.

After a student is referred for a special education assessment, Thrive provides the student's parent or guardian with a proposed assessment plan within 15 days of the referral. Parents are informed by the Dean of Students for their child's grade level that special education and related services are provided at no cost to them. Thrive obtains informed consent from the parent/guardian before conducting the assessment, and the assessment is completed within 60 days of receipt of parental consent.

The Deans of Students are responsible for gathering all pertinent information and sharing such information all others involved in the assessment. Information gathered is used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. If needed or requested, an interpreter is provided for the parent or guardian during the assessment. A teacher or Thrive staff member may serve as the interpreter, if fluent in the parent/guardian's native language and with parent approval. The types of assessments that may be used for determining eligibility for specialized instruction and services are selected by Thrive, in collaboration with any hired service providers, and are generally performed by a qualified psychologist and a nurse if applicable. Those assessments could include, but not limited to:

- Individual testing
- Teacher observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

Unless conflicting with the Authorizer's, or SELPA policies and procedures, Thrive follows the below assessment guidelines. If a conflict with any of the prior mentioned agencies policies and procedures exists, then the Authorizer's, or SELPA policies and procedures will govern, and Thrive will revise these guidelines accordingly:

- Parents or guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment.
- The student must be evaluated in all areas related to his/her suspected disability;

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- The assessment is conducted by a professional with knowledge of the suspected disability.
- Multiple assessments are delivered by qualified professionals to measure the student's strengths and needs.
- Assessments are delivered without cultural, racial or gender bias.
- Assessment results are delivered to the parent/guardian in their primary language, and an interpreter will be provided if needed.
- Assessments are adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team is assembled to assess the student, including a teacher knowledgeable in the disability.

Once the assessment is completed, Thrive holds a meeting to review the results of the assessment and determine whether the student qualifies for special education by meeting the criteria for one of 13 disabling conditions. This meeting is the initial Individualized Education Program (IEP) meeting described in detail below and Thrive gives the student's parent/guardian the opportunity to participate. Thrive is responsible for scheduling, coordinating and facilitating the IEP meeting.

If a student enrolls at Thrive with an existing IEP, Thrive will notify the SELPA and an IEP meeting is convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, if needed, Thrive shall work to implement the existing IEP or as otherwise agreed upon by the parent/guardian. Within 30 days of each school year beginning, Thrive forwards a complete list of all new IEPs to students' home districts for reference, if required by law.

4. DEVELOPMENT, IMPLEMENTATION AND REVIEW OF IEP

Every student who is assessed by the Charter School has an IEP that documents assessment results and eligibility determination for special education services. If the student is deemed eligible for services, Thrive is responsible for implementing the IEP and providing specialized services according to the student's IEP. Implementation is overseen and coordinated by the Resource Teacher with individual services provided based on the decisions of the IEP team and the services outlined in the IEP.

Thrive ensures that all aspects of the IEP and school site implementation are maintained. Thrive provides modifications and accommodations (as outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the Charter School who have IEP's are served in the Least Restrictive Environment ("LRE").

Each student who has an IEP has an IEP team that oversees the IEP Development, implementation and progress of the student. The IEP team at Thrive consists of the following

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individuals:

- Directors and Deans of Students
- The parent or guardian of the student for whom the IEP was developed;
- The student
- The student's special education/resource teacher
- At least one core classroom teacher who is familiar with the curriculum or progress appropriate to that student;
- If the student was recently assessed, the individual who conducted the assessment

Others familiar with the student may be invited as needed. Thrive views the parent as a key stakeholder in these meetings and make every effort to accommodate parents' schedules and needs so that they are able to participate effectively on the IEP team. Thrive provides an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. When available, a Thrive teacher or staff member, fluent in the parent's native language, may serve as the interpreter with parent approval. If the parent(s) cannot attend the IEP meeting, the Charter School ensures his/her participation using other methods, such as rescheduling the meeting, conferencing by telephone, conferencing via webcam, or meeting at the parent's home. A copy of the IEP is given to the parent in accordance with State law, Thrive and SELPA policies, as applicable.

Upon the parent or guardian's written consent, the IEP is implemented by Thrive. The IEP includes all required components and be written on SBCSS approved forms.

The elements of the IEP include:

- A statement of the student's present levels of academic achievement and functional performance.
- The rationale for placement decisions.
- The services the student receives and the means for delivering those services;
- A description of when services begin, how often the student receives them, who will provide them, and where they are delivered.
- Measurable annual goals and short-term objectives focusing on the student's current level of performance.
- A description of how the student's progress is measured and monitored.
- An explanation of the extent, if any, to which the student cannot participate in general education.
- Any accommodations necessary to measure the academic achievement and functional performance of the student on state and district assessments.
- Transition goals for work-related skills.

IEP meetings are held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes.
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress.

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- After the student has received a formal assessment or reassessment.
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress.
- When an Individual Transition Plan is (“ITP”) required at the appropriate age.
- When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior.
- Prior to the expulsion of a student with an IEP, to determine if the student’s misconduct was a manifestation of his/her disability.
- If the parent/guardian, a Thrive staff member, hired service providers, or the student has communicated a concern about the student’s progress.

The IEP team formally reviews each student’s IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team also conducts a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student’s progress.

If a parent or faculty member feels the student’s educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the Charter School. Once the request is received, the IEP Team has thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Parents are informed four times a year of the student’s progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP is an attachment to the general progress report. This serves to document the method by which the student’s progress toward achieving the annual goal is measured, the student’s progress during the relevant period, the extent to which it is anticipated the student achieves the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

5. SPECIAL EDUCATION STRATEGIES FOR INSTRUCTION AND SERVICES

As detailed throughout this petition, Thrive employ a highly individualized model of instruction for all students, which benefits all students with learning challenges. Thrive utilizes the Multi-Tiered System of Supports (“MTSS”) that intentionally incorporates SEL, academic and special education support as compatible tools. Thrive also complies with the federal mandate of the least restrictive environment. Thrive mainstreams all of its students as much as is appropriate according to each individual IEP. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP is built around the student’s needs and how these fit within the general educational program of the Charter School.

Thrive employs a variety of strategies to ensure student success for our Special Education such

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as those detailed extensively in the previous sections, and all are in accordance with his or her IEP.

Thrive may also contract with outside special education service providers depending on operational needs or specific requirements of the students' IEPs. Some of the potential contracted services may include nurses, speech therapists, psychologists, autism behavioral or occupational therapists, and counselors. Thrive reassess its special education staffing, service providers, methods, and strategies on a continuous basis to assure that all services provided are effective and of the highest quality.

Thrive retains the option, based on operational evaluation and program needs, to employ a high-quality Special Education service provider that could coordinate and facilitate some or all of the special education related services and instruction for our students. Thrive has joined the resource-sharing special education joint powers agreement established by San Diego charter schools participating in the El Dorado SELPA. These types of special education service providers could provide Thrive with the following staff:

- Credentialed special education teachers/Resource specialists
- School psychologists
- Occupational therapists
- Physical therapists
- Speech-language pathologists
- School nurses
- Vision therapist
- Interpreters for students who are deaf or hard of hearing
- Orientation and mobility aides for students who are blind or visually impaired

The chosen special education service provider could also be responsible for a number of areas including Assessments, Behavioral Support, Clinical Services, Compliance/Administration, Related Itinerant Services and Designated Instructional Services ("DIS"), and Special Education Instruction.

For every student who is eligible to receive special education instruction and related services, Thrive provides transportation as a related service if it is required to assist a child with a disability to benefit from special education. As required for any special education program, transportation is provided to meet the criteria for a free, appropriate public education. As applicable, a student's IEP describes how special education transportation is coordinated with regular home-to-school transportation and sets forth an individualized plan for meeting the transportation needs of the student receiving special education.

6. REPORTING

Thrive, in collaboration with its service providers, collects and maintains the following information on disabled students as required by IDEA:

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- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from Thrive of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting are the responsibility of each site Director (or his/her designee). The Directors ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Directors oversee access to these records and is responsible for ensuring that all providers responsible for the implementation of a student's IEP has access to a copy of the IEP and is informed of their specific responsibilities in implementing the IEP.

7. DUE PROCESS AND PROCEDURAL SAFEGUARDS

Parents or guardians of students with IEPs at Thrive must give written consent for the evaluation and placement of their child; is included in the decision-making process when change in placement is under consideration; and is invited, along with teachers, to all conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents is acknowledged by the Charter School within five days, after which a meeting between the parent and school are scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The Charter School provides the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions.

In the event that a parent/guardian files a request for a due process hearing or request for mediation, Thrive participates cooperatively to resolve the issues.

Parents or guardians also have the right to file a complaint with the Authorizer if they believe that the Charter School or SELPA has violated federal or state laws or regulations governing special education.

8. SECTION 504 OF THE REHABILITATION ACT

Thrive recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Thrive Public School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team is assembled by the school site Directors and shall include the Director (or his/her designee), parent/guardian, the student if needed, a qualified faculty member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student's existing records; including academic, social and behavioral records, and is responsible for deciding as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who evaluates the nature of the student's disability and the impact upon the student's education. This evaluation includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is or is not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA is made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to

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ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The Special Education Coordinator ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with any long-term substitutes. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

X. INDEPENDENT STUDY

To the extent independent study is provided, Thrive complies with state laws relating to independent study as set forth in Education Code Sections 47612.5(b), 51745, *et al.*, and applicable regulations. The governing Board of Thrive will adopt policies as necessary to implement any independent study options provided to students.

XI. EIGHT STATE PRIORITIES AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (“LCAP”)

Thrive complies with all requirement under Education Code Section 47605(b)(5)(A)(ii) to provide a reasonably comprehensive description of annual schoolwide and subgroup goals and actions for each of the applicable eight state priorities defined in Education Code Section 52060.

In Element 2, Thrive provides extensive details about intended goals, actions, and outcomes that align with the eight state priorities and the actions to achieve the state priorities, based on Thrive’s 2018-19 LCAP (see Appendix J). By June 30 of each year, Thrive will engage stakeholders in drafting an annual update to the LCAP. Thrive will comply with all elements of the LCAP, including the adoption of any templates required by the State Board of Education.

Element 2: Measurable Student Outcomes

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code § 47605(b)(5)(B).

As a California charter public school, Thrive assumes an increased level of accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the Charter School.

Thrive adopts a comprehensive set of benchmarks for student and school outcomes that support the achievement of the Charter School’s vision and mission, based on the State Standards, state priorities, and our definition of an educated person in the 21st century. Full implementation of the educational program and frequent monitoring of student and school outcomes ensure that the Charter School is an academic success and is achieving all of its overarching goals. To make certain that the Charter School’s primary goal of increased academic achievement for all students is met, student achievement data obtained from standardized assessments is disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students and students with disabilities). See Element 3 for additional details about assessments utilized to monitor student achievement, teacher efficacy and overall school performance.

At the high school level, additional metrics for success are used. In addition to success at the course level, Thrive monitors graduation and dropout rates, GPA’s, college entrance examination scores, college application, acceptance, matriculation and graduation rates. These measures are essential to quantifying the success of Thrive’s program in preparing students for college and career.

The CEO, CAO, and Directors and faculty are accountable for the academic achievement and psychological well-being of students. The Directors are ultimately responsible for meeting target goals and are held accountable by the CEO and Board of Directors.

Goals, Actions and Outcomes That Align with the Eight State Priorities

Thrive has clearly defined schoolwide goals, actions, and measurable outcome, both schoolwide and for each subgroup of pupils, pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), which align with the Eight State Priorities as described in Education Code Section 52060(d), which are found in the Charter School’s LCAP. (See Appendix J for Thrive’s 2018-19 LCAP.)

Thrive will pursue the following school-wide and subgroup outcome goals, as measured by

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multiple and varied benchmark assessments that are aligned to state and federal standards and reflect proficiency measures required as well as applicable state priorities detailed in Education Code Section 52060(d) that apply for the grade levels served, or the nature of the program operated, by the Charter School.

For purposes of measuring achievement of these goals, a numerically significant pupil subgroup is defined as one that consists of at least 30 pupils, each of whom has a valid test score; or, for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils. Cal. Education Code § 52052(a)(3).

Pursuant to Education Code Section 47606.5, Thrive shall annually update the LCAP, including the goals and annual actions identified therein. As required by Education Code Section 47604.33, Thrive shall submit the LCAP to the Authorizer and the San Diego County Superintendent of Schools annually on or before July 1.

Thrive complies with all state assessment and accountability requirements applicable to charter schools for pupil achievement, as measured by all of the following, as applicable: CAASPP statewide assessment, the California School Dashboard, the percentage of ELs who make progress toward English language proficiency as measured by the ELPAC, EL reclassification rates, and high school graduation rates.

Thrive prepares students for taking all state-mandated standardized tests through its innovative and comprehensive educational program. Teachers design their daily lessons, unit plans, and assessments around the essential content standards and the knowledge, skills, and support reasoning embedded in the State Standards. Subjects are taught using curricular resources, materials, and assessments that are aligned to effective teaching of these standards. In addition, the Charter School's innovative educational program (i.e. the curriculum, lessons, projects, and activities) serves to enrich the concepts reflected in the content standards assessed by the CAASPP. See the Charter Renewal Criterial section above for a discussion of the Charter School's CAASPP and California School Dashboard data as compared to District schools.

Schoolwide Goals

As stated in the Charter School's 2018-19 LCAP, we are tracking the following goals:

GOAL #1: Thrive will use multiple measures of student/schoolwide data to: measure program efficacy in supporting high student academic and social-emotional growth; and ensure maximization of the human, material, physical (facilities), financial and community resources that support the Thrive Public Schools mission and Strategic Plan.

GOAL #2: Thrive will empower and train high quality instructional leaders to provide students with a transformative education, using authentic, rigorous, standards-aligned and project-based curriculum in order to prepare all students for College and Career Readiness (CCR).

GOAL #3: Thrive will engage parents and the community as partners through education, communication, and collaboration, and provide students with a safe, welcoming, inclusive, positive learning environment that exudes a culture of high expectations, in order to ensure all students are college and career ready.

Goal #1: Annual Measurable Outcomes

Thrive tracks and reports on the following annual measurable outcomes in support of reaching Goal #1:

- Annual growth on CAASPP ELA distance from Level 3 (DF3) scale scores
 - Grades 3-8 ELA: +1 DF3
 - Grades 3-8 Math: -40 DF3
- Increase attendance rates to 95.5%
- Decrease chronic absenteeism rates to <2%
- Maintain middle school dropout rates at <1%
- Maintain high school dropout rates

Goal #2: Annual Measurable Outcomes

Thrive tracks and reports on the following annual measurable outcomes in support of reaching Goal #2:

- 100% of students have access to standards-aligned instructional materials
- Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric on the California School Dashboard
- 100% of teachers are appropriately credentialed and assigned
- 35% of EL who progress in English proficiency as measured by ELPAC
- 20% in English Learner reclassification rate
- 100% of students with access to broad course of study: Art Exploratory (K-7); Movement Exploratory (K-7); Wellness (Gr. 8-10); Drama (Gr 9-10); Art (Gr. 8-10); Intro. to Engineering Design (9-10) & UC A-G courses
- Increase % of Grade 5 students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT
- Increase % of Grade 7 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT
- Increase % of Grade 9 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT

Goal #3: Annual Measurable Outcomes

Thrive tracks and reports on the following annual measurable outcomes in support of reaching Goal #3:

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- Parent involvement through input in decision-making via SSC, ELAC and FAN
- Parent involvement includes opportunities for participation in programs including parents of unduplicated students and Students with Disabilities
- Maintain suspension rates <2%
- Maintain expulsion rates <1%
- Increase parent participation rate on parent survey
- Increase student participation rate on student survey

Element 3: Methodologies for Measuring Student Outcomes

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(b)(5)(C).

Thrive administers a variety of meaningful assessments to document and analyze student academic progress over time. Student achievement data gathered through internal and external assessments provide teachers the opportunity to modify classroom instruction in response to student outcomes and allow the Charter School to modify its program to best address student needs. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Additional internal assessments, such as teacher-created, publisher and online assessment tools, are analyzed individually by teachers and in collaborative groups during weekly planning in order to target student needs, identify program strengths and gaps, and to plan subsequent instruction. Throughout the year benchmark student achievement data is analyzed among the Charter School faculty during pupil-free professional development days.

Our faculty uses a variety of assessments to measure individual students’ attainment of State Standards and the objectives of our curriculum. Students participate in several formal assessments each year, including but not limited to Running Records and MAP diagnostic assessments. Official checklists and rubrics from the published curriculum programs and online resources such as ST Math and Lexia plays a major role in teachers’ determination of student achievement of standards mastery. Yet more informal assessment techniques also play a major role. In kindergarten, for example, in order to find out how children are progressing, the teachers observe the children engaged in a variety of events: children working on math manipulatives; using a pointer, children are reading from poetry charts; the teacher sitting at a table with a small group of children presenting a mini-lesson or conferencing; and so on. Teachers observe children as they are engaged in classroom activities and record their behaviors in an anecdotal record. These observations, along with student work samples over a period of time gathered in a portfolio, guide the instruction.

As students become increasingly able to produce independent work samples such as journal entries, written reports, project work and presentations, these products also be evaluated by teachers. By the end of the third grade we expect that most students perform at the proficient level or above in reading, writing and speaking according to the Charter School’s assessment measures. Ongoing assessment of daily work and formal evaluation using online assessments, scoring guides, tests and checklists provide the teacher, parent and student with feedback on student achievement and progress. As students progress into and through middle grades and high school, student evaluation becomes more formal, including student-produced book projects, final draft writing, science experiments and presentations of research. Portfolios, public Exhibitions, and project Exhibits are used to assess student growth and to assist both the student and the teacher in identifying the next steps for growth. Students are assessed in a

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summative manner on a weekly basis in the form of a quiz, test (both written and online), essay, research paper, presentation or project.

As a critical part of our model, Thrive depends on data collected from various sources to inform our instruction and guide decision making, especially as it relates to students that are newer to the Charter School.

Thrive aims to close the achievement gap through thoughtful personalized learning, small group instruction, adaptive online learning programs as well as robust projects that make meaning of learning in a real-world context.

Assessment/Data Source	Topic and Frequency	Purpose
CAASPP	<ul style="list-style-type: none"> • ELA and Math (3-8, 11) • Annual 	<ul style="list-style-type: none"> - Report on student achievement - Identify need for academic intervention - Establish schoolwide goals - Inform teacher practice - EL Reclassification
SARC	<ul style="list-style-type: none"> • Demographic, academic and fiscal data; information on school safety and on teachers and class sizes • Annual 	<ul style="list-style-type: none"> - Provide parents and the community with important information about the school
NWEA MAP	<ul style="list-style-type: none"> • Math & Reading (K-12) • Lexile assessments (K-12) • ACT Prep predictor (5-11) • 3 times/year 	<ul style="list-style-type: none"> - Report on student achievement - Identify need for academic intervention - Establish schoolwide goals - Inform teacher practice
CAST	<ul style="list-style-type: none"> • Science (5, 8 and high school) • Annual 	<ul style="list-style-type: none"> - Identify need for academic intervention - Establish schoolwide goals - Inform teacher practice
ELPAC	<ul style="list-style-type: none"> • English Language Acquisition • Annual 	<ul style="list-style-type: none"> - Identify need for academic intervention - Inform class placement - Establish schoolwide goals - Inform teacher practice
Illuminate CA School Dashboard	<ul style="list-style-type: none"> • Attendance • Student Demographics • Quarterly 	<ul style="list-style-type: none"> - Identify need for attendance intervention programs - Identify effectiveness of recruitment efforts - Identify home language needs of families - Identify instructional needs of student population
Formative and Summative Assessments	<ul style="list-style-type: none"> • All Subjects • Daily-Weekly 	<ul style="list-style-type: none"> - Identify need for academic intervention - Report on student achievement - Inform teacher practice - Inform classroom groupings - Assist in determining level of mastery of standards

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Assessment/Data Source	Topic and Frequency	Purpose
Progress Reports/Report Cards	<ul style="list-style-type: none"> All Subjects 2-4 times/year 	<ul style="list-style-type: none"> Identify need for academic intervention Report on student achievement Assist in determining level of mastery of standards
IEP Evaluations	<ul style="list-style-type: none"> Individual Goals 3 times/year 	<ul style="list-style-type: none"> Report on student achievement Assist in determining level of mastery of goals Inform teacher practice
Student self-assessment	<ul style="list-style-type: none"> Academic Performance Social Emotional Learning 3 times/year 	<ul style="list-style-type: none"> Develop student understanding of their performance relative to standards Develop student capacity for self-reflection and goal setting
Student surveys	<ul style="list-style-type: none"> School climate and learning environment 2 times/year 	<ul style="list-style-type: none"> Gather feedback from students regarding their school experiences Use feedback to enhance and/or further develop identified areas of the school
Family/Teacher surveys	<ul style="list-style-type: none"> School climate and learning environment 2 times/year 	<ul style="list-style-type: none"> Gather feedback from parents/families regarding their experiences Use feedback to enhance and/or further develop identified areas of the school

At Thrive, we believe that learning is a life-long process that includes far more than the acquisition of knowledge. We are committed to supporting each student in continual growth of essential and 21st century skills, as well as habits of heart and mind. We know that this comprehensive focus supports and empower our students as they develop and share their own individual gifts. Tracking each student's growth in a holistic way is accomplished through a combination of the following:

- *Progress reports* that capture teacher, student and family reflections on development in both skills and habits of heart and mind.
- *Adaptive assessment tool* (see "MAP" section below) that is geared more towards measuring growth in skills, versus a one-time snapshot of proficiency provided by standardized tests.
- *Student Exhibitions and Portfolios of Work* provide tangible evidence of each student's growth over time in a way that honors each student for the unique individual that they are.
- *Ongoing observation and communication* between students, teachers and families.

Progress Reports

We believe the purpose of “report cards” is to report progress and growth. Our progress reports focus on "mastery" of skills, as opposed to traditional "grading," measuring growth in both essential skills and habits of heart and mind. Provided 2-4 times a year, teachers prepare progress reports by using insights from the following:

1. *Exhibitions* by the student throughout the year, which provide students with valuable opportunities to share their insights and learning, while also further developing key 21st century skills
2. *Student-led conference with teacher/family/student*, which provides an opportunity for all 3 partners (student, teacher, family) to reflect on the student's growth, as well as to set goals for the coming months
3. *In-class work, as well as home school work samples*, which provide the opportunity to track growth in essential skills
4. *In-class interactions and observations*, which provide teachers with the opportunity to track growth in habits of heart and mind

Measuring Academic Progress

In order to provide a personalized education experience and to understand better when students have achieved specific competencies and are ready to advance, and where they need help, we use NWEA's MAPs testing. It is a fully adaptive assessment tool that produces a measure of student growth and achievement. This information is used to personalize learning plans, create focused instructional groupings, as needed, and be a consideration in determining placement. Focused on growth rather than "proficiency," this assessment is administered at the beginning of the year, midyear, and in the spring, providing an opportunity to track growth throughout the year.

We monitor student progress through MAP testing three times a year. Thrive relies on the NWEA MAP test in Math and Reading to give us a deeper snapshot of student growth and call attention to the need for intervention. The MAP test is administered three times per year, data is analyzed, and course correcting takes place when necessary. MAP also offers projections on how students will fare on CAASPP assessments and the ACT college admissions exam.

Assessment Design

Thrive's assessment methods are modeled off those presented by Richard J. Stiggins in *Student Involved Classroom Assessment, 3rded., 2001*. Stiggins' work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. Various tools and resources allow teachers to determine the most appropriate type of assessment to measure student mastery of a given standard. This method has been included based on proven successful use in elementary and secondary educational settings, and includes such assessments as selected response, essays, performances, and products.

Our faculty uses all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. Our goal is continuous improvement to achieve the highest quality educational program that is possible. Staff continuously are challenged to rethink current pedagogical practices to meet the changing needs of individual students.

Beginning in 2018-2019, we will employ the Devereux Students Strengths Assessment (“DESSA”). This assessment is a standardized, strength-based measure of the social and emotional competencies of children in kindergarten through 8th grade.

Use and Reporting of Data

Online learning provides an invaluable level of efficiency in the way programs assess student content mastery via frequent and ongoing assessments. Programs such as ST Math and Lexia are utilized at all grade levels to provide teachers, school leaders and parents with frequent measures of student performance. As students use these programs, data is automatically generated for teachers to see which skills students have mastered, which require more instruction, and so on. These reports are tied directly to state content standards so that summative data shows student mastery of specific standards as well as diagnostic data about areas in need of further development. Teachers and school leaders can easily generate individual, sub-group, grade level and school wide achievement data in an efficient way, so that lessons, professional development of faculty and more can all be tailored directly to student needs.

This online data, in addition to a variety of formative and summative assessment tools (end-of-unit curriculum tests, informal checks, observation/dialogue, standards-based quizzes/tests, open-ended prompts, performance tasks and presentations) enable our faculty to develop and refine their instructional strategies and provide targeted support to ensure that each and every student is meeting the defined criteria for academic success.

Review of Student Achievement Data

At least monthly, the Directors facilitate data conferences to engage teachers in conversations, reflection, and planning based on student achievement data. In order to support this process, the Charter School systematically collects and analyzes student data on key demographic, behavioral, and proficiency indicators. We collect data through the implementation of a robust set of diagnostic and benchmark assessments that complement the state standardized test data (CAASPP, ELPAC, etc.) and provide continuous information about student progress towards standards. The Charter School implements diagnostic assessments such as the NWEA MAP or Pearson GRADE and GMADE. These formalized diagnostic assessments provide data at least three times per year that informs student grouping, Lexile levels, math placement, intervention and enrichment needs, and pre- and re-teaching needs.

Furthermore, regular assessments aligned to State Standards provide ongoing data about students’ real-time mastery of grade level standards. Formative diagnostics are part of daily teaching practice. Teachers and students collaborate to set measurable goals that personalize individual achievements for students of varying abilities. Data-driven conversations also focus on teacher-generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency (as opposed to behavior, homework completion, or compliance).

Data Management System: Illuminate

Utilizing a data management system such as Illuminate, a leading provider in student data and assessment management (illuminateed.com), the Charter School leadership are able to track student growth on state standards and run analyses such as pivot tables to compare growth on two dimensions, correlation analyses (to address assumptions about student demographic factors and links to student achievement), and identify patterns of behavior and achievement that can be addressed through instructional and behavioral policies and practices. School leaders are also able to access teacher efficacy in real-time, ensuring that teachers who are struggling to achieve intended outcomes in specific subject areas, or with specific students, receive targeted training, support and professional development to improve their teaching practice.

In order to effectively track these indicia over time in a meaningful way, we are working with Illuminate Education, Schoolzilla and other data tools to develop a single comprehensive tool that allow educators to compile and disaggregate data to support easy analysis and prediction of student success from Kindergarten through college. Measurements may include: CCSS assessments, End of Year Portfolios, developmental assets evaluations, satisfaction surveys, benchmarks, reading levels, course work completion, early college enrollment, academic achievement, attendance and demographic influences. We believe this system provides a powerful tool to bring together granular and nontraditional data to help inform instruction, improve schools and predict the success of students earlier in order to offer more effective early interventions and critical support programs. Such a tool could also provide students/family, staff, and more with an understanding of what students know, are able to do, and need, to reach their goals.

Data-driven conversations are Director-led initially, but eventually become the responsibility of departmental and grade-level leaders, who develop the capacity to design common formative assessments, run data reports, and analyze data to inform instruction. Departments and grade levels are provided with common planning time that they use to examine data at least monthly. Even as the responsibility transitions to departmental leads, the Directors continue to supervise the use of data by teachers (through meetings with department leads and collection of data conferencing agendas and notes, and to monitor actual student progress through weekly examination of the data. In particular, the Directors monitor the progress of all subgroups (particularly language learners and special education students), and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends are directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers are expected to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students and close any gaps that may exist.

Explicit instruction – particularly in reading, writing and mathematics – plays an important role within the overall delivery of instruction. Skill-specific academic needs are identified through formative and summative assessments and subsequently addressed through direct

instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that are introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class. Teachers work with students, based on data, to provide “Just in Time Support” to focus lessons on what students actually need, incorporating CGI strategies (see Math, below) and realia.

As discussed throughout this petition, Thrive utilizes the Illuminate student information system to store student information such as registration, class schedule, medical information, and emergency contacts. We also utilize the Illuminate system to collect, analyze, and report a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom-level analyses. Thrive uses all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. The goal is to foster continuous improvement to achieve the highest quality educational program that is possible. In this way, staff are continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations. While each school site Director has primary responsibility for overseeing all student achievement data entry, analysis, reporting and reflection on data, all teachers receive intensive training on student achievement data and effective usage of the Illuminate and other online systems.

Thrive’s teachers and school leaders also analyze trends, significant changes, apparent conflicts, and anomalies to track individual student growth over time, evaluate specific, aggregated and disaggregated groups of students, measure performance on the state tests and school-based growth data and authentic assessments to assess the whole school from year-to-year. Our data analysis also includes attendance rates, discipline records, and comparative data, as appropriate. Thrive also surveys major stakeholder groups (e.g., parents/guardians, students and teachers) at least once annually about our effectiveness and opportunities for improvement. This data is used by school leaders and staff to address challenges and areas of improvement; all results are reported to the Board and school community to ensure transparency and accountability.

Thrive believes strongly in creating a two-way dialogue between the Charter School staff and our parents/guardians. Parental involvement and commitment to this rigorous academic school is necessary if their children are to succeed. We expect them to be actively involved in supporting their children’s education. Dialogue with the teacher and Directors is ongoing for parents/guardians as they support their child through each academic year. At student-led conferences, parents/guardians review the progress of their child, sharing and discussing test scores, projects, schoolwork, and areas for improvement. At these meetings, home and school strategies are discussed so that the student has the best chance of continuously improving his/her performance.

Our educational philosophy, curriculum, and anticipated student outcomes grow out of our experience working with youth. We understand the commitment and standards that need to be

maintained in order for students to achieve academic success. Once a student realizes that they are capable of “doing the work,” they become confident, insightful, and inspired learner

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Element 4: Governance Structure

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D)

I. NON-PROFIT PUBLIC BENEFIT CORPORATION

Thrive Public School is a directly funded independent charter school, operated by Thrive Public Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law, with 501(c)(3) designation from the IRS. Members of Thrive Public Schools’ Board of Directors, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and policies and regulations regarding ethics and conflicts of interest.

Thrive Public School operates autonomously from the Authorizer, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the Authorizer and the Charter School. Pursuant to Education Code Section 47604(c), the Authorizer shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the Authorizer has complied with all oversight responsibilities required by law.

Attached, as Appendix K, please find the Thrive Public Schools Articles of Incorporation, Corporate Bylaws, and Conflicts of Interest Code.

II. BOARD OF DIRECTORS

Thrive Public School is governed by the corporate Board of Directors (“Board”) for Thrive Public Schools, who maintain active and effective governance in accordance with its adopted corporate bylaws that shall be consistent with the terms of this charter.¹⁶

The Board shall have a minimum of five (5) members, with a maximum number of eleven (11), as provided in the bylaws of the corporation. The existing Board of Directors shall elect all Board members. In accordance with Education Code Section 47604(b), the Authorizer may appoint a representative to sit on the Board of Directors. If the Authorizer chooses to do so, Thrive may choose to appoint an additional member to ensure that the Board is maintained with an odd number of members.

Any member of the community may refer a potential candidate to the Board’s nominating committee. The Board promotes and utilizes an open process prescribed in the Bylaws and

¹⁶ In the event Thrive Public Schools later operates more than one public charter school, the corporate/governance structure will be modeled after such highly successful multi-school operators as High Tech High, with centralized governance and school-site stakeholder input.

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Board policies to appoint new members to ensure broad representation of the communities served by Thrive.

Each individual Board Member shall hold office unless otherwise removed from office in accordance with the bylaws for terms of two (2) years and until a successor member has been appointed or elected as required by the position as described above. Board members may be reelected upon expiration of their term upon mutual consent between the Board and the member.

Each member of the founding Board shall be carefully nominated and elected for his or her passion and commitment to the Charter School's mission, dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of Thrive. Although not required, the Board strives to create an odd number of members for voting purposes.

Thrive's Founder/CEO, Directors, and other employees shall not serve on the Board and shall not vote in Board elections.

Subject to additional limitations that may be imposed, no more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a board member as a board member; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board has adopted a Conflicts of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix K.

III. BOARD MEETINGS AND DUTIES

Thrive's Board of Directors meets at least monthly. Additional board meetings may be called as necessary and will comply with all of the provisions of the Brown Act. Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and are posted near the entrance of the school site, at the entrance of each school site's main office, and on the Charter School website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings are posted at least 24 hours before the meeting. Approved minutes are posted on the Thrive Public School website and are made easily accessible to parents and other community members upon request.

The Board of Directors is fully responsible for the operation and fiscal affairs of Thrive Public School in accordance with the Corporations Code. The Board shall be responsible for the following, subject to the authority of the board to delegate day to day operations:

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- Promote, guard and guide the vision and mission of the Charter School;
- Ensure the Charter School meets its mission and goals;
- Hire, supervise, and evaluate the CEO;
- Ratify hiring actions per CEO's recommendations;
- Approve contractual agreements;
- Approve and monitor the Charter School's annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Thrive Public School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising;
- Execute all applicable responsibilities provided for in the Corporations Code;
- Monitor student achievement to ensure progress toward fulfillment of the Charter School's mission;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the Authorizer for consideration;
- Approve annual independent fiscal audit;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Charter School shall comply with the Brown Act.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

The Board of Directors shall, in its discretion, form Committees in accordance with its Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the Charter School meets achieves its mission and goals, which may include a Finance Committee, Nominating Committee, Outreach and Diversity Committee and an Audit Committee.

IV. SCHOOL ADVISORY COUNCIL

All stakeholder groups within the Charter School community play a vital role in advancing the vision and mission of Thrive Public School and its programs. Thrive is committed to ensuring that all stakeholder groups -- staff, families, students and community members -- have a voice in matters critical to the Charter School's success.

The School Advisory Council helps ensure that parents and teachers are involved in shared leadership at the Charter School. The School Advisory Council is comprised of elected parent and teacher representatives, via procedures and policies determined by each school site Director after consultation with teachers and parents (e.g., do the teachers want one representative per grade level or cluster, or just a few representatives from across the school, etc.). As the Charter School grows and its needs change over time, the Directors will work with the School Advisory Council to make any necessary modifications to the representation on the Council based on the Charter School's needs.

The School Advisory Council meets regularly and as needed for a minimum of four (4) times each year (when school is in session). The Council makes recommendations and participate in a shared decision-making process regarding matters of interest to families and teachers, including budget priorities, resource allocation, school events/activities and fundraising at the local school level. The Directors are responsible for communicating the Council's recommendations to Thrive's CEO and/or Board of Directors (though all parents/teachers are invited to attend any Board meeting per the Brown Act), and members of the Advisory Council is invited to make presentations to the Board on specific issues. Other members of the Charter School community are invited to attend School Advisory Council meetings in a non-voting capacity. Although the School Advisory Council will strive to create a collaborative and transparent decision making process that includes representatives and participation from all stakeholder groups, if agreement cannot be reached on any issue, each Director, CEO, and ultimately the Board of Directors, will have final authority on all school related matters.

V. PARENTAL INVOLVEMENT IN GOVERNANCE

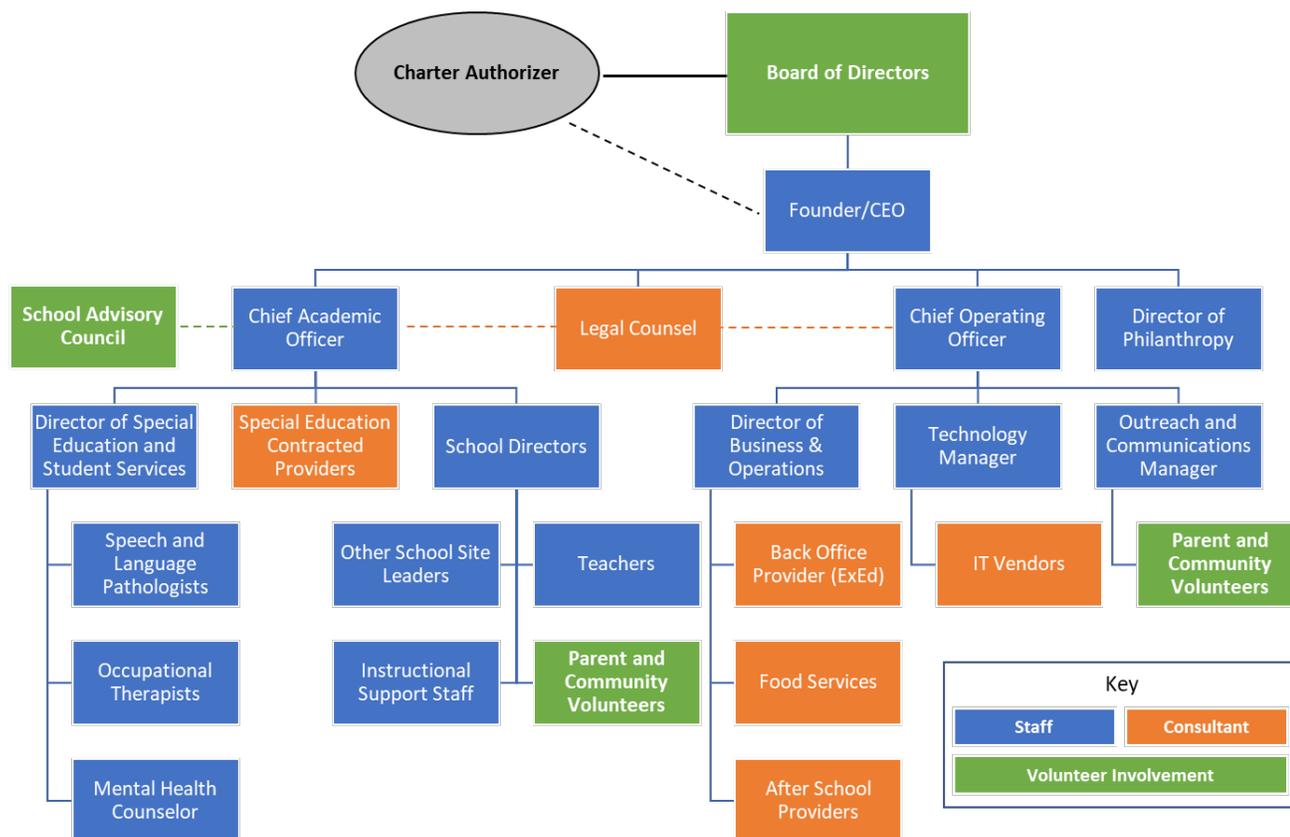
In addition to participating on the Thrive Board and the School Advisory Council, attending Board meetings and School Advisory Council meetings, Charter School parents are encouraged

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to volunteer through the Thrive Family Action Network and various ad hoc committees that make recommendations to the School Directors, Chief Academic Officer, CEO, and Board of Directors.

VI. ORGANIZATIONAL STRUCTURE

Our organization has been designed to ensure the entire Charter School community works effectively and efficiently to achieve our mission. The organizational structure was developed based on the recommendations and best practices of other highly successful charter schools and similar organizations and meets all legal and SBE mandates, as illustrated below:



Element 5: Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." Ed. Code § 47605(b)(5)(E).

Thrive is committed to recruiting and hiring a community of professionals who are dedicated to the best practices education of all students and the mission of the Charter School.

I. ASSURANCES

In accordance with Education Code 47605(d)(1), the Charter School will be nonsectarian in its employment practices and all other operations. The Charter School will not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigrations status, or association with an individual who has any of the aforementioned characteristics), or any other characteristic prohibited by state or federal law. All employees of the Charter School shall be employees of Thrive Public Schools, an equal employment opportunity employer.

The Charter School will comply with all legal requirements to fingerprint and obtain background clearance of employees and contractors, to assess all employees for tuberculosis prior to commencing employment and working with students, and to establish legal employment status of all employees.

The Charter School will comply with the provisions of ESSA as they apply to certificated and paraprofessional employees of charter schools.

II. GENERAL EMPLOYMENT PROVISIONS

ESSA and Credentialing Requirements

In accordance with Education Code Section 47605(l), the Charter School will employ or retain teachers who hold Commission on Teacher Credentialing certificates, permits, or other documents equivalent to that which a teacher in other public schools would be required to hold. The Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Pursuant to Title 5, California Code of Regulations, Section 80003, teachers with a Multiple Subject Teaching Credential may (a) teach all subjects in a self-contained class; (b) teach in a team teaching setting or regroup students across classrooms; (c) teach core classes to students in grades five through eight; (d) teach any of the core subjects he/she is teaching to a single group of students in the same grade level as the core classes for less than 50% of his/her work day; and (e) teach limited-English proficient pupils and English language development classes pursuant to the requirements under Section 80003(e)(1) and (2).

III. QUALIFICATIONS OF EMPLOYEES

Employees' job duties and work basis are negotiated in individual contracts. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

The Board of Directors is responsible for hiring and supervising the CEO. The CEO shall embody, advocate, and put into operation the mission, vision and strategic direction of Thrive, and oversee all aspects of the organization, including financial, operational, educational operations, and strategic planning. The CEO shall not be a member of the Board of Directors but shall fulfill the role of the corporation's general manager and shall have general supervision, direction and control over the corporation's business and officers, subject to the control of the Board of Directors.

The CEO hires, supervises, disciplines and, as needed, dismisses the Charter School's Directors. The Directors may, in collaboration with the CEO, hire, promote, discipline and, as needed, dismiss staff and teachers at the Charter School. A formal evaluation process has been developed and the Board ensures that the CEO is evaluated formally at least once annually, and the CEO, in turn, evaluates central office and lead school staff.

A. CHIEF EXECUTIVE OFFICER

The CEO reports to the Board of Directors and is responsible for the overall operations of the Charter School, collaborating with the CAO and School Directors, who are the instructional leaders of Thrive's respective campuses and grade-level programs. The CEO bears primary responsibility for ensuring the organization meets annual revenue goals and generates an appropriate surplus without compromising the quality of the program, securing the Charter School's long-term sustainability.

Responsibilities include:

Planning and Operations:

- Collaborate with the Board of Directors to plan and publicize all Board meetings, prepare agendas, arrange logistics, and attend all regularly scheduled Board meetings
- Facilitate strategic planning with the Board of Directors
- Diagnose the gaps between where the Charter School is, versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps
- Oversee Charter School compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions
- Recruit, develop, evaluate, retain (and as needed, discipline and terminate) high-performing individuals who are passionate about Thrive and its mission
- Recruit, hire (in collaboration with the Board), supervise and evaluate the Charter School's Directors;

- Collaborate with Directors in recruiting, hiring and supervising other Charter School leaders;
- Collaborate with the Directors to assist them in fulfilling the educational mission of the Charter School, including working collectively to resolve any personnel issues or other disputes that may arise
- Assist Directors with data analysis and oversee all reporting related to student performance
- Prepare and update as appropriate the Employee Handbook, Health and Safety Handbook and Family Handbook and ensure that all parties receive and acknowledge receipt
- Establish and oversee compliance with the Charter School's emergency and safety plans
- Ensure that an effective performance management system is in place for all staff under his/her direct supervision and ensure that formal evaluations are conducted at least once annually
- Oversee self-evaluation efforts of the Charter School relating to operations, including parent surveys
- Collaborate with Directors to establish school computer systems, including classroom computers, data systems, records management and reporting, telecommunications, etc.

Fundraising and Financial Oversight:

- Develop appropriate budget projections, in collaboration with back-office services provider.
- Ensure that the annual fundraising target is met as well as additional funds to ensure long-term financial sustainability.
- Develop and maintain relationships with philanthropic, business, and public sectors to increase awareness of the Charter School and increase its donor base within a competitive non-profit (specifically charter school) funding environment.
- Work with the Board on fundraising, including a capital campaign to secure and develop a permanent school site.
- Oversee and manage the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of back-office staff.

Facilities:

- Pursue appropriate temporary facilities for the Charter School as needed.
- Secure permanent site for the Charter School.
- Oversee relevant planning, construction and other activities to obtain Conditional Use Permit ("CUP") for school site (if needed) and Certificate of Occupancy.
- Secure appropriate furnishing, materials, supplies and equipment for Charter School operations.

Outreach and Collaboration:

- Develop and maintain effective relationships with the Authorizer, and oversee all aspects of charter renewal, review and compliance.
- Oversee the WASC accreditation process and any related activities.
- Represent the Charter School as a leader in the California charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as with community leaders to maintain support from the local community.

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- Conduct outreach and serve as a liaison with local leadership, school faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters.
- Establish and maintain partnerships with community service organizations, businesses and local councils and resident.
- Assist Directors as requested in coordinating parent involvement and volunteering.

Communications:

- Oversee the Charter School's website, email/list-serves, newsletter and other means of communication with the parents, teachers, volunteers and other community members.
- Maintain open lines of communication between stakeholders and work to resolve conflicts and disputes that may arise.
- Assist Directors in coordinating parent education workshops, Town Hall meetings and other forums to discuss the Charter School's mission, vision and operations with parents and other stakeholders.

Qualifications include:

The ideal candidate has extensive experience in non-profit management, fundraising, budgeting, government relations, communications and marketing. S/he has the ability to inspire excellence from a diverse staff and to leverage the talents of the Board of Directors. S/he is a confident decision-maker and possess the ability to facilitate collaboration and teamwork. The ability to multi-task and handle a diverse array of responsibilities is key, including attention to numerous details with the ability to shift to big picture, long-term thinking.

The candidate must demonstrate an ability to communicate a genuine passion for Thrive's mission and vision. Knowledge of the California and local education, government, and nonprofit funding environment would be valuable in this position. The CEO must see building and maintaining relationships with parents, foundations, members of the private sector, community leaders, and government staff as an essential part of his/her role. Excellent oral and written communication skills are imperative. A Master's Degree in a relevant field is preferred.

B. CHIEF OPERATING OFFICER

Reporting directly to the Chief Executive Officer, the Chief Operating Officer ("COO") is responsible for overall strategic growth, project management and development operations. The COO is a key member of the senior management team, and contributes to our overall strategic planning and direction.

Responsibilities include:

Management & Operations:

- Keep the organization focused on activities that drive enrollment, revenue and educational excellence.

- Manage the day-to-day office and business operations to assure quality in all aspects of administration, finance, and human resources.
- Assist the CEO to vet new ideas, as well as create and drive organizational strategy.
- Enhance workflow by filtering and prioritizing demands on both the CEO and the organization.
- Facilitate increased coordination and communication between the business and educational/instructional sides of the organization, as well as between management and staff.
- Manage the day-to-day office and business operations to assure quality in all aspects of administration and finance.

Infrastructure:

- Help new school sites get up and running quickly.
- Maintaining relationships with vendors, suppliers, and other partner organizations.
- Oversee facilities management, forecasting and development to include:
 - Oversight of construction projects
 - Negotiating facilities leases, contracts with developers, banks, and subcontractors
 - Securing construction project financing
 - Serving as Thrive's liaison for City permitting and other required licenses

Compliance:

- Ensure Thrive remains in compliance with all state and federal requirements.
- Serve as liaison to the State Board of Education and the California Department of Education.
- Collect and analyze student data.
- Prepare quarterly reports for the California department of education.
- Lead Thrive's charter renewal process and development of new charter petitions.
- Keeping abreast of changes in the educational and regulatory environment

Strategic Planning:

- Execute the strategic plan, working closely with the board on annual updates.
- Ensure alignment between strategic goals and finances.
- Keep the organization focused on activities that drive revenue, enrollment, and educational excellence.
- Assist the CEO to vet new ideas, as well as create and drive organizational strategy.
- Enhance workflow by assisting the CEO in triaging requests and demands on both her time, and the organization.
- Conduct detailed SWOT analyses on all aspects of organizational health.
- Develop greenlighting process for new campuses and growth of organization

Finance:

- Oversee the annual budget, in collaboration with the Board and CEO.

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Qualifications include:

- B.A./B.S. in business, accounting, finance or similar field.
- Minimum 5 years of progressive management experience.
- Experience managing complex, high profile projects.
- Experience within the education sector is helpful, but not required.
- Understanding of several key sectors: non---profit management, fundraising and grant making.
- Exceptional interpersonal, leadership and management skills.
- A strong, positive role model and coach, with a collaborative, team---oriented work style.
- Exceptional planning and problem---solving skills.
- Demonstrated ability to create complex organizational budgets.
- Excellent oral and written communication skills.
- Experience managing external vendors and consultants.
- Works well with others in a fast---paced, entrepreneurial environment.
- Possesses a highly adaptive mindset, with the ability to adjust around shifting priorities.
- Ability to collect, compile, interpret and share data with the Director team.
- Ability to hear disparate opinions, gather feedback, and build consensus/alignment for action.
- Consultative leadership style.
- Preference for leading from the front, pitching in to assist at any level, as circumstances require.
- Resiliency and the ability to hold firm as required.
- Strong mind for details, systems and procedures.
- Trusted confidant, coach and mentor for the staff.
- Highly organized, with excellent follow---through.

C. CHIEF ACADEMIC OFFICER

Reporting directly to the Chief Executive Officer, the Chief Academic Officer (“CAO”) is responsible for creating and sustaining a culture of high academic excellence and will have primary authority and accountability for the academic performance of Thrive Public School. The School Directors for each campus, as well as the leader of the Special Education team will report directly to the CAO. The CAO provides leadership, vision, and strategic direction for curriculum, instruction, assessment core cultural practices as well as school improvement initiatives including overseeing professional development, assessments and accountability for the academic success of the Charter School.

Responsibilities include:

- Providing scalable instructional program leadership to all Charter School leaders with specific responsibility for planning, development, implementation, assessment and improvement across all current and future schools of Thrive Public Schools
- Assisting the CEO in the development of a strategic plan and scalability of the existing instructional model that will ensure excellence and high standards as CEG expands to serve a greater number of students

- Ensuring that curricula are aligned to Thrive’s values, as well as national and state standards and creating curricular resources that allow for efficient and effective pacing, sequencing and lesson planning
- Determining and implementing Thrive’s academic priorities. Evaluating assessment tools on a regular and on-going basis
- Responding to school data sets and implementing data-driven instructional decisions at the network level
- Regularly observing and evaluating student work through classroom walk-throughs and observations
- Developing and leading the academic team in their role as instructional leaders and site managers with real time feedback
- Providing feedback to and evaluating the academic team and school leaders by providing clarity on roles, functions, goals and accountability metrics
- Supporting the academic team and school leaders to ensure high quality implementation of the Thrive’s educational design, including school culture and instructional practices
- Assisting the academic team and Charter School leaders in monitoring and evaluating the effectiveness of programs as well as identifying and acquiring appropriate program resources to ensure that curricula are student-focused and aligned with the Charter School’s mission, values and core practices
- Supporting the academic team and Charter School leaders on creating coherence in culture and routines within each school level
- Facilitating collaboration among the academic team, Charter School leaders and school sites
- Collaborating with the academic team and Charter School leaders on hiring strategies when appropriate
- Recruiting and training highly qualified incoming academic team members and Charter School leaders
- Assisting the academic team, HR and Charter School leaders with on-boarding of new teachers and staff
- Working collaboratively with each school level and their respective support teams to provide leadership around the instructional staff evaluation process
- Working with the academic team and Charter School leaders to field parent and community concerns and engagement
- Seeking and maintaining professional affiliations and enhancing professional growth and development to keep current with instructional best practices

Qualifications include:

- Bachelor’s degree required, Master’s degree preferred
- An Administrative Credential or equivalent
- A minimum of 10 years of combined teaching and school leadership experience required
- Experience as a school principal
- Experience leading high-performing teams and managing staff, while providing constructive feedback and coaching to team members

- Strong leadership abilities including an encouraging, motivating presence to help with conflict management, team building, mentoring and coaching, goal-setting, prioritization and strategic planning
- Deep experience in the design, integration, implementation and management of a school including knowledge of curriculum, instructional practices, school operations and management, and leadership development
- Demonstrated success leading school improvement initiatives
- Experience effectively managing limited resources to support strategic organizational goal attainment
- Proven ability to collaborate and build relationships
- Ability to be flexible, resilient, and adaptable to changing priorities
- Proven written and verbal communication skills
- Strong strategic planning and organization skills

D. DIRECTORS

Each Director is the educational and instructional leader of a Thrive school campus (TK/K-8 and high school), and reports to the CAO and also collaborates with CEO and COO on Charter School operations and management. Director responsibilities include:

Educational Leadership:

- Recruit, hire, train and supervise talented instructional staff, including Charter School leadership, in implementing best practices consistent with Thrive's educational philosophies;
- Provide hands-on guidance to teachers as they create and implement a project-based/blended learning curriculum;
- Provide hands-on guidance to teachers in the development of multiple assessments;
- Use multiple sources of data to develop a plan for the improvement of student achievement and oversee the collection, analysis and utilization of this data in relation to specific students, teachers and curricula;
- Oversee teacher professional development via both in-house training sessions (including a two-week summer teacher training and planning session), visiting lecturers, external professional development opportunities and other resources (articles, web-based resources, and development of a school professional resources library);
- Develop and implement an evaluation process for all instructional staff and ensure that formal evaluations are conducted at least twice annually;
- Develop partnerships with university researchers, other area schools and educational consultants to support teacher's professional development and personal research endeavors;
- Create and oversee Thrive's policies and programs relating to Special Education, English Learners and Gifted and high-achieving students and other sub-groups;
- Oversee and assist teachers with behavior management, including handling student suspension, expulsion and other disciplinary issues as needed;

- Promote the Charter School mission and philosophy throughout the Charter School community;

Communications and Outreach:

- Lead the School Advisory Council and oversee parent volunteer efforts;
- Schedule and participate in regular family education and Town Hall meetings designed to communicate the Charter School's mission, vision and curricula to families, provide updates on school progress and operations, and other areas of interest to community stakeholders;
- Ensure open and clear lines of communication with all stakeholders, including working to resolve conflicts and disputes as they may arise between community members;
- Collaborate with CEO in providing regular communications to families via email, the Charter School's website, letters home, and other avenues;
- Maintain positive relationships with authorizer and its related entities;
- Actively participate in charter organization activities (CCSA, CSDC, etc.) and become an active leader in the charter community;
- Work effectively with the media.

School Management:

- Oversee the day-to-day management of the school site with a commitment to ensuring the health and safety of students, faculty and staff, including supervision of janitorial/custodial staff;
- Work with the CEO and Board in the strategic planning for the growth of the Charter School
- Attend all regularly scheduled Board meetings and give appropriate updates and reports on school activities;
- Assist CEO & COO with budgets, charter renewal, outreach, partnerships and other duties as required.

Qualifications include:

Our ideal Director is a visionary educational leader whose experience, knowledge, and drive sets the tone for a supportive school climate that challenges and motivates our students, teachers, and families to achieve our ambitious mission and vision. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities for a new charter school leader. A commitment to the educational philosophy of our Charter School and demonstrated passion about our ideals is imperative.

The ideal candidate has:

- At least five years of teaching experience, ideally at the appropriate school level;
- A Master's Degree in Education, Teaching Credential and/or Administrative Credential or equivalent;
- Experience recruiting, hiring, training and supervising teachers, ideally in a charter, independent or public school that has a record of high achievement;
- Significant experience with a project-based approach to teaching and learning, blended learning, social emotional learning and student-centered/data driven instruction;

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- Knowledge of, or experience with, diverse populations, English learners, special education and GATE;
- Excellent communication skills and experience motivating and working with a variety of diverse stakeholders and local community members;
- Fluency in a second language preferred;
- Experience with school operations, budgets and organizational management.

E. DEAN OF STUDENTS

Directors, in collaboration with the CAO, recruits and hires a Dean of Students. By year 5, Thrive will have two-three Deans between grades TK-12. Selection of the Dean(s) is based on proven experience in educational leadership, educational vision and relevant experience with diverse children, demonstrated ability in program design and/or development, entrepreneurial ability, and interest and commitment to educational reform.

The Deans support the instructional vision and operations of the Charter School by working collaboratively with their site Director and other members of the Charter School's leadership team.

Responsibilities include:

- Assist Director with recruiting, hiring, supervising, coaching, and evaluating all faculty and instructional staff, including providing hands-on guidance and coaching to teachers in curriculum and assessment development, data analysis, instructional practice and more;
- Assist Director in planning and implementing professional development;
- Manage intervention programs for academically at-risk students, including coordinating all aspects of Special Education and the Student Success Team to ensure:
 - Compliance with all applicable laws, regulations and policies
 - Supervision, support and evaluation of Special Education services providers
 - Helping identify students in need of intervention
 - Communicating with staff and parents regarding interventions
 - Initiating new intervention programs as necessary
 - Training staff (instructional aides, tutors) and volunteers
 - Using assessment data to track the success of interventions
 - Attending SST and IEP meetings
 - Providing staff development on intervention programs
 - Providing small group and one on one literacy intervention
- Oversee and support student attendance including communicating with parents regarding attendance and truancy;
- Assist Director in overseeing and planning parent-teacher conferences, parent meetings and parent education;
- Oversee parent volunteer training and assignments;
- Ongoing schedule management
- Coordinate all state testing (CAASPP, CAST, ELPAC, etc.), including:

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- Attending trainings related to the administration of state tests
- Training staff in preparation for test administration
- Ensuring the security of test documents
- Scheduling and supervising test administration
- Coordinating the submission of test materials
- Supporting teachers with test administration (make-up tests, etc.)

Qualifications include:

- Leadership, supervision and staff development experience;
- Experience teaching English learners in an urban educational setting;
- Strong interpersonal skills, including the ability to interact effectively with staff members, parents, the Authorizer and their staff, vendors and community stakeholders;
- Proficiency in the collection and analysis of student achievement data;
- Knowledge of Special Education law and services;
- Advanced degree, preferably in education and/or administrative credential; and
- In-depth understanding of and commitment to the Charter School's vision and mission.
- Spanish-speaking preferred.

F. COLLEGE COUNSELOR

Reporting to the High School Director, the College Counselor is responsible for ensuring students meet all requirements necessary to successfully graduate and get accepted into a college or university, also assisting with the development of course offering list, student scheduling, and completion of student Individual Graduation Plans;

- Counsels students in the areas of educational, personal, physical, social and career needs.
- Provides guidance to students and their families in matters regarding graduation, college entrance requirements and scholarships.
- Helps students effectively utilize the educational opportunities of the Charter School; recommends available resources within the Charter School, District public school system and community to meet the needs of individual students, assists in making such referrals and contacts
- Assists in coordinating the gathering of important student records and cooperates with other staff in scheduled student case conferences.
- Participates in Student Success Team and other problem-solving conferences as needed.
- Serves as a resource person to school personnel and parents regarding the college counseling program.
- Assists in preparation of information for entry on student cumulative records and contributes data concerning student need to assist in the development of the total educational plan of the Charter School.

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Qualifications

- Bachelor's degree
- Pupil Personnel Credential or equivalent preferred
- Five years' experience in high school setting including three years of counseling.
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Possess a work ethic and personal belief system that aligns with the mission and vision of Thrive.

G. TEACHERS

Thrive's teachers meet the credentialing requirements of Education Code section 47605(l) and the applicable provisions of the ESSA. Copies of applicable credentialing documents are maintained on file at Thrive and made available to the Authorizer upon request.

Responsibilities include:

- Backward design curriculum construction and implementation of student-centered lessons that incorporate the Charter School's definition of an educated person and emphasize active learning strategies, project-based learning and blended learning
- Assessing student progress and differentiating instruction
- Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance. Teachers have an on-site commitment of 8:00 to 4:00 each day, to allow for collaborative planning time, tutoring students and other duties that may be assigned.

Qualifications Include:

Selection of teachers is based on their teaching experience and their ability to demonstrate curriculum creation, implementation and assessment and classroom instructional capabilities in the context of the Thrive instructional model. All teachers are required to possess and maintain a current California Commission on Teacher Credentialing Certificate, permit, or other document that would satisfy school district requirements and meet all legal requirements to teach in California public schools. In addition, Thrive places priority on hiring teachers who possess a Cross-cultural, Language, and Academic Development ("CLAD") certificate (or equivalent California Commission on Teacher Credentialing EL certification) to ensure that they have appropriate academic preparation to address the needs of students who are English learners. Thrive also actively seeks to recruit and hire teachers who possess a Bilingual Cross-cultural, Language, and Academic Development ("BCLAD") certificate (or equivalent). The ideal teaching candidate has:

- 2+ years' experience teaching at the appropriate grade level
- Experience at a high performing school
- Enthusiasm for the Charter School's values, mission and educational philosophy

- Proven commitment to project-based learning, blended learning, multiple assessments, data driven instruction and a collaborative approach to teaching and learning

H. INTERVENTION, EDUCATION AND LITERACY SPECIALISTS

Two specialized teacher coaching and intervention/support positions (and more in later years as enrollment increases) work with faculty and Charter School leaders to provide targeted support and interventions to students (English Learners, special needs, literacy development, etc.). Responsibilities include:

- Provide direct instruction/support to students as identified by the Student Success Team
- Provide technical expertise to teachers and staff as it relates to serving English Learners and other students with special needs (gifted, students with disabilities, etc.)
- Establish effective working relationships with teachers, staff and parents
- Work closely with special education services providers as needed to meet needs of individual students
- Demonstrate teaching strategies and utilizes materials considered appropriate and effective in meeting both academic and non-academic needs of identified students with special needs
- Provide consultation to school staff and parents which may relate to student assessment, specialized instruction or behavior management
- Help train volunteer tutors in working with students

In addition to meeting the qualifications of a teacher as noted above, these Specialists are expected to have additional experience and qualifications including:

- Mild to Moderate Special Education Credential with a RSP certification desired for Intervention/Resource Specialist; Literacy expertise and advanced training desired for Literacy Specialist
- Evidence of successful specialized experience (e.g. special education) is desired
- Ability to administer and interpret results of assessment instruments
- Commitment and experience working with a diverse population in an urban school
- Experience working with parents and families
- Experience with community resources referrals
- Excellent communicator and facilitator
- Strong commitment to the Thrive mission and values
- Comfortable with a start-up environment, including fast growth and flexible roles

I. ACADEMIC COACHES AND CLASSROOM ASSISTANTS

Academic coaches assist teachers, including specialists in literacy and math, who work directly with students one-on-one and in small groups. Similar in function to a teachers' aide, but more focused on

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providing direct support to students, these Coaches work closely with classroom teachers in ensuring each student receives the support he/she needs to succeed. While Academic Coaches are not required to hold credentials, Thrive ensures that all Coaches possess a Bachelor's degree. They are expected to demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

J. ADDITIONAL STAFF

Other Certificated Staff: A pool of day-to-day substitutes are established and a list of qualified substitutes is maintained.

Office Personnel: Clerical staff are selected by each Director on an applicant and interview basis. Selection is based on experience and the ability to perform the job duties for that position.

Responsibilities include:

- Answering phones
- Filing reports
- Enrolling students
- Managing and monitoring office operations in collaboration with Leadership staff
- Ordering and purchasing supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Possibly bilingual translation and communication with parents

Qualifications include:

- Graduate from high school or general education degree (GED).
- Prior office experience preferred.
- Ability to type accurately.
- Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Knowledge of rules governing correct grammar, spelling and punctuation.
- Ability to communicate and interact with staff, students, parents and others in an open, friendly, business-like manner.
- Bilingual ability is preferred.

Element 6: Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in [Education Code] Section 44237." Ed. Code § 47605(b)(5)(F).

The Charter School has adopted and implemented a comprehensive set of health, safety, and risk management policies, developed in consultation with the Charter School's insurance carriers. The Health and Safety Plan is reviewed and revised (as needed) annually. Copies may be provided to school police, local police or the Authorizer as appropriate. The Health and Safety Plan is also kept on file in the main office and is available for review upon request. All Charter School staff are trained annually on safety procedures. The policies are reviewed on an ongoing basis in the Charter School's staff development efforts and governing board policies.

The following is a summary of the health and safety policies and procedures of Thrive.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The CEO of Thrive shall monitor compliance with this policy and report to the Thrive Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the CEO. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at all public schools pursuant to Health and

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Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000- 6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Emergency Epinephrine Auto-injectors

The Charter School shall adhere to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteers at the Charter School, and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School will maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Emergency Preparedness

The Charter School shall maintain and adhere to a School Safety Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This School Safety Plan will specify response protocols to varied emergency situations, including but not limited to: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the

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school site shall be used as a starting basis for updating the School Safety Plan for Eureka! Inclusive Charter School.

The Charter School will adhere to this plan to address the need of the school site. Emergency drills will be held periodically and as required for fire, earthquake and code red/lockdown scenarios. Staff shall be provided training on emergency and first aid response.

The School Safety Plan will be submitted to the Authorizer no later than 30 days prior to the beginning of the school year and will be maintained on file and available for inspection.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free, Alcohol Free, Smoke Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Concussion Policy

The Charter School shall follow concussion protocol as required by training coaches to immediately remove an athlete from an athletic activity for the remainder of the day if the athlete is suspected of sustaining a concussion or head injury, and prohibits the athlete from returning to the athletic activity until the athlete is evaluated by a licensed health care provider, trained in the management of concussions, and acting within the scope of his or her practice, and the athlete receives written clearance from the licensed health care provider to return to the athletic activity. Thrive requires, on a yearly basis, a concussion and head injury information sheet to be signed and returned by the athlete and athlete’s parent or guardian before the athlete’s initiating practice or competition.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

The Charter School shall secure a facility and shall provide the Authorizer a Certificate of Occupancy and proper clearances, as applicable to charter schools, no later than 30 days prior

to the Charter School's opening date or by a date otherwise agreed to between the Authorizer and the Charter School.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies. For ease of access the policy and procedure will be referenced in both the Employee Handbook and the Family Handbook.

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Element 7: Racial and Ethnic Balance

“The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing with the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G).

Outreach to Achieve Racial and Ethnic Balance

Our students very closely reflect the current racial and ethnic demographics of the District’s enrollment demographics as described in Element 1. Thrive continually strives to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the San Diego Unified School District. Thrive Public School continually reviews and expands its outreach efforts in order to achieve its goal of enrolling a student population that reflects the racial and ethnic balance of the community.

Thrive pursues a wide variety of venues for the distribution of information about the Charter School, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings, etc. The following is a sampling of the organizations and locations we target in our outreach efforts:

Preschools/Head Start/Day Care Centers

- A Child’s Place Preschool
- Associated Students Child Care Center
- Children of the Rainbow Day Care
- City Heights Child Development Center
- College Ave. Preschool
- College Park Preschool
- Creative & Performing Arts Child Care Center
- Garfield Children’s Center
- Kensington Community Church Preschool
- Miss Debbie’s Day Care
- Montezuma Child Care Center
- Neighborhood House Association Head Start Preschools throughout the community (such as, Altadena, Darnall, Early Link Webster, Hamilton Twilight, Home Avenue, John Marshall, Rolando, Urban Village)
- Naval Station MWR Child Development Center
- Our Savior’s Lutheran Preschool

K-8 Charter Schools near us without a high school feeder school

- KIPP Adelante Preparatory Academy
- Elevate
- Keiller Leadership Academy
- Museum School
- Darnall Charter
- San Diego Global Vision

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- Old Town Academy
- SD Cooperative Charter School
- Harriet Tubman Village Charter
- America's Finest
- IFTIN
- Holly Drive Leadership Academy
- College Prep
- Integrity
- Albert Einstein Academies

Community Associations/Councils

- Adams Avenue Business Association
- City Heights Community Development Corporation
- City Heights Foundation
- University Heights Community Association
- City Heights Town Council
- Linda Vista Town Council

Service Organizations

- Alliance for African Assistance
- Encanto Boys & Girls Club
- Clairemont Boys & Girls Club
- Copley YMCA
- Mission Valley YMCA
- Reality Changers
- ProKids
- Mid-City Community Action Network (midcitycan.org)
- Neighborhood House Association
- Valencia Park/Malcom X Public Library
- City Heights Wiengart Public Library
- Linda Vista Public Library

Community Events

- Adams Avenue Street Fair (October)
- City Heights Farmers Markets (weekly)
- Linda Vista Farmers Markets (weekly)
- City Heights Day of Dignity Fair (November)
- Rolando Street Fair (March)
- Salvation Army Kroc Center Eggstravaganza (April)
- Salvation Army Kroc Center Boo Bash (October) Linda Vista Multi-Cultural Fair (April)
- San Diego STEAM Expo (May)

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Thrive Public School also meets with local City Council representatives, as well as the numerous colleges and universities in the area (San Diego State University, San Diego Continuing Education – Mid-City, etc.). As needed, Thrive uses local newspapers, television, social media and radio advertising to the extent possible to inform the parents and others about the presence of the Charter School within their community. Marketing and other informational materials about the Charter School are developed in English, Spanish and other languages as needed.

Element 8: Admissions Policies and Procedures

“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).” Ed. Code § 47605(b)(5)(H).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations. Thrive Public School is open to all students residing in California who wish to attend the Charter School, as outlined in Education Code Section 47605(d)(2)(A). Thrive Public School shall not discriminate on the basis of the characteristics listed in Education Code Section 220, including actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.

Thrive Public School is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. Enrollment to the Charter School shall be open to any resident of the State of California. Thrive enrolls all pupils who wish to attend to the extent that space allows. (Ed. Code § 47605(d)(2)(A).) Thrive Public School is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other “risk factors.” The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

As a charter school, Thrive is a school of choice and may have more students interested in attending the Charter School than there are spaces available. If the number of students who wish to attend the Charter School exceeds the openings available, admission shall be determined by random public drawing in accordance with Education Code Section 47605(d)(2) and all federal requirements.

Admission Process and Open Enrollment

To be admitted into the Charter School, or included in the admissions lottery (if a lottery is necessary), families must submit an application that includes the student’s name, grade, birthday, and contact information for the family. Application materials are made available in English and Spanish. The enrollment period is advertised in English and Spanish through flyers, posters in prominent locations throughout the community, during informational meetings and tours for parents, and announced on the Charter School’s website. Thrive also advertises through local media as the Charter School’s budget permits. In the event that the enrollment deadline is extended due to available space, the revised deadline to apply is also announced to the community using similar venues.

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Open Enrollment typically begins the first business day after January 1 and continues through the last Friday of April of the same year. All interested families are required to submit a completed Admissions Application Form directly to the Charter School before 4:30 p.m. on the date of the annual deadline, which is clearly indicated on the form and in all communications and notices (websites, flyers, etc.) regarding admission to the Charter School. This is a digital form located on a Charter School application platform, such as SchoolMint, where the application is date- and time-stamped then entered into the system. Families who do not have access to a computer are given the form by paper and the form is then physically time stamped upon receipt, before it is then entered digitally into application platform. Families who apply after the enrollment deadline are added to the wait list in the order the applications are received/submitted.

All admissions timelines are subject to annual review and adjustment by the Board of Directors to meet the needs of the Charter School while providing ample time for applicants. Changes are reflected in adopted Board policies.

Public Random Drawing Procedures

Following the open enrollment period, applications are counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceed capacity as of the date of the application deadline, the Charter School holds a public random lottery to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

In accordance with the applicable law and federal guidelines, admission preferences shall be given to the following students in the following order:

- 1) Siblings of students admitted to or attending the Charter School
- 2) Residents of the District
- 3) All other applicants

The Charter School and the Authorizer agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

Lottery rules and deadlines are communicated via the Admissions Application Form, flyers/posters, and the Thrive Public School website. Public notice is posted regarding the date and time of the public drawing once the deadline date has passed.

The Thrive Public School lottery is set annually by the Board of Directors and is posted on our website and in the Charter School office. The Charter School informs parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery both on the application for enrollment and on our school website two weeks prior to the lottery date. The Charter School chooses a date and time for the lottery (either on the weekend or after 5:30pm on a weekday) so that most interested parties are able

to attend. The lottery is held at the school site if the Charter School facility can accommodate all interested parties. The Authorizer's representatives and respected members of the community are welcome to come to officially observe the lottery to verify lottery procedures are fairly executed.

The Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery officials. A member of the Thrive Public School Leadership Team and at least one other Charter School employee shall be the designated lottery officials and will conduct the admissions lottery as a public event to ensure that lottery procedures are fairly executed. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Admissions Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents are physically filed on campus, and lottery results and waiting lists are readily available in the Charter School's main office for inspection upon request. Each applicant's admissions application is kept on file for the academic year with his or her assigned lottery number in the school database and on his or her enrollment application.

Students who are offered spots are notified to complete registration by a predetermined deadline to secure their spot. Thrive Public School staff are available to assist families in completing the online registration on a school computer, or through a paper packet if they request the accommodation.

Thrive Public Schools may transfer students between campuses to ensure their academic needs are met in accordance with approved Thrive Public School policies.

Wait List

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. Those who apply after the lottery deadline are added to the end of the lottery wait list in the order they are received. Vacancies that occur during the school year are filled according to the wait list.

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When a vacancy occurs during the school year, families are contacted in the order of the wait list and typically are given a reasonable amount of time, but not less than 48 hours, to decide whether or not to accept a space at the Charter School. In the event that no such wait list exists where the space is available, the space is made available on a first come, first served basis to the next interested family at the appropriate grade level.

The wait list for the current school year remains active until Thrive Public School's admissions period commences for the following year. Applications are only valid for the current year. In no circumstance will a wait list carry over to the following school year. Applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year.

Element 9: Financial Audits

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605(b)(5)(I).

An annual independent fiscal audit of the books and records of Thrive will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of Thrive will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations and State Controller's K-12 Audit Guide.

Each fiscal year an independent auditor conducts an audit of the financial affairs of Thrive Public School to verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and review the Charter School's internal controls.

Thrive currently contracts with Wilkinson Hadley King & Co. LLP, an independent auditor, that has a CPA and educational institution audit experience and is approved by the State Controller on its published list as an educational audit provider. The Finance Committee of the Thrive Board is responsible for contracting and overseeing the independent audit process and for reporting the outcomes and findings of the annual review to the full Board. To the extent required under applicable federal law, the audit scope shall be expanded to include items and processes specified in applicable federal Office of Management and Budget (“OMB”) Circulars.

The CEO, along with the Finance Committee, will review any audit exceptions or deficiencies and report to the Thrive Board of Directors with recommendations on how to resolve them. The Board will submit a report to the Authorizer describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Authorizer along with an anticipated timeline for the same. All exceptions and deficiencies must be resolved to the satisfaction of the Authorizer.

It is expected that the annual audit will be completed within four months of the close of the fiscal year. A copy of the auditor's findings will be completed and forwarded to Authorizer, the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December each year. The Thrive governing board will ensure there is money in the budget to cover the cost of the annual audit. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

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Element 10: Student Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” Ed. Code § 47605(b)(5)(J).

Discipline Policy

Thrive Public School strives to develop and maintain a school culture that reinforces positive behavior and eliminates the distractions caused by student misbehavior. One of the most fundamental priorities is ensuring that the Charter School has a safe, enriching environment where students are cared for, supported and effectively educated. We believe, based on principles of Restorative Justice that students respond better to caring structures, positive reinforcements, mediation and alternative forms of discipline than they do to traditional detentions, and suspensions. Restorative justice is based on centuries-old cultural and religious philosophies, includes a set of principles that guide the response to conflict and harm.

“Restorative justice’s three main goals are:

- Accountability. Restorative justice strategies provide opportunities for wrongdoers to be accountable to those they have harmed and enable them to repair the harm they caused to the extent possible.
- Community safety. Restorative justice recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of its members.
- Competency development. Restorative justice seeks to increase the pro-social skills of those who have harmed others, address underlying factors that lead youth to engage in delinquent behavior, and build on strengths in each young person.” (*Implementing Restorative Justice: A Guide for Schools*, icjia.state.il.us/public/pdf/BARJ/SCHOOL%20BARJ%20GUIDEBOOK.pdf.)

Expectations for appropriate behavior are clearly articulated to students and families during orientation meetings and is provided as written policy in a Family Handbook.

Teachers are trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there are school-wide systems for assigning both positive and negative consequences. Students who do not adhere to stated expectations for behavior and who violate the Charter School's rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the appropriate Director or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

The Board of Directors has approved a formal discipline policy that seeks to reinforce the strength of the Charter School's culture and to protect the safety and best interests of the Charter School's students and staff. This policy—which is fully compliant with all applicable State and federal law and updated annually as needed—clearly describes various disciplinary measures, grounds for suspension and expulsion, minimum and maximum number of consecutive days of suspension, notification process to parents of suspension, reason for suspension, appeal process, length of suspension, provision for student's education while suspended, and other pertinent details regarding the discipline policy. This policy, and the list of offenses for which students may be suspended or expelled, is reviewed and modified annually by a Student Discipline Committee comprised of the Directors, teachers, parents, students, CEO and community members, with additional opportunities for input from all staff, families, and students as appropriate.¹⁷ It is our intention to be transparent and inclusive as we formulate and implement our student discipline program and expectations for student conduct. We believe empowering all of the stakeholders in this process—including students—helps to create a policy and culture at the Charter School of respect.

Suspension and Expulsion Policy and Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual

¹⁷ Of course, stakeholder preference does not trump applicable law, and Charter School leaders ensure that all stakeholders who participate in this process understand the Charter School's obligations under the law.

review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures clearly describe discipline expectations, and it is printed and distributed as part of the Family Handbook which is sent to each student at the beginning of the school year. The Charter School leaders shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Director's office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Thrive has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Thrive follows all applicable federal and state laws, including, but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Thrive has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Any student who engages in repeated violations of the Charter School's behavioral expectations, or a single severe infraction, is required to attend a meeting with the Charter School's staff and the student's parents. The Charter School prepares a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

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No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student’s parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily

injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- r) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students

which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate,

a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

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- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that

student from being a witness and/or retaliating against that student for being a witness.

- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating

substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would

reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

If it is determined by the Administrative Panel and/or Thrive Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Step 1: Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director and/or Dean of Students for the appropriate grade level, with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director and/or Dean of Students or designee.

The conference may be omitted if the Director and/or Dean of Students determine that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If the student is suspended without a conference, both the parent/guardian and student shall be notified of student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or

guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Step 2: Notice to Parents/Guardians

At the time of a student's suspension, a Charter School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Step 3: Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director and/or Dean of Students or designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Director and/or Dean of Students or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

C.1. Removal from Class

As an alternative to In-School suspension, Thrive may remove a student from a class for part or all of the day. During this time, the student remains on campus. The teachers may provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the Dean of Students or other certificated personnel provide support. During the day of the removal, the student's teachers address behaviors that may have contributed to the student's removal from class. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

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D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Thrive Board following a hearing before it or by the Thrive Board upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Thrive Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director and/or Dean of Students or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Thrive Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the

complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines

that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Thrive Board, which will make a final determination regarding the expulsion. The final decision by the Thrive Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Thrive Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director and/or Dean of Students or designee, following a decision of the Thrive Board to expel, shall send written notice of the decision to expel, including the Thrive Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director and/or Dean of Students or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Thrive Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as

requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Thrive Board following a meeting with the Director and/or Dean of Students or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director and/or Dean of Students or designee shall make a recommendation to the Thrive Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

Thrive shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Thrive or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

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3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/540 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that

maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

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6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the special education case manager or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11: Retirement Programs

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).

RETIREMENT BENEFITS

Thrive’s Board of Directors shall determine which school-sponsored retirement plans are available to various types of staff (e.g., certificated staff, part-time staff, etc.). Thrive participates in the State Teachers’ Retirement System (“STRS”) for all eligible staff (i.e., full time credentialed teachers and/or administrators previously participating in STRS) and coordinates such participation, as appropriate, with the social security system or other reciprocal systems. All other employees participate in social security. Thrive works directly with the San Diego County Office of Education (or another approved benefits administrator) to forward in a timely fashion any required payroll deductions and related data. All withholdings from employees and any matching funds from Thrive are forwarded to the STRS Fund (or other applicable plan/fund) as required.

Employees accumulate service credit years in the same manner as all other members of STRS. For full-time certificated employees who participate in STRS, employees contribute the required percentage and Thrive Public School contributes the employer’s portion required by STRS.

If Thrive is found to be ineligible for STRS, or chooses not to participate, then Thrive plans to participate in a 403(b)/401(k) for all eligible employees, administered by an experienced provider selected by the Board.

OVERSIGHT OF BENEFITS

Thrive has contracted with an experienced back-office services provider to handle our payroll and accounting services. The Chief Operating Officer is responsible for ensuring appropriate arrangements for coverage have been made. The Board of Directors may, in its discretion, contract with another qualified provider of payroll and accounting services.

Element 12: Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Ed. Code § 47605(b)(5)(L).

No student may be required to attend the Charter School. Thrive Public School is a school of choice that is open to anyone in the State of California. Those students who choose not to attend Thrive Public School but who live within San Diego Unified School District attendance area have the right to attend any other school in the attendance area served by SDUSD in keeping with existing enrollment policies of the District. Alternatives to Thrive Public School for these students living within the SDUSD attendance area are the same as those offered to all other students currently residing in the District. The parent or guardian of each student enrolled in the Charter School shall be appropriately informed on enrollment forms that the students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the Charter School, except to the extent that such right is extended by the local education agency.

Pupils who choose not to attend Thrive Public School may choose to attend other public schools in their district of residence or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of the district.

Element 13: Return Rights of Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(b)(5)(M).

No public school district employee shall be required to work at Thrive Public School. Job applicants for positions at Thrive Public School are considered through an open process and, if hired, enter into an at-will contractual agreement with Thrive. Any school district union employee who is offered employment and chooses to work at Thrive Public School will not be covered by the school district’s collective bargaining agreement.

Former school district employees must consult with the school district to determine their eligibility for leave.

Employees of a school district who choose to leave the employment of the school district to work at Thrive will have no automatic rights of return to the school district after employment by Thrive unless specifically granted by the school district through a leave of absence or other agreement. Thrive employees shall have any right upon leaving the District to work in Thrive that the District may specify, any rights of return to employment in a school district after employment in Thrive that the District may specify, and any other rights upon leaving employment to work in Thrive that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Thrive. Employment by Thrive provides no rights of employment at any other entity, including any rights in the case of closure of Thrive.

Element 14: Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Ed. Code § 47605(b)(5)(N).

The intent of this dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the Authorizer, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Should any section of this element pertaining to resolving disputes be in conflict with the Authorizer's policies or desired protocols, then Thrive Public School is amenable to resolving these conflicts in a Memorandum of Understanding that will be drafted and agreed upon by the Authorizer and Thrive.

The staff and governing board members of Thrive and the Authorizer agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. Disputes arising from within Thrive, including all disputes among and between parents, students, staff, volunteers, advisors, partner organizations, and governing board members of the Charter School, shall be resolved pursuant to these internal dispute resolution policies and processes developed by Thrive and in accordance with the law. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The Authorizer shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Disputes between the Charter School and the Authorizer

In the event of a dispute between Thrive and the Authorizer regarding the terms of this charter or any other issue regarding the Charter School and the Authorizer's relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s). All communications from the Authorizer to the Charter School regarding any dispute shall be addressed to both the CEO and the appropriate Director, if known. In the event the Authorizer believes the dispute relates to an issue that could potentially lead to revocation of the charter, Thrive requests that this shall be explicitly stated in the written notice of the dispute, although it recognizes it cannot legally bind the Authorizer to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the Authorizer's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

Not later than five (5) business days from receipt of the dispute statement, the Superintendent of the Authorizing Entity and Thrive CEO, or their respective designees, shall informally meet

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and confer to attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and CEO, or their respective designees, shall meet again within fifteen (15) business days of receipt of the dispute statement to identify a neutral third-party mediator to assist in dispute resolution. The format of the third-party mediation process shall be developed jointly by the representatives. The mediation shall be held within thirty (30) business days of receipt of the dispute statement. The cost of the mediation shall be shared equally by Thrive and the Authorizer; each party shall bear its own attorney's fees and costs and all other costs associated with the dispute resolution. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the Authorizer and the Charter School.

In the event that the State Board of Education authorizes the charter petition, Thrive recognizes that:

- Because it is not an LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.
- If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code Section 47604.5, the matter will be addressed at the SBE's discretion in accordance with that provision of law and any regulations pertaining thereto.
- The SBE cannot be pre-bound to a contractual obligation to split the costs of mediation or agree to mediation to resolve disputes.

Element 15: Charter School Closure

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(b)(5)(O).

Closure of Thrive Public School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The CEO shall be the closure entity, unless the Board selects a different individual for that role.

The Charter School will promptly notify parents and students of Thrive, the Authorizer, the San Diego County Office of Education, Thrive’s SELPA, the retirement systems in which Thrive’s employees participate (e.g., State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the students’ school districts of residence; and the manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of Thrive of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close Thrive.

The Charter School will also develop a list of students in each grade level and the classes they have completed, together with information on the students’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, Thrive will provide parents, students, and the Authorizer with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. Section 1232g. Thrive will ask the San Diego Unified School District to store original records of Thrive students. All student records of Thrive shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, Thrive shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, Thrive will prepare final financial records. Thrive will also have an independent audit completed within six months after closure. Thrive will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by Thrive

and will be provided to the Authorizer promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Thrive.

Thrive will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School, and, upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the Authorizer or Authorizer property will be promptly returned upon Charter School closure to the Authorizer. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Thrive shall remain solely responsible for all liabilities arising from the operation of Thrive.

As Thrive is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of Thrive, the Board of Directors will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Board may, at its discretion, retain staff to complete appropriate closure activities as needed. As specified by the proposed budget (Appendix L), Thrive will utilize the reserve fund to undertake any expenses associated with the closure.

Miscellaneous Charter Provisions

1. Budget and Financial Reporting

"The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation." Education Code Section 47605(g).

Attached, as Appendix L, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections for the next three years of operation
- Cash flow projections for the next three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the Authorizer and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the Authorizer:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the Authorizer, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the Authorizer shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the Authorizer as required by law and as requested by the Authorizer including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

The Charter School agrees to and submits to the right of the Authorizer to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

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Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the Authorizer.

2. Administrative Services

"The manner in which administrative services of the charter school are to be provided." Education Code Section 47605(g).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

The Charter School will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. The Charter School shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the Authorizer. If the Authorizer is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the Authorizer and subject to Authorizer availability and willingness to provide such services.

3. Facilities

"The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate." Education Code Section 47605(g).

For the 2018-19 school year, Thrive will occupy the following facilities:

1. A Proposition 39 facility provided by San Diego Unified School District located at 3251 Juanita Street, San Diego, CA 92105 serving grades TK-4 that includes:
 - 13 core classrooms
 - Office space for the Director, Intervention/Resource Specialist and front office (Admin/Clerical)
 - Outdoor play space
 - Parking
2. A Proposition 39 facility provided by San Diego Unified School District located at 6402 Linda Vista Road, San Diego, CA 92111 serving grades 9-11, expanding to grades 9-12 in 2019-20, that includes:
 - 13 core classrooms
 - Office space for the Director, Intervention/Resource Specialist, and front office

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- (Admin/Clerical)
 - Outdoor play space
 - Parking
3. A privately owned and leased facility located at 4260 54th Street, San Diego, CA 92115 serving grades 5-8 that includes:
- 10 core classrooms
 - Office space for the CEO, CAO, COO, Director, Intervention/Resource Specialist, front office (Admin/Clerical) and additional support staff
 - Outdoor play space
 - Parking
4. A privately owned and leased facility located at 2202 Comstock Street, San Diego, CA 92111 serving grades TK-8 that includes:
- 24 core classrooms
 - Office space for the Director, Intervention/Resource Specialist, and front office (Admin/Clerical).
 - Outdoor play space
 - Parking

Ultimately, we plan to operate on three campuses within the boundaries of SDUSD to accommodate our students TK-12: two TK-8 campuses and one 9-12 campus. One of those three sites will be our current private facility at 2202 Comstock Street. The other two will either be District facilities through Prop. 39, or other private facilities.

Once we reach TK-12 capacity (1,458 students), we anticipate we will need a minimum of 72 core classrooms. We will also need to expand our office space and ensure adequate access to science labs, common spaces (such as a multi-purpose room) and resource facilities. In anticipation of operating needs, we are working with foundations, realtors and lenders to purchase a facility. We have some very strong leads and hope to ultimately own, rather than lease, the three campuses we need to serve our students. Until that time, we will continue to work with the District and the private sector to secure school facilities that provide the required zoning, occupancy and amenities necessary to serve our students.

Thrive is working with InSite Charter School Services, a highly experienced real estate brokerage and consulting firm that helps charter schools identify and secure both temporary and permanent school facilities. InSite already has identified additional viable facilities options, properly zoned for school use. Thrive is aggressively pursuing these options.

Our leadership structure is designed to ensure that our Directors and CAO can focus on instruction, while our CEO and COO focuses on operational needs, including facilities. Ultimately, we hope to purchase or secure a long-term lease for “permanent” facilities for our Charter School. Thrive will ensure that any private facility used by the Charter School will meet all applicable building codes, is compliant with the Americans with Disabilities Act, and all other applicable fire, health, building and structural safety requirements.

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4. Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts shall be based on recommendations provided by the Authorizer and the Charter School's insurer. The Authorizer shall be named as an additional insured on all policies of the Charter School. The Charter School shall provide evidence of the above insurance coverage to the Authorizer anytime upon request.

5. Potential Civil Liability Effects

"Potential civil liability effects, if any, upon the charter school and upon the school district." Education Code Section 47605(g).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the Authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other Authorizer-requested protocol to ensure the Authorizer shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the Authorizer, wherein the Charter School shall indemnify the Authorizer for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the Authorizer and the Charter School's insurance company for schools of similar size, location, and student population. The Authorizer shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

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6. Transportation

The Charter School does not provide transportation to and from school, except as required by law.

7. Attendance Accounting

The Charter School shall maintain an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

8. Oversight

Pursuant to California law, the Authorizer shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the Authorizer may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The Authorizer may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent-free facilities from the Authorizer. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.