

August 22, 2023

**Via Electronic Mail to:-**

Nevada State Public Charter School Authority (SPCSA)  
Tonia Holmes-Sutton, Board Chair  
1749 North Stewart Street Suite 40  
Carson City, Nevada 89706  
[tholmessutton@spsca.nv.gov](mailto:tholmessutton@spsca.nv.gov)

**Re: New Charter School Application Report and  
Recommendation of ThrivePoint Academy of Nevada**

Dear Chair Holmes-Sutton and Distinguished Members of the SPCSA Board:

I am Jason Guinasso. My law firm and I represent ThrivePoint Academy of Nevada (TPAN) with regard to their 2023 “New Charter School Application.” We have provided legal assistance and technical support to TPAN’s Committee to Form, education management organization, Learning Matters Educational Group, and proposed school leader, Vince Medina, throughout the application process. The purpose of this letter is to provide a rebuttal to the findings of the application review committee and SPCSA Staff<sup>1</sup> and to oppose their proposed motion to:

Deny the ThrivePoint Academy of Nevada application as submitted during the 2023 Application Cycle based on a finding that the Applicant has failed to satisfy the requirements contained in NRS 388A.249(3)—in that the Applicant has failed to demonstrate competence in accordance with the criteria for approval prescribed by the SPCSA that will likely result in a successful opening and operation of the charter school. Designate SPCSA Staff to meet and confer with the Applicant.

On behalf of TPAN, we respectfully submit that a careful review of the SPCSA’s new charter school application evaluation rubric, which includes five sections (Meeting the Need, Academic Plan, Operations Plan, Finance Plan, and Addendum) applied to the information provided in TPAN’s new charter school application and related material “Meets the Standard” for each of the rubric sections. **Accordingly, TPAN proposes that the SPCSA adopt the following alternative motion approving TPAN’s new charter school application:**

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<sup>1</sup>Although TPAN disagrees with the application review committee and SPCSA Staff finds and application denial application, nothing in this letter should be construed as an effort to disparage or discredit the review committee and SPCSA Staff. TPAN has enjoyed working with SPCSA staff throughout the application process. Staff has been abundantly professional, available to answer questions, and transparent. TPAN’s disagreement with the review committee and SPCSA staff is not intended in any way to disrespect their hard work and dedication to rigorously review new charter school applications. However, TPAN respectfully submits that this process should be reframed as a pathway to obtain approval of a high-quality educational option for Nevada students and families rather than a process that searches for reasons to deny the proposed new charter application.

**Proposed motion:** *Approve the ThrivePoint Academy of Nevada application as submitted during the 2023 Application Cycle, with the following conditions as permitted by NAC 388A.410—and as outlined below—based on a finding that the Applicant has met the requirements contained in NRS 388A.249(3) in that the Applicant has demonstrated competence in accordance with the criteria for approval prescribed by the SPCSA that will likely result in a successful opening and operation of the charter school.*

1. By October 1, 2023 submit written plans for establishing the local board—and handing off the charter to the local board—that includes detailed plans for Board governance training with an approved training provider within six months and complies with SPCSA Governance Standards, developed in alignment with Section 3 of Assembly Bill 419 from the 81st Session of the Nevada Legislature, now codified as NRS 388A.224, defining strong charter school governance;
2. By January 15, 2024 submit a fully executed lease for a facility that will meet the needs of the school for the 2024-25 school year located in the following zip code: 89107;
3. Provide an update regarding the academic, organizational, and financial performance of TPAN in September of each year through 2025;
4. By June 30, 2025 provide evidence of partnership with colleges or universities to offer dual credit programs in compliance with NRS 389.310;
5. By May 1, 2024, complete the process specified in the *Guide to the Nevada Alternative Performance Framework*<sup>2</sup> to be approved to operate under the Alternative Performance Framework.; and

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<sup>2</sup> Page 4 of the Guide provides:

#### **Approval to Operate Under the APF**

The Board of Trustees of the school district or the charter school sponsor, as applicable, must submit an application to NDE for a school seeking to be rated under the APF. The application process is opened annually for schools wishing to be rated in the following school year. For a school to be determined eligible to be included in the APF, the school must have a mission statement identifying that it serves a student population specified under the APF and that at least 75% of the student population meets one or more of the following criteria:

- Have been expelled or suspended from a public school, including, without limitation, a charter school;
- Have been deemed to be a habitual disciplinary problem pursuant to NRS 392.4655;
- Are academically disadvantaged (defined in NAC as a student who has repeated two or more grades from kindergarten through grade 8 pursuant to NRS 392.033 or 392.125 or a student who is one or more years behind on the needed credits as defined in NAC 389.659 to promote to the next grade level or graduate from high school on time);
- Have been adjudicated delinquent;
- Have been adjudicated to be in need of supervision for a reason set forth in NRS 62B.320; or
- Have an individualized education program (IEP).

A student can only be counted once for purposes of determining whether 75% of the pupils enrolled at the school fall within one or more of the categories listed above. The student data file for the school will be processed for the 75% threshold eligibility and recommendations are forwarded to the State Board of Education for consideration.

#### **Charter Schools**

In addition to the provisions above, a charter school is eligible to be rated using the APF if the charter school has specified its written charter or charter contract that the mission of the charter school is to serve primarily pupils who

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6. Complete the SPCSA pre-opening process for new charter schools. Pursuant to NAC 388A.410, all conditions set forth above must be met for the school to open for the 2024-25 school year.

### **I. Summary of TPAN's Rebuttal**

In 2016, I was appointed to the SPCSA Board by the Honorable Governor Brian Sandoval. I served as Chair of the SPCSA from 2017 to 2019. During my tenure, I was a zealous advocate for approving high quality schools and for holding underperforming schools accountable. Since my service on the SPCSA ended, I have continued my advocacy for charter schools throughout the state of Nevada, including high performing schools, schools facing closure, and schools transitioning from EMO/CMO support to independent management.

I briefly mention my personal experience serving the public charter school system in Nevada to emphasize the fact that I understand the importance of the SPCSA's rigorous application process and the related commitment to providing equitable access to high quality education options. Nevertheless, it appears to me that the process and procedure for approving new charter schools has lost sight of the purposes for which the State of Nevada has established public charter schools as an alternative to traditional public schools.

In this regard, the primary consideration of the Nevada Legislature when enacting legislation to authorize charter schools was to serve the best interests of all pupils, including pupils who may be at risk. The stated intent of the Nevada legislature is to provide:

- The board of trustees of school districts with a method to **experiment** with providing a variety of independent public schools to the pupils of this state;
- A framework for such **experimentation**;
- A mechanism by which the results achieved by charter schools may be measured and analyzed; and
- A procedure by which the positive results achieved by charter schools may be replicated, and the negative results may be identified and eliminated.

Because one of the stated purposes of charter schools is to provide a means to "experiment" with educational options to meet the needs of a diverse student population in the State of Nevada, approving a new charter application is inherently risky. Public charter schools are risky endeavors by the design of the Nevada Legislature, but the benefit of taking the risk of opening a new charter school is the creation of new and innovative education options that can be replicated when successful, but avoided when they fail.

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are described above and the admissions policy of the charter school only allows the pupils identified in its mission statement to newly enroll in the charter school. At the time of its application to be rated using the APF, the school must have an enrollment of at least 75% of pupils who are pupils identified in its mission statement. The school must also complete any requirements to transition to the APF required by the proposed sponsor of the charter school pursuant to NRS 388A.274.

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The concerted efforts of SPCSA staff and the application review committee to mitigate the risk of opening a new charter school should not be so rigorous as to subsume the purposes for which public charter schools were established in Nevada. Rather, the process should be focused on providing a pathway to approval of new charter school applications instead of process that searches for reasons to reject new charter school proposals.

**TPAN has submitted a new charter school application that proposes a much-needed school of last resort for at-risk students in an underserved community in North Las Vegas.** TPAN believes that students from this community could benefit from mastery-based learning in online, remote, and in-person settings, and that transformative, personalized, fosters meaningful connections, engages hearts and minds, and intentionally helps students plan for their next big step—whether that be career or college readiness. This whole-child focus is the most effective way to help all students succeed.

**TPAN proposes to bridge the achievement gap that many at-risk students in underserved communities face.** TPAN proposes to provide at-risk students a choice in completing their high school education by providing a structured learning environment with personalized plans including computer-based courses, mastery-based instruction, and awarding a diploma upon fulfilling graduation requirements.

TPAN's stated mission is to, *“offer a schooling experience, including credit recovery, to at-risk students; who have been suspended from another school, have habitual disciplinary issues, are academically disadvantaged, have been adjudicated, and/or have an Individualized Educational Plan; in underserved communities and prepare all TPAN students for their Next Big Step in life, whether postsecondary education, the workforce, and/or military enlistment.”*

TPAN's new charter application proposes a structured learning environment with personalized plans including computer-based courses, mastery-based instruction, and awarding a diploma upon fulfilling graduation requirements. TPAN's application proposes to serve as an alternative high school providing credit recovery for students who are at-risk of not graduating high school. The school will serve at least 75% of students who:

- Have been expelled or suspended from a public school, including, without limitation, a charter school;
- Have been deemed to be a habitual disciplinary problem pursuant to NRS 392.4655;
- Are academically disadvantaged (defined in NAC as a student who has repeated two or more grades from kindergarten through grade 8 pursuant to NRS 392.033 or 392.125 or a student who is one or more years behind on the needed credits as defined in NAC 389.659 to promote to the next grade level or graduate from high school on time);
- Have been adjudicated delinquent;
- Have been adjudicated to be in need of supervision for a reason set forth in NRS 62B.320; or
- Have an individualized education program (IEP).

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Based on the 2023 Academic and Demographic Needs Assessment, TPAN has chosen to locate in a community that meets the academic and demographic needs required pursuant to NRS 388A.249(2). The location of 204 S. Decatur Blvd., Las Vegas, NV 89107 is an area that is underserved with schools historically rated as one-star or two- star schools. The site is located in an area earmarked as an opportunity zone indicating that it is a low-income community.

Given the racial composition, school rating (2-star), overall testing, graduation rate, chronic absenteeism rate, credit deficiency, remedial course participation, and school safety, high school students in the 89107 zip code are experiencing challenges and barriers to academic success. These students are at-risk of dropping out of school and in need of the educational options TPAN provides.

TPAN respectfully submits that a careful review of the SPCSA's new charter school application evaluation rubric, which includes five sections (Meeting the Need, Academic Plan, Operations Plan, Finance Plan, and Addendum) applied to the information provided in our new charter school application “meets the standard” for each of the rubric sections. The TPAN team, including the Committee to Form, the School Leader, the EMO, and trusted advisers have worked tirelessly to ensure that our application addresses all the necessary components and meets the requirements set forth by the SPCSA. We are confident in the quality of our application and look forward to the opportunity to provide a high-quality education to our community.

## **II. TPAN “Meets the Need”**

### **a. The Targeted Plan “Meets the Standard”**

The SPCSA Staff and application review committee concluded that the TPAN Targeted Plan “Approached the Standard.”

TPAN disagrees with this conclusion for the following reasons.

First, on pages 13 – 16 of the charter application, Thrive Point Academy of Nevada (TPAN) clearly identified the students and community to be served. The school site at 204 S. Decatur is less than a mile away from Western High School. TPAN provided charts and data showing the racial composition of Western High School noting that over 72% of the students are Hispanic, and that 100% of the students qualify for free and reduced lunch.

Given this fact, TPAN knew that it was important to identify a Hispanic school leader that could serve as a mentor to these young people.

In April 2023, TPAN hired Vince Medina to lead the organization as its founding school principal. Vince came to TPAN with over eight years of school leadership experience, the last four of which were spent serving as the Assistant Principal of Beacon Academy. Often unique to the charter setting is the inclusion of school leaders with extensive experience in both traditional and alternative school settings. Vince has both, and has performed at a high level in each position held.

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In addition to completing the CCSD Aspiring Principal's Modules, Vince received UNLV's Outstanding Teacher Award in 2013, 2014, and 2015. He was also recognized in 2011 when he was given the National Citizenship Education Teacher Post Recognition Award. This experience, combined with his passion for providing opportunities for success for underserved, at-risk students and his ability to positively engage members of the community made him the ideal candidate to lead TPAN's campaign to become a school choice option in the 89107 zip code. While much of Vince's professional experiences are described in detail below, the following details highlight his expertise, specific to working in alternative school environments with at-risk students:

- Direct oversight of categorical funding such as Title I
- Organized and oversaw a student safety team in collaboration with community partners, educators, parents, and students to address campus safety concerns such as bullying
- Established safe and secure campus strategies during school hours and after hours during school events and activities
- Acted as the school's Equity and Diversity Liaison
- Oversaw federal grant monitoring and behavioral data tracking
- Led teacher collaboration in creating an ELL Intervention and Advisory program
- Worked to develop the School Performance Plan along with other members of the administration team
- Developed, implemented, and oversaw a unique and successful school behavior intervention and counseling program resulting in greatly reduced number of behavioral referrals
- Oversaw the truancy diversion court program
- Oversaw attendance; implemented procedures for organized tracking and intervention
- Ensured routine communication with parents regarding behavior, tardy, and student absences
- Organized parent participation events including Open House, Awards Night, Grade Level Evenings, and Family Engagement Activities

Vince has been an educator for over fifteen years and is excited to extend the ThrivePoint mission in Nevada. He earned his undergraduate degree in Secondary Education in Social Studies from The University of Nevada, Reno in 2008, and his graduate degree in School Administration from Touro University Nevada in 2012. He began his career as an educator in 2009, working first as a Social Studies teacher in the Clark County School District. While teaching, he served as Department Chair and as an Onboarding Coach for first year teachers in the District. His favorite accomplishment was founding and hosting Western High School's annual Alumni College Panel. This event connected current first generation college students, who were also alumni of the school, to speak to the school's seniors about their first year experience at local colleges.

In 2015, Vince's aspiration for leadership led him into school administration as a Dean of Students, where he developed a behavior intervention program that focused on teaching students successful behavior practices. Implementation of the program directly reduced the number of suspensions in the school and minimized the number of repeated referral incidents by students. He was promoted to Assistant Principal in 2019 and also served as Director of Clubs and Activities.

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Vince's passion for developing more consistent mentoring relationships with students and serving at-risk youth specifically, has called him to alternative education where he has been an administrator in this setting since 2021. Vince leads with a focus on providing support for students to help them overcome obstacles that may hinder their path towards graduation, and believes every student deserves a personalized support system. He considers himself to be a champion for teachers and is committed to developing our staff in being champions for our students.

TPAN also believed that it would be important to have Hispanic board members who could also act as community leaders and mentors to the students in this community. Hector Gonzales, one of the board members, runs a tax preparation business in 89107 very close to the school site. Hector is an incredibly active and engaging community member possessing an authentic care for local individuals, particularly teenagers. His company, TaxPro has been operating in the 89107 zip code for 8 years. His growing team currently serves over 1200 local clients annually, speaking to Hector's innate ability to build trust within his immediate community. Hector is passionate about providing school choice for students needing something different, often speaking about his own experiences growing up locally and how they relate to what many students in the local community face on a daily basis. Hector has been present at the majority of TPAN's community events and is often the first one to grab a clipboard and gain signatures as he shares what TPAN will offer students. He is excited to be able to offer career training and entrepreneurship advice to our students, and he spoke to this during the capacity interview.

Second, TPAN also provided data for Western High School's test ranking on page 14. TPAN also identified that Western High School has a Chronic Absenteeism Rate of 55.4%, which is much higher than the CCSD average of 40.6% and the Nevada state average of 36%. This is an indicator that students are not engaged at their current school and the offered academic approach, and that they need a high performing school option. They need a smaller school environment with a personalized team of teachers and student success coaches who will encourage them to return to school and catch up on their academic credits. All of this lends to student success as they become more engaged in school.

Third, on page 15 of the application, TPAN identified the credit deficiency rate of Western High School. Western 10th graders were 37.8% credit deficient compared to CCDS at 24.9% and Nevada state at 21.5%. This data shows that there is a high need for an alternative high school program where students have the opportunity to more rapidly and effectively earn credits with ThrivePoint's mastery based online and blended curriculum. Additionally, ThrivePoint's teachers and student success coaches meet frequently with students to review their academic plan to assure that they are on track to graduate to catch up with their peers. Students experience these regular engagements, particularly with student success coaches either 1:1 or in small groups upon enrollment. It becomes a cultural norm for students and staff and is an integral component of ThrivePoint's model, continually pointing students to their academic plan and graduation goal. Students are engaged at a minimum two times per week directly by the student success coach. They review their course progress, establish goals for the week and for the learning period, and actively participate in mini lessons designed to further strengthen student's skills in Language Arts, Numeracy, and SEL-related topics. Students receive direct instructional

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support from student success coaches academically and engage their teachers either in-person or online to receive their instruction. ThrivePoint's team of educators and support staff are highly aware of each student's academic progress, deficits, and the number of credits needed in order to get back on-track and ultimately to graduate.

Fourth, on page 16 of the application, TPAN identified the results of the Nevada School Climate and social emotional learning survey. The data showed that students at Western High School felt less safe than their peers in CCSD and in the State of Nevada. Students felt both physically and emotionally less safe than the CCSD and Nevada averages based on this survey. This data is supported by the fact that student expulsions have risen significantly at CCSD from 2022 to 2023. In fact, TPAN has learned that, for fall of 2023, Western High School has over 600 students who have not returned to school this year. This is a very strong indicator that there is a need for a smaller and safer school option for high school students living in 89107. TPAN historically ranges 150-200 students at each of their resource centers, and they strive to keep a smaller school learning environment, so the staff and teachers know each student by name and can ensure a safe school environment for at-risk youth.

Fifth, on page 16 of the application, TPAN identified the key components of the educational model that is designed to work with at risk youth including: small class size and smaller learning environment, family and community involvement and connections, community partnerships, personalized learning, and mastery-based learning. Each of these attributes are specifically designed to help at risk students with credit recovery and will specifically address the needs of the high school students living in 89107 that are not having success at Western High School. TPAN's plan will be to work with the staff at Western High School to help identify the students that are the most behind in credits and come up with a plan for them to catch up on credits and either graduate at ThrivePoint or return to Western High School once they are on track to graduate.

Sixth, to further assess the need in the community, on page 21 of the application, TPAN identified the educational options currently available in 89107. Each of the elementary and middle schools are rated as 1-star and 2-star schools. Western High School, a 2-star rated school, is the only high school located in 89107, and their student population suffers from a high chronic absentee rate, low test scores, and student concerns with both emotional and physical safety.

Seventh, on page 22 of their application, TPAN identified that there are limited educational options in the 89107 zip code. ThrivePoint High School of Arizona is a successful alternative school in Arizona with a successful track record of serving at-risk students in underserved areas. TPAN also described their innovative model designed to help at-risk students with a personalized approach by breaking down the schedule to allow students to take two classes at a time for a six-week block. This accelerated schedule allows students to focus on just two classes in smaller chunks of learning, so they can attain mastery at an accelerated pace, and be able to move on to the next two classes, allowing for credit recovery to catch up with their peers.

TPAN also identified community partnerships and outreach as a key component of a program that meets the needs of the community. TPAN identified job and career fairs as a community need



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since 100% of the students at Western High School come from low-income homes. TPAN also described they would work closely with local business leaders to create internship and job shadowing opportunities for students. This is a critical factor for this community given the low-income status and the number of students that are at-risk of dropping out who need career training and options to become ready to successfully enter the workforce. Workforce Development was also a component identified in the SPCSA academic needs assessment for students in communities of need. TPAN also described the need to partner with the military, so students can be prepared to choose a career in the military as an option for their next big step.

Finally, on page 18 of the charter application, TPAN described how their school meets the multiple criteria identified in SPCSA's academic and demographic needs assessment. There is a high percentage of students in 89107 that meet the criteria of being at risk of dropping out or in need of an alternative education program such as the following:

- Have been deemed to be a habitual disciplinary problem pursuant to NRS 392.4655;
- Are academically disadvantaged (defined in NAC as a student who has repeated two or more grades from kindergarten through grade 8 pursuant to NRS 392.033 or 392.125 or a student who is one or more years behind on the needed credits as defined in NAC 389.659 to promote to the next grade level or graduate from high school on time);
- Have been adjudicated delinquent;
- Have been adjudicated to be in need of supervision for a reason set forth in NRS 62B.320; or
- Have an individualized education program (IEP).

Given these factors, TPAN described on page 23 of its charter application why this program is based on research that works for at-risk youth. This research states that at-risk youth need caring and sustained relationships. TPAN described how their program meets this need with a smaller learning environment and caring teachers and student success coaches that mentor each student to be successful. Research also identified that setting and reaching attainable goals is important for at-risk youth. Unfortunately, traditional schools focus on high stakes tests and college preparation goals that are beyond the capacity of students behind in credits.

TPAN further described that they would help credit deficient students to set and attain goals that will give them a new sense of confidence by using credit acceleration with a mastery-based approach. Research also identified that realistic and hopeful pathways can serve as a catalyst to motivate students to be more engaged in school. TPAN described how their student success plan includes identifying a career path and planning for their next big step is exciting to at-risk youth and helps them to see that school is relevant to them once can better visualize a future for themselves.

TPAN's student success coaches act as mentors to students in addition to their teachers. Research also identified the need for engaging school and community settings. Young people feel engaged when they have opportunities to receive positive recognition and make positive contributions. Youth want to spend time in environments where teamwork is encouraged and where they can get

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help learning new skills. Missions, mottos, logos and other tangible things allow students to feel a sense of belonging and pride. TPAN described on page 24 how they would be able to provide this environment for youth living in 89107 who are not currently engaged in school. TPAN identified that volunteering, work-based learning, internships, and apprenticeships will help to engage at-risk youth in 89107.

In accordance with the foregoing, TPAN respectfully submits that their Target Plan “Meets the Standards” articulated in the SPCSA’s new charter school application evaluation rubric.

**b. Parental and Community Involvement “Meets Standards”**

TPAN disagrees with the reviewers’ opinion of the focus group that was conducted. The focus group was very effective and informative for TPAN in developing their school model and program. The group that conducted the focus group completed a report that included key insights. Participants in the focus group discussed the need to allocate resources effectively to support struggling students. Participants identified several areas for improvement within the educational system including the need for improved communication and accountability. Participants highlighted potential benefits of charter schools offering flexible programs, innovative approaches, and alternative paths for students to be ready for the workforce. Participants expressed interest in flexible and personalized learning offered by ThrivePoint. Participants liked the idea of connecting students with local resources, providing job connections, and they thought that mentors or student success coaches were important. Participants saw potential for ThrivePoint to address gaps in the current education system, such as chronic absenteeism and meeting the need of specific student populations.

The focus group participants came up with recommendations for ThrivePoint Academy as well. They felt that ThrivePoint should prioritize clear and frequent communication with students, parents, and the community. They also felt that building partnerships with local businesses and industries will benefit both ThrivePoint and its students. These partnerships can provide job connections, internship opportunities, and real-world experiences that align with the career goals and needs of the students. The participants also recommended that ThrivePoint should focus on creating an engaging online learning environment by incorporating interactive and multimedia-rich content, collaborative projects, and opportunities for peer interaction. Providing in-person support centers can enhance accessibility and address the social needs of students. They also recommended that ThrivePoint should invest in a robust support system of dedicated mentors or coaches to each student. These mentors would be able to provide regular check-ins, academic and emotional support and can facilitate connections with resources and career opportunities. The participants also recommended that ThrivePoint can differentiate itself by offering well-defined career programs that align with the needs and goals of Las Vegas. These programs should provide specialized training, industry-specific pathways, and certifications to prepare students for high-demand careers.

TPAN believes that the focus group conducted by Intuify was very informative and helpful to the school to learn more about the needs that community members have in Las Vegas. While TPAN

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would like to conduct a follow-up focus group with more community members living and working in 89107, the school feels that this initial focus group was very helpful and informative. We have included the focus group as an attachment to this response.

TPAN disputes the notion that the Committee to Form was unaware of the community partnerships that the school has formed. TPAN and the Committee to Form have worked diligently to connect with the community and develop community partnerships. In fact, several committee members have attended community events and have helped to engage with the community. Hector Gonzales has participated in both the Latin Chamber of Commerce event and the Vegas Chamber Expo event and has made several connections for the school. Additionally Hector Gonzales, as a local business leader, is having a community event at ThrivePoint's school site at 204 S. Decatur, LV 89107. This event will be hosted by ThrivePoint on Wednesday August 23 and will be a business lecture from local business leaders. The participants in the lecture are local business leaders in 89107, and they will receive advice on how to grow their business and become more effective entrepreneurs. Hector Gonzales is a very involved board member for TPAN, and he looks forward to mentoring ThrivePoint students to help them with career advice, entrepreneurship, and small business support. **See Exhibit 1 (flyer for this event).**

**Examples of partnerships that have been developed in the community include the following:**

**The Just One Project**

The Just One Project was founded with the mission of connecting the community through volunteering and inspiring people to give back. The Just One Project started with serving groceries to communities with food insecurity. They have also developed a program offering youth the opportunity to help participants gain self-confidence as they complete their education and begin successful careers.

ThrivePoint met with the Youth Program Coordinator and the school plans to partner with The Just One Project by volunteering and by assisting youth members to enroll as online students at TPAN while in the Just One Project.

The Just One Project will also refer students in their Leadership Academy as an academic option in order to be connected to TPAN's alternative education pathway as students pursue their high school diploma. These referrals will start in fall of 2024.

ThrivePoint Academy will also refer students to The Just One Project's Leadership Academy and offer support by way of grocery service.

**Las Vegas HEALS**

Las Vegas HEALS is a coalition of medical and wellness industry professionals, organizations and institutions devoted to improving the access and delivery of healthcare in Southern Nevada. The

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organization is also devoted to improving the quality of health care and to communicating industry developments to the people of Southern Nevada.

As part of our partnership, Las Vegas HEALS will offer presentations at ThrivePoint Academy to share information on various healthcare industry jobs to the students. Las Vegas HEALS will also hold podcasts at the school so students and witness this process while the host interviews healthcare executives and other professionals. Las Vegas HEALS will also assist with helping with an internship/mentorship program for any students interested in the healthcare industry. These activities will begin in fall of 2024.

### **Puentes Las Vegas**

Puentes' mission is to be an innovator in the development of comprehensive, collaborative, and culturally relativistic initiatives that seek to provide permanent, sustainable solutions through addressing root causes, disparities, and inequities in our social order.

As part of our partnership, Puentes will assist ThrivePoint Academy in coordination and delivery of social services to the development of comprehensive, collaborative, and culturally competent health and wellness solutions in areas of need such as: Healthcare, Dental Care, Diapers and Infant Supplies, Food and Basic Necessities, Medical Supplies, Behavioral and Mental Health, Immigration, Victim Advocacy, Pet Care, Rent and Utility Assistance. These services will begin in fall of 2024.

### **Nevada Women in Trades**

Nevada Women In Trades (NWWIT) is a non-profit corporation registered in the state of Nevada with a mission: To prepare Women in Nevada for successful careers in high skilled blue-collar (trade) occupations.

As part of our partnership, NWWIT will support ThrivePoint Academy in preparing female students for successful careers in high skilled, blue collared (trade) occupations. Nevada Women In Trades will reserve spots in the NWWIT Pipeline Program Pre-Apprenticeship referrals for interested students. NWWIT will maintain regularly scheduled campus visits to ThrivePoint Academy to speak to students about career opportunities in different trade fields. When possible, NWWIT will coordinate field trips for students to learn more about different trade fields. ThrivePoint students will also be referred to scholarship opportunities with NWWIT. This program will start in fall of 2024.

### **Project 150**

Project 150 started in December 2011 when they learned that Clark County School District had an overwhelming number of homeless teenagers attending school. The issue was highlighted in a local TV news report that focused on 150 homeless students attending Rancho High School. The

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shock over this seemingly hidden reality for over 7,500 students in the Las Vegas Valley created a buzz among a network of friends and business colleagues.

Their mission is to offer free support and services to homeless high school students in the Southern Nevada area, so they can stay in school and graduate.

Project 150 will offer free support and services to students who are homeless, displaced, and disadvantaged in the Southern Nevada area so they can stay in school and graduate and build bright futures. These services will start in fall of 2024.

### **Nevada State Contractors Board**

The Nevada State Contractors Board (NSCB) is committed to ensuring the integrity and professionalism of the construction industry in Nevada. The NSCB has the responsibility to promote quality construction by Nevada licensed contractors through a regulatory licensing system designed to protect the health, safety, and welfare of the public.

NSCB will offer quarterly or twice annual construction industry expert panels with trade organizations represented at the school for ThrivePoint Academy students. They will also educate TPAN students and hold Q&A sessions about the construction industry. Additionally, this organization will have NSCB investigators and other construction industry executives meet with TPAN students throughout the year to provide insight on the Nevada construction industry, regulations of the construction trade, and types of careers available. These services will start in fall of 2024.

### **Latin Chamber of Commerce**

The mission of the Latin Chamber of Commerce is to promote the success of small businesses by facilitating positive business, cultural, and educational relationships.

The Latin Chamber of Commerce will provide LCC scholarships to TPAN students who meet the eligibility requirements as Hispanic students in underserved communities. The LLC will make it possible for TPAN students to participate in the Latino Youth Leadership Conference at UNLV allowing students to experience college first-hand and stay in the UNLV dorms. Furthermore, the LLC will provide Young Adult Facilitators to work with eligible TPAN students to help them stay connected and reinforce the importance of staying in school.

### **Net Effect**

David B. Rounds is the CEO of NetEffect and leads the industry in managed IT services providers in Las Vegas. Under David's leadership, NetEffect has earned more than 120 five-star Google reviews and has been named Microsoft's regional Influencer Partner of the Year and the Vegas Chamber's Entrepreneur of the Year. With a unique, forward-thinking approach, David and NetEffect have earned the Award Channel Futures MSP 501 three years running and CRN's MSP

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500: Pioneer 250 in 2020. For over two decades, he has been an integral player and expert in developing business technology and cyber security preparedness for small and midsize Las Vegas businesses.

NetEffect will provide David Rounds as a business leader and professional speaker to TPAN students to help them learn about careers in IT and Cybersecurity. Additionally, NetEffect staff is willing to mentor TPAN students as they work to pursue career pathways in IT and Cybersecurity.

### **Billie and Lillie Heinrich YMCA**

The YMCA is an inclusive organization of men, women, and children joined by a shared commitment to nurturing the potential of kids, promoting healthy living and fostering a sense of social responsibility in Southern Nevada. Established locally in 1944, it is one of the region's longest-serving and most-respected nonprofit organizations.

ThrivePoint Academy will provide informational pamphlets to Billie and Lillie Heinrich YMCA, so they can be distributed to parents in need of an alternative education program in the community during their own intake process. ThrivePoint Academy will create a student incentive program which will include rewards such as a discounted or free membership to Billie and Lillie Heinrich YMCA.

Students of ThrivePoint Academy in need of a creative outlet can benefit from the use of the Dreamer Lab at Billie and Lillie Heinrich YMCA. Billie and Lillie Heinrich YMCA will have recruitment opportunities at ThrivePoint Academy for aquatics program and other jobs for high school students. Furthermore, this location will be available as a physical education resource for ThrivePoint Academy students. Finally, pregnant and parenting students of ThrivePoint Academy will be referred to the Billie and Lillie Heinrich YMCA's preschool program.

In addition to the foregoing established partnerships, TPAN has connected with additional groups that have expressed interest in finalizing an MOU with the school. They include, UNLV Diversity Initiatives, Solutions of Change, Boys & Girls Clubs of Southern Nevada, and Nevada Contractors Association. TPAN and the Committee to Form are very excited about these partnerships and look forward to working with these strategic organizations that will help TPAN and the students in need of wrap around services and career training.

TPAN also has received letters of support from CSN Apprenticeships Division and CSN Dual Enrollment, and the school anticipates having an active partnership with both divisions of CSN.

Additionally, Sara Quintana, Manager of Early College Programs at CSN has included ThrivePoint Academy in "Back on Track, A specialized credit retrieval services through a restorative justice model." This project is a pilot program that College of Southern Nevada is starting with ThrivePoint and two other charter schools, Beacon Academy and BattleBorn Academy. We have included the presentation as an attachment.

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In addition to the partnerships that TPAN has finalized, the school has over 35 letters of support from community leaders and organizations that support the mission and vision of the school. TPAN is actively engaged in the community and continues to receive more letters of support from community members. This is a strong indicator that there is support for TPAN. These letters of support were submitted to the Nevada Charter Authority in response to clarifying questions. TPAN will continue to submit additional letters of support as the school receives them.

We have included TPAN's response to the question related to inclusion of parents of students with disabilities and English language learners from page 26 of the application. ThrivePoint will be inclusive of all parents, including parents of students with disabilities and English language learners. ThrivePoint will assure to have resources and programs available for these parents. ThrivePoint strives to be a true community resource and will have literature and communication in Spanish and other languages whenever possible. ThrivePoint will also establish English as a Second Language classes in the evening for parents. ThrivePoint strives to provide equitable access to all parents and students.

Additionally, TPAN has been able to connect with Amy Trombetti, CEO and Founder of Special Education Consulting Services (SPEDCO). Amy has a B.S. in Education/Special Education from the University of Nevada, Las Vegas and Master of Arts in Education, Administration and Supervision from the University of Phoenix. Amy began her career in 1996 working in Clark County, Nevada as a teacher where she taught all subjects, K-12, including Special Education, Gifted and Talented, and ELL. Amy has extensive experience working with charter schools and special populations in both Nevada and Utah. Amy has been a district special education facilitator, charter school principal, and is currently contracted with the Utah State Office of Education working in compliance, coaching, mentoring, and monitoring. Amy is an expert consultant and has agreed to work with the teachers, staff, and Committee to Form on training and staff development in the areas of special education and English language learners. Her bio is at the following link: <https://www.spedco.co/amy-trombetti>

### **Additional Information about Community Engagement and Student Enrollment**

At the time of submitting responses to clarifying questions of the SPCSA staff, TPAN was able to submit an update on community events that the school had participated in along with signature sheets from students interested in attending the school. TPAN was able to submit over 433 signatures at that time. Some of these signatures were from students that were in grade levels that TPAN will not be serving in year one.

Since the capacity interview, TPAN made it a point to commit to getting signatures from high school students interested in attending the school. Vince Medina, Founding Principal, and his team attended the following events in July and August to increase community engagement and capacity building.

- 7/17- Project Access Point Back to School Fair (located 3 miles from our site in adjacent zip code)

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- 7/21- Health & Wellness Fair, Bill and Lillie YMCA 89107
- 7/23- Festival De La Familia Back to School hosted by Fiesta 98.1, Boulevard Mall
- 7/22- Nevada Partners Back to School Fair
- 7/25- Back to School Fair presented by Commissioner William McCurdy, Walnut Community Center
- 7/27- Back to School Fair presented by Commissioner William McCurdy, Pearson Community Center
- 7/29- Cox Back to School Fair, Meadows Mall 89107
- 8/5- La Oportunidad Expo, hosted by Latin Chamber of Commerce, Boulevard Mall

The follow are pictures from these community outreach events:

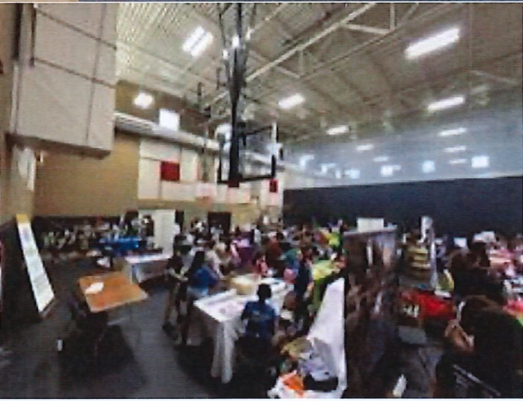
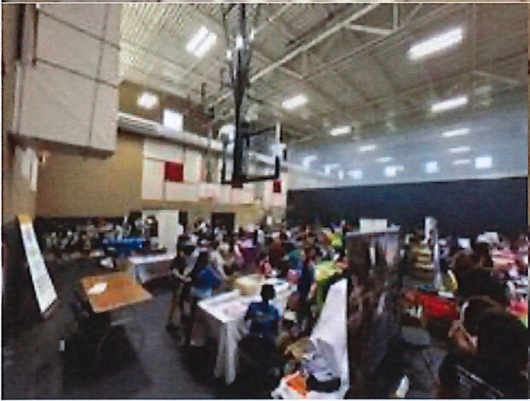
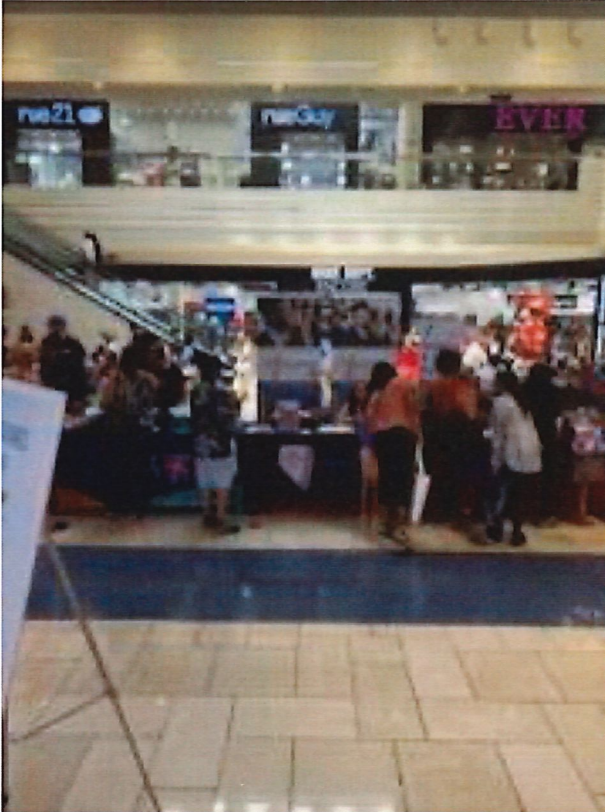




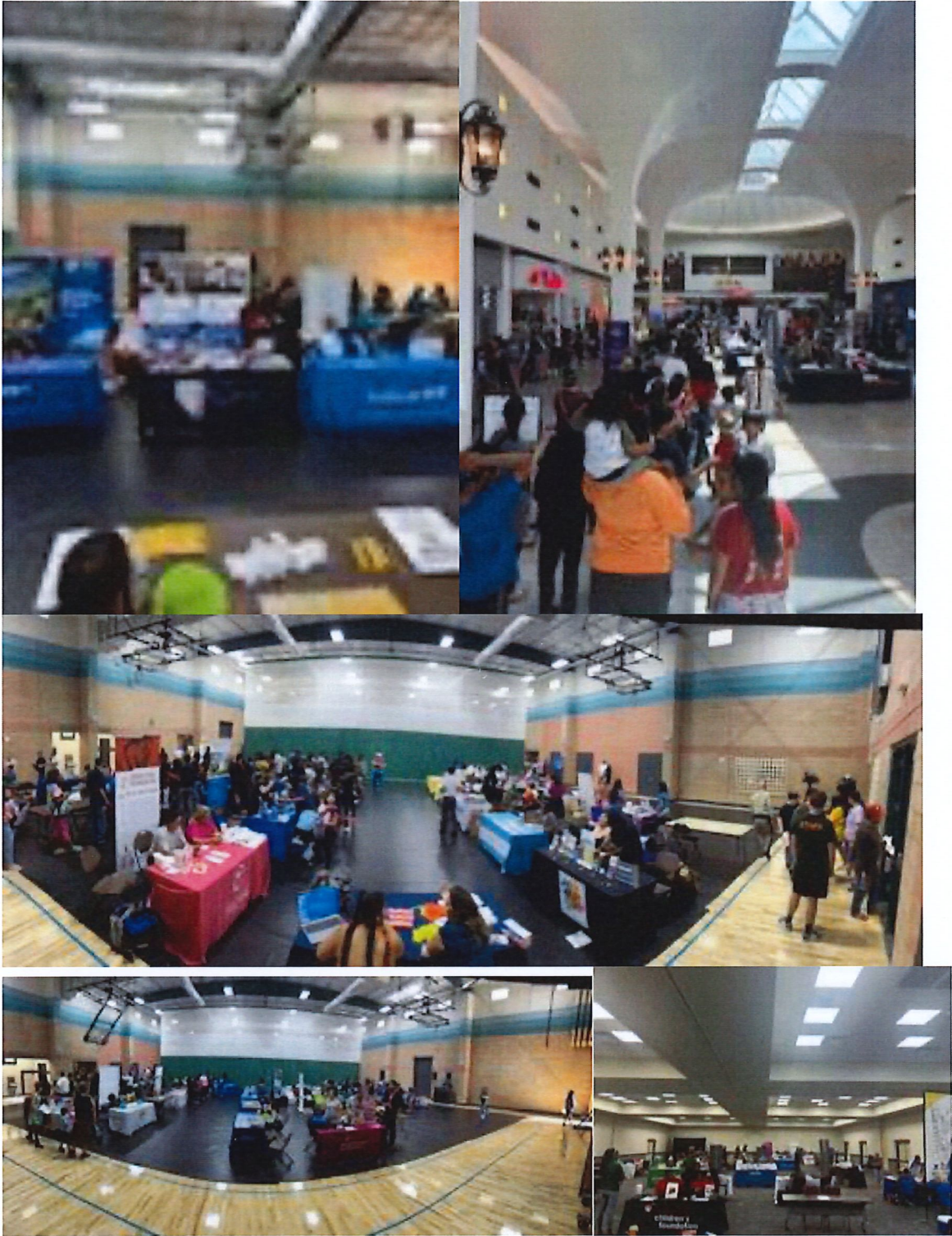
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**Student Enrollment and Recruitment Response**

TPAN Evidence of Demand Totals 7/2/2023

<b>Date</b>	<b>Event Location</b>	<b>Total Names</b>
4/25/2023	La Bonita	9
5/11/2023	Stupak Baby Shower	32
5/13/2023	Red Rock Harley Davidson	66
5/17/2023	La Bonita	18
5/19/2023	Sun Coast Hotel	18
5/20/2023	Kianga Isoke Park	41
5/27/2023	Craig Ranch Regional Park	91
6/21/2023	Community Resource Fair	27
6/28/2023	World Market Center	51
6/30/2023	Swapmeet	35
7/1/2023	Swapmeet	45
	<b>TOTAL</b>	<b>433</b>

As of July 2, TPAN had collected a total of 433 signatures. At least half of these signatures were of high school students. TPAN had also collected student lead inquiries to the website totaling 76 students.

After the capacity interview, Vince Medina and the TPAN team were able to collect an additional 204 signatures of high school students interested in attending TPAN. There were several other K-8 students that signed interest, but they were not counted in this total.

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As per the requirements of 4.3.5 student recruitment and enrollment, the school must gather 30% of year one enrollment in the form of sign in sheets. TPAN projects to have 400 students in fall of 2024 therefore 30% of 400 would be 120 signatures. TPAN has gathered over 200 high school student signatures and therefore meets the standard in this category. We have included additional signature sheets since the capacity interview as attachments.

In accordance with the foregoing, TPAN respectfully submits that Parent and Community Involvement “Meets the Standard.”

### **III. TPAN’s Academic Plan “Meets the Standard.”**

The SPCSA Staff and application review committee concluded that the TPAN Academic Plan “Approached the Standard.”

TPAN disagrees with this conclusion for the following reasons:

First, TPAN is concerned that the review committee and the SPCSA staff may have made decisions about the Academic Plan without asking TPAN’s Academic Plan. TPAN finds it disconcerting that there were very few questions about the Academic Plan during the Capacity Interview. During that interview, TPAN’s Committee to Form did hear and respond to questions about:

- The student options of hybrid, partially in-person, partially distance education model, with other students learning fully remotely
- ELL staffing and instruction

Perhaps the virtual nature of the Capacity Interview contributed to the raters’ interpretation of TPAN’s responses? As we all know, some non-verbal communications are not present or subject to misinterpretation if an interview is not face-to-face.

Although the SPCSA Staff and review committee concluded that TPAN’s Committee to Form (CtF) may have “appeared unaware of the fully remote learning options” for students, perhaps TPAN’s CtF reaction to the question was misinterpreted?

The options of hybrid, fully in-person, partially distance education, and fully remote, are open to all students. This is precisely the important contribution of School Choice as offered by TPAN. It is the family’s 18-year-old and older students’ decision which method(s) provide(s) the best fit for them and their individual needs. ThrivePoint staff, the Principal, the Learning Center Coordinator (LCC), and the SSC work with every individual enrollee to collaborate on what is best. These options illustrate the flexibility and the personalization/individualization of the ThrivePoint educational model.

As far as English Language Learners (ELL) staffing, TPAN did double-check the application and saw that they did not have an ELL teacher identified in the Staffing Plan for the first year. However, TPAN has remedied that oversight by hiring an EL/TESOL teacher in the first year

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and by adding professional development (PD) in educational best practice when working with ELL students for all instructional staff. Additional ELL PD will include:

- Specific ELL PD including the [Nevada English Language Development \(ELD\) Standards](#) during the onboarding process for all instructional staff ranging from the Principal to LCCs as they are added to meet demand, all content specialty teachers, and the Student Success Coaches (SSC). Virtual onboarding materials will be available immediately upon hire to TPAN employees. Onboarding also includes shadowing successful ThrivePoint employees working in the same position. Initially, shadowing will be provided whenever possible with a successful ThrivePoint colleague in AZ. As TPAN individuals experience success, a new TPAN employee will shadow a successful TPAN colleague. As highlighted on the NDE website, the ELD standards do not stand alone; rather are designed to work in conjunction with the Nevada Academic Content Standards (NVACS). It is imperative that all instructional staff, especially teachers, are included.
- Professional development opportunities and technical assistance as offered by NDE's English Language Development
- Ongoing discussion and collaborative agreement among teachers with support of SSCs on methods to address the individual needs of students whose home or first language is a language other than English, even if such students are not labeled as students needing ELL instruction.

A recurring comment in the rating of the Academic Plan application sections is that it is not clear how the ThrivePoint educational model is needed by, or will be applicable to, the targeted students in 89017.

However, SPCSA Staff and the review committee appear to have ignored the information provided in the application. Western High School, as stated in the Clark County School District Input, is at 121% capacity. Western is over 20% (21.3% above capacity). The need is clear. Western High School's student population is 2839. Twenty-one and three tenths percent of 2839 is 605 students. TPAN is proposing to serve 400 students in its first year. Further, Western High School's student population of 2,839 students has grown by 5% over five school years. There is no indication that Western's growth would reverse. As an open enrollment public high school, TPAN legally is responsible to accept students from neighboring high schools and adjacent zip codes. That is precisely our mission—to provide at-risk students a quality high school education as they achieve a high school education and are prepared for their Next Big Step in postsecondary education and workforce readiness (college and career).

Further, TPAN respectfully disagrees with the statement, "The District believes that existing schools in the proposed locations do offer similar types of opportunities." On Page 15 of the application, TPAN provided credit deficient data for Western students, percentages ranging from 19.1% for 9th graders, 37.8% for 10th, 31.2% for 11th grade, and 19.2% for 12th. "Over-aged and under-credited" does not only refer to students who are over traditional high school age, yet also 10th or 11th graders who are credit deficient. The data speak the need.

TPAN offers a unique combination of a stand-alone high school with a small, safe learning environment. Each TPAN student will have a Personalized Learning Plan individualized to that student's needs (not generic to a Western high schooler in general or an Alternative Education Campus (AEC) high schooler). Each TPAN Learning Center's small size provides a personal relationship not possible at a 2800+ student comprehensive high school. All educators care about students, yet high numbers and being over capacity make it difficult to connect with each and every student. TPAN's SSCs are intended to do exactly that. Each student is assigned an SSC. It is the SSC who mentors and guides each student through high school education. Please remember, the individualized attention of an SSC is in addition to one-on-one connections with the content teachers and the Principal.

**a. Transformational Change**

It has been said that "Nothing is more practical than a good theory." Based on the reviewers' own comments, TPAN's theory of transformational change is well articulated. Transformational change in terms of Grit, Growth Mindset for both students and staff, Collin's "right people right seat", and Shipp's "One Caring Adult" is pervasive throughout all aspects of our organization, our programs, principles, and structures.

TPAN's application did provide detail regarding fidelity of implementation in our Ambitious Achievable Action Plan on pp. 33 - 37. TPAN's application addresses programs (e.g. Curriculum in 3.2, pp. specifically the detailed charts found on pp. 54 - 56; Professional Development in 3.6), principles (e.g. restorative practices in Discipline, 3.8; small learning environment in multiple sections including p.43; "learn at your own pace" - our words are 'self-paced not self-taught' ~ p. 30) and structures (e.g. small learning environment, in multiple sections including p.43.)

**b. Curriculum and Instruction**

The power of the ThrivePoint model is that it is individualized for every student, thus it is particularly effective with students with disabilities and English Language Learners. Students with an IEP are one criterion in Nevada's definition of at-risk, "Have an individualized education program (IEP)". The individualized nature of each student's Student Success Plan (SSP) and instruction using Edmentum's Exact Path makes the ThrivePoint model a desirable match for students with disabilities. General education teachers working collaboratively with the Special Education specialists and teacher(s) make modifications and accommodations to the electronic curriculum. Each special needs student's IEP guides teachers as they make curricular modifications and accommodations. Via email, chat, or phone calls, teachers collaborate real time and during their regularly scheduled, at least every other week, meetings.

Similarly, TPAN addresses the needs of each English Language Learner (ELL). As the NDE webpage states, "English Learners are vastly diverse in their ages, home languages and cultures, length of time in the United States, academic achievement, and myriad other factors." Each student's unique needs are addressed in their SSP. TPAN content specialty teachers collaborate with the ELL/TESOL teacher to customize their instructional delivery for ELL students.

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Edmentum's diagnostic includes both a Reading and an English Language Arts assessment, so each student begins at the appropriate skill level when working in their Individualized Learning Path.

ThrivePoint's Curriculum, Instruction, and Assessment create a balanced three legged stool. ThrivePoint Arizona serves a similar student population with approximately 75% Hispanic students and 12-15% students with disabilities. ThrivePoint AZ's 2023 data demonstrate empirical evidence of the success of this model with a student population exhibiting similar demographics. **See Exhibit 2 (Compelling Evidence).**

**c. Driving for Results**

TPAN has provided significant details about tracking progress toward academic goals and ensuring success of all students including students with disabilities and English language learners above and herein below. A key concern during the initial application was lack of specific detail regarding tracking progress towards academic goals and ensuring the success of all students including students with disabilities, English language learners, economically disadvantaged students, at-risk students. SPED, ELL, economically disadvantaged and at-risk students are precisely the student population that TPAN intends to serve.

The SMART goals presented on pages 51 - 52 plus the Goals in the table on pp. 52 and 53 are written for these students. Four of the six goals correspond to Nevada Alternative Performance Framework (APF) indicators. We remind the reviewers that the APF is intended for schools that serve at-risk students and that students with an IEP is one of the categories for student eligibility for APF accountability.

Concrete examples of types of data and the proposed board are Credit Earned, Credit Rate, Opportunity to Engage (OTE), and annual progress on the Academic Learning Plan (ALP). ThrivePoint has developed an internal software system to track this data for every student. Standardization ensures uniformity and consistency.

**d. At Risk Students and Special Populations**

TPAN enlisted the services of SPEDCO, a contractor who provides a comprehensive review tailored to the needs of the school, designed in conjunction with school administration. Activities may include classroom observations, interviews with school personnel and students, special education file reviews, and stakeholder/parent input meetings. The powerful part of doing this during TPAN's incubation year is that systems will be well in place to fully address students' needs immediately when the first school year begins. Obviously, classroom observations will occur during the first school year. Selected areas of review align with state and federal requirements, as well as additional requested areas such as assessment, instruction, and educational outcomes. SPEDCO's founder and CEO, Amy Trombetti has worked at Clark County, Nevada as a teacher where she taught all subjects K-12, including Special Education, Gifted and Talented, and ELL. Ms. Trombetti specializes in work with charter schools and has experience as a District



Special Education Facilitator, Charter School Principal, Charter School Assistant Principal and Charter School Special Education Director.

**e. Professional Development**

Teachers and Student Success Coaches (SSCs) are trained to implement TPAN’s unique educational model through on-boarding modules, preservice/Kick-off events, and most importantly job-embedded meetings regularly held throughout the school year. SSCs meet weekly. Teachers get together as a group every two weeks. Both of those regularly scheduled times are used for training and refinement of implementation of the ThrivePoint model. Those regularly scheduled times also allow tweaking for the specific needs of the Nevada students. As a charter high school, especially one that targets an at-risk student population, the student population may vary from year to year. TPAN is not a school with a lock-step, 4-year trajectory for students. In addition to formative and summative teacher evaluations, in which teachers are evaluated in areas mandated in the [Nevada Educator Performance Framework \(NEPF\)](#), TPAN’s teacher evaluation system includes indicators that are ThrivePoint specific. Teachers set individual growth goals near the beginning of each school year. They collaborate with the Principal as to how progress toward those goals are reached throughout the school year.

**f. School Culture**

School Culture is monitored formally by mid-year and year-end staff surveys. Each formal professional development is evaluated by participants, and items on school culture are included. Informal monitoring includes staff real-time communication at regularly scheduled meetings and everyday communications via email and chat.

SMART Goals are:

- At the beginning of each school year, TPAN administration issues a staff survey that norms staff belief and support of the ThrivePoint vision.
- Survey findings are shared with TPAN staff and the TPAN Board.
- By the end of each school year, 80% of TPAN staff agree or strongly agree that the school culture reflects TPAN’s vision and each individual’s ability to implement that vision during interactions with families and students at the school.

Again, findings are shared with TPAN staff and the TPAN Board. TPAN administration, in collaboration with representatives from various staff positions, make an action plan regarding School Culture using both quantitative and qualitative data for the following school year.

**g. Student Discipline**

TPAN administrators collect data about disciplinary actions at the school. Data are used to ensure that “certain student populations are not disproportionately impacted by discipline policies, including protection of the rights of students with disabilities.” Discipline consequences for

students with disabilities are stipulated by federal statute. TPAN's Policy and Procedure adheres to federal rule:

Discipline Policy & Procedure

**POLICY**

A child with a disability may be disciplined for a violation of the student code of conduct, including removal from his or her current placement to an appropriate interim alternative educational setting, another setting, suspension, or expulsion in accordance with IDEA Regulations §§300.530 through 300.536.

**PROCEDURES**

**§300.530 Authority of School Personnel**

1. On a case-by-case basis and in consideration of any unique circumstances, school personnel may remove a child with a disability who violates a student code of conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement under §300.536.
2. After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal, Thrive Point must provide services to the extent required to:
  - a. Enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting his/her IEP goals; and
  - b. Receive, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications that are designed to address the behavior violation so that it does not recur.
3. Thrive Point is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 days or less in that school year, if it provides services to nondisabled children similarly removed.
4. After a child with a disability has been removed from his or her current placement for 10 school days and the current removal is for not more than 10 consecutive

school days and not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the IEP goals.

5. If the removal is a change in placement, the child's IEP team determines the appropriate services.
6. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Thrive Point, parent, and relevant members of the IEP team must review all relevant information in the student's file, the IEP, teacher observations, and any relevant information to determine:
  - a. If the conduct 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 Thrive Point's failure to implement the IEP.
7. The conduct must be determined to be a manifestation of the disability if either (6)(a) or (b) occurred, and if the IEP was not implemented, Thrive Point must take immediate steps to remedy that deficiency.
8. If Thrive Point, parent, and relevant members of the IEP team determine that the conduct was a manifestation of the child's disability, the child must be returned to the placement from which the child was removed, unless the parent and Thrive Point agree to a change of placement. The IEP team must either:
  - a. Conduct a functional behavioral assessment, unless one has already been done, and implement a behavioral intervention plan; or
  - b. If a behavioral intervention plan has already been developed, review the plan and modify it, as necessary, to address the behavior.
9. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to manifestation of disability if the child:
  - a. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a state or public education agency;

- 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 under the jurisdiction of a state or public education agency; or
  - c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or public education agency.
10. Thrive Point will notify parents and provide notice of procedural safeguards on the day the PEA determines the student has violated the code of conduct and the violation constitutes a change of placement (i.e., interim alternative education setting).

#### **AAC R7-2-401.P Suspension and Expulsion**

1. Thrive Point shall establish, implement, and make available to personnel and parents written procedures for the suspension and expulsion of students with disabilities. These are listed above.
2. Thrive Point shall require all school-based staff involved in the disciplinary process to review the policies and procedures related to suspension and expulsion on an annual basis. Thrive Point shall maintain documentation of staff review.
3. Procedures for such suspensions and expulsions shall meet the requirements of the IDEA and its regulations, and state statutes.

#### **§300.531 Determination of Setting**

The child's IEP team determines the interim alternative educational setting for services.

As TPAN anticipates a student population similar to Western High's, discipline actions would not exceed 72% for students identifying as Hispanic and 16% Black. If the demographic for TPAN's students is different, the percentages would be adjusted to reflect TPAN's student population.

It is important to note that as part of the TPAN implementation of a Positive Behavior Interventions and Supports (PBIS), TPAN staff are expected to start positive communications with each student's adult family member(s) early in the school year, thus not limiting communication to negative student behaviors.

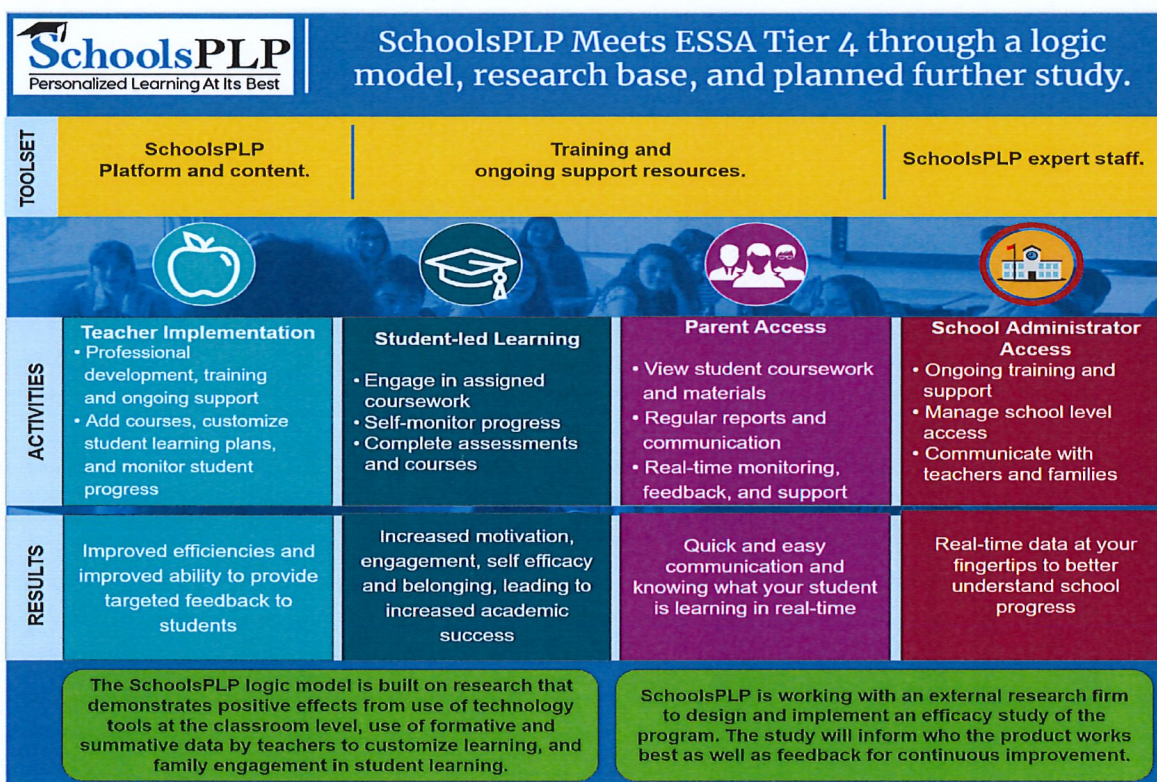
#### **h. Programs of Distance Education**

TPAN's Board will have ample time during the Implementation Year to fully develop a complete understanding of the distance education program. TPAN's remote students' minutes of

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instruction fully aligns with Nevada’s requirements in order for students to be claimed as a full FTE. ThrivePoint AZ’s online team will collaborate with TPAN to share strategies, then the TPAN team can customize for Nevada specific requirements. All TPAN teachers fully support all students, whether they are engaged online or in-person. PLP just released the following graphic this month, thus it was not available at the time we submitted the application. Perhaps the graphic helps clarify supports available for teachers, students, and adult family members.

In accordance with the foregoing, TPAN respectfully submits that Academic Plan “Meets the Standard.”



Research<sup>3</sup> indicates “mentors”, SSCs in the ThrivePoint model, are necessary for online student success. Further, Old Dominion University and the National Dropout Prevention Center published a meta-analysis of dropout prevention strategies showing that the inclusion of mentors in dropout prevention is the third most effective dropout prevention strategy<sup>4</sup>, with a strong effect size. TPAN is targeting a student population in Clark County who are at-risk of not graduating high school.

<sup>3</sup> <https://michiganvirtual.org/blog/why-mentors-matter-a-conversation-with-jered-borup/>

<sup>4</sup> Chappell, S. L., O’Connor, P., Withington, C., & Stegelin, D. A. (2015, April). A meta-analysis of dropout prevention outcomes and strategies. Retrieved August 20, 2023, from <https://ww1.odu.edu/content/dam/odu/offices/tcep/docs/meta-analysisofdropoutcomes-strategies-chappelletal2015.pdf>

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TPAN specifically presents an educational model that will be effective with at-risk students in 89107.

#### **IV. TPAN's Operations Plan "Meets the Standard."**

The SPCSA Staff and application review committee concluded that the TPAN Operations Plan "Approached the Standard."

TPAN disagrees with this conclusion for the following reasons.

##### **a. Board Governance.**

The members of the TPAN Committee to Form understand that it is the responsibility of the governing body of a public charter school to ensure that the school and its students succeed. While the school leadership and staff handle the day-to-day operations of the charter school, the governing body is ultimately accountable to the charter school sponsor for academic achievement of students, effective organizational practices, and responsible use of public funds.

The TPAN Board is familiar with the SPCSA Governance Standards, which are in alignment with Section 3 of Assembly Bill 419 from the 81st Session of the Nevada Legislature, now codified as NRS 388A.224, outline the standards by which the State Public Charter School Authority defines strong charter school governance. TPAN will ensure that all of its Board members are trained on these standards and they will use them as a guide for evaluating board effectiveness and facilitating board member development.

It's no secret that great boards work closely with both the school leader and management team to develop a shared vision of excellence. They are able to work toward near-term goals, while also creating realistic plans for the future. One of the key ingredients to an effective board is having individuals from a range of professions, with diverse backgrounds and skills that align with the school's immediate and future objectives. That is exactly what TPAN has done with the Committee to Form. Their diversity gives them a unique perspective on the community TPAN will serve and Board members are exceptionally competent with expertise in finance, real estate, fundraising, marketing, human resources, and executive leadership. It's clear that TPAN has a well-rounded board which is critical to their future success.

**TPAN began to describe the primary role of the governing board on page 91 of their charter application.** TPAN described that the primary role of the board would be to evaluate, hire and maintain a strong relationship with the principal of the school. This is not the only role that the TPAN board plays in governing the school. In the next section of the application TPAN describes how the board would form committees for financial matters, operational matters, and academic compliance matters. TPAN believes that this committee structure works well since TPAN has board members with a background in financial and budgetary aspects of the board. Hector Gonzales owns and operates a tax preparation and business development business and will serve

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on this committee. Paul Bell, a commercial realtor also has a financial background and will serve on this committee.

Other board members are better suited to handle the effective organizational performance focusing on integrity and growth mindset. Josh Molina is a successful small business owner and leader of teams and he will serve on this committee. Zaenz Flowers is a local real estate agent and mother in the community and has worked in the past on building teams and will serve on this committee. Carrie Hilton is a local educator with the Clark County School District, and she has a background of working with and leading teams of educators and community members. She has also coordinated and led community musical performances in the community, and she is a good fit to serve on this committee.

TPAN also has board members that are educators with a background better suited to address academic performance and academic compliance related issues. Nikki Homer is a local educator with a strong background in counseling and working with at-risk youth in an alternative learning environment. Nikki will serve on the Academic Excellence and Compliance Committee. Tisha Jones is another local educator for TPAN with experience working with at-risk youth in blended learning and online learning environments. Tisha will serve on this committee as well.

TPAN describes the background and experience of each board member in detail on page 93 of their application. Also, on page 94, TPAN explains the orientation and training that each board member will receive. TPAN board members will be trained on open-meeting law by attorneys familiar with these requirements in Nevada and will receive very specific training from experts qualified in Nevada board development such as leaders and consultants from CSAN and Opportunity 180. Board Members will also be given a handbook which will include the board bylaws, school financial and budget documents, and conflict of interest policies, ethics policy, and board member responsibilities.

Additionally, on page 136-139 of their application, TPAN describes in detail a chart explaining the boards role and responsibilities in the following areas: Performance goals, curriculum, professional development, data management and interim assessments, promotion criteria, culture, budgeting, finance and accounting, student recruitment, school staff recruitment and hiring, HR services, development/fundraising, community relations, IT, facilities management, vendor management, and student support services.

**The TPAN board will hold both the school leader and the EMO responsible and accountable for metrics in each of these categories.** On page 139 of their application, TPAN describes the annual review and evaluation of the EMO by TPAN with a rating scale for each of the services to be provided in the proposed management services agreement. This description and structure articulate a comprehensive role for the board and is not at all a narrowly defined role as the reviewers are assuming. TPAN disagrees with the claim from the reviewers that if they are not well versed in the hybrid and fully remote learning options that they are not qualified or capable of overseeing the financial and academic accountabilities of the school and holding the school leader and the EMO accountable for performance.

**b. Leadership Team.**

TPAN disputes the opinion of the reviewer that there was a lack of a cohesive explanation of the model, mission, and vision of the school between the proposed leader, proposed board, and proposed EMO.

The mission and vision of the school is clear. TPAN strives to serve at-risk youth in an alternative setting by assisting them to recover credits in a small learning environment, in an online and blended learning environment, with certified and highly qualified teachers and student success coaches who act as mentors to these students to help them to become more engaged at school and become more self-directed in their learning.

The school leader, Vince Medina, has a very specific background and qualifications in working with and helping at risk youth in alternative settings. He has worked at Western High School, which is the closest school to the proposed school site and has also worked at Beacon Academy, the only other alternative charter school in Nevada.

The Committee to Form for TPAN is made up of community members living and working in 89107 (Hector Gonzalez) and educators specifically with a background in working with at risk students in an alternative setting (Nikki Homer and Tisha Jones). The other committee members are fully aware and passionate about the mission and vision of the school and of the proposed student population that the school intends to serve.

The EMO (LMEG) has an experienced and expert team of leaders who have specific training and background in working with at risk youth in an alternative setting.

Dr. Amy Schlessman is a national expert and scholar who has advocated for the needs of this population and has published several articles on best practices in working with this population. She is a board member for the National Alternative Education Association and was the founder of the Arizona Alternative Education Consortium, the leading group responsible for developing the Arizona alternative accountability framework.

Shannon Smith, the Vice President of LMEG, is currently the treasurer for the Arizona Alternative Education Consortium and the co-founder of ThrivePoint High School of Arizona. Shannon Smith has played a leading role in assisting thousands of high school students to graduate from high school and become ready to take their next big step for over 25 years.

Aaron Ritter, the COO of LMEG, has worked with students in online and blended learning environments and in alternative educational settings for over ten years. Aaron has led instructional and leadership teams in Arizona, California, and Idaho and is very familiar with best practices in schools working in the alternative and online environments.



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Timothy Smith, EdD, is the co-founder of ThrivePoint High School of Arizona and the CEO of LMEG. Timothy has worked to successfully help at-risk students in underserved communities in Arizona for over 25 years and in California for over 15 years. Timothy has studied alternative schools in his educational leadership program at USC and was able to complete his dissertation on the benefits of helping overaged and under-credited students at ThrivePoint High School of Arizona.

**c. Staffing Plan.**

TPAN disputes the assertion that there was a lack of clarity around the overall staffing plan. While not allocating an EL teacher until year two is an oversight, TPAN can certainly remedy the situation and will adjust the staffing plan and budget to account for hiring for this position in year one. Additionally, TPAN will make adjustments to account for additional training and development for staff on preparing for the needs of EL students and special populations.

TPAN disagrees with the assessment that the role of Student Success Coaches is unclear. TPAN has articulated that the school has highly qualified teachers for each course. These teachers work closely with students to assure that they are engaged and making adequate progress in their classes and are on track to graduate. Additionally, as a second line of defense, TPAN implements Student Success Coaches as an added layer of support to work with at risk students. These coaches stay with the student through their educational journey and act as a mentor to students not just with academic needs, but holistically so that their social and emotional needs are met. In addition to student success coaches, TPAN will have licensed school counselors and social workers who will work with our students to make sure that their needs are met and that truly needed wrap-around services are provided. Additionally, TPAN has several partners that will provide additional supports to assist this population of students to be successful and stay on track to graduate.

The reviewers are incorrect in assuming that TPAN would reduce or eliminate the role of the Student Success Coach in the event of a budget shortfall. First of all, enrollment at ThrivePoint has only grown over the last several years and the school has not had to deal with reductions at either ThrivePoint Academy of Arizona or at Taylion High Desert Academy. This is in large part due to the success of the model and structure of the school.

However, if there is a reduction in the future, TPAN would maintain the integrity of the student teacher ratios to both the Student Success Coaches and the certified teachers. TPAN's student teacher ratios are in line or below most other online and blended schools and the student to teacher ratio is much lower than most comprehensive high schools in Arizona and in Nevada.

There should also be no concern with TPAN's student teacher ratios for Special education students. ThrivePoint High School of Arizona has been in compliance with special education requirements including staffing for over 25 years and meets the standard in terms of past performance for TPAN affiliated schools in California and Arizona.

**d. Human Resources.**

**Respectfully, TPAN disputes the assertion that overall its Human Resources Plan approaches the standard. The reviewer's opinion that TPAN's recruitment and hiring processes and strategies are unlikely to result in the hiring of high-quality teachers, leaders, and staff reflective of the student body is inaccurate.**

LMEG is committed to fully supporting TPAN's founding school principal throughout the staffing process, as was articulated in the application. TPAN will employ strategies already in place for ThrivePoint High School of Arizona that have resulted in the employment of some of the school's most qualified, engaging, and diverse staff. Like ThrivePoint High School of Arizona, TPAN will advertise anticipated openings on job boards such as Indeed, will employ targeted social media/marketing campaigns, maintain booths at job fairs locally, and host its own job fair(s) on-site. Organizationally, we are very intentional about hiring individuals that are not only qualified, but have the demonstrated ability to connect with the local community, student body, and families. Nevada will be no exception to this proven approach.

The following details and examples are provided to demonstrate the success of the organization's hiring processes and strategies that have and will continue to result in the hiring of high-quality staff that are reflective of the school's student body:

- *Hiring Support*
  - TPAN's response detailed multiple supports the school leadership would receive from LMEG with respect to hiring. This includes, but is not limited to, writing and publishing job descriptions, salary/pay range(s), job postings, marketing materials and resources associated with hiring efforts, participation in candidate screening, interviews, job offers, background checks, etc. As such, TPAN is fully prepared to initiate and complete the hiring of qualified individuals in an efficient and thorough manner.
- *Job Boards (Indeed.com, etc)*
  - TPAN's Founding School Principal, Vince Medina, applied for his position after seeing the job description posted on Indeed.com. He was one of several qualified candidates in the Las Vegas area that applied. As previously mentioned, Vince has extensive experience working as a highly qualified teacher and administrator, most recently as an administrator at Beacon Academy. Prior to that, his experience includes working as a teacher at Western High School, which is located in the same opportunity zone TPAN is.
  - TPAN currently has an open Bilingual Administrative Assistant job description posted on Indeed.com. The bilingual component of this position is non-negotiable given the demographics of the community TPAN is located in.

- All TPAN positions will be posted on Indeed and when necessary, ads will be sponsored, ensuring the highest level of exposure to potential candidates. Doing so follows the same hiring processes successfully employed in Arizona resulting in the hiring of multiple school leaders, instructional and non-instructional staff.
- *Internal Job Fair Recruitment*
  - Arizona’s Director of Schools, Eric Clapeck, attended ThrivePoint AZ’s internal job fair and was subsequently hired. He brought extensive charter school experience as both a teacher and administrator, holds a law degree, and graduated from an Arizona alternative high school. He leads Arizona’s operation, bringing with him a perspective that makes him highly qualified and relatable to kids and families alike.
  - Of the 24 Student Success Coaches currently employed at ThrivePoint AZ, six were hired after interviewing at the school’s job fair.
- *Leadership*
  - TPAN values caring and qualified leaders. In Arizona, over 70% of ThrivePoint’s campus leadership team leaders are people of color and/or bilingual, with many living in the communities served.
- *Teachers*
  - When hiring for teachers, TPAN will look first and foremost for individuals that are certified in core subject matter. Like AZ, TPAN will rely on job boards and job fairs to recruit teachers. Additionally, efforts will be made to reach out to local colleges and universities. Also, like Arizona, TPAN will pay close attention to candidates hired in other roles that may be working toward or already have appropriate qualifications to teach at TPAN. In Arizona, five members of the school’s teaching staff over the past two school years started as Student Success Coaches before being hired as teachers.
- *Student Success Coaches*
  - TPAN’s student success coaches will play a significant role in the everyday engagement of students. Similar to AZ, the majority will be hired via online efforts and job fair participation.
  - Again, TPAN will follow ThrivePoint AZ related to hiring and for good reason. A few key statistics related to this integral position in AZ include:
    - Over 50% of the current team of coaches consists of staff that identify as people of color.
    - Two of Arizona’s coaches are former students of ThrivePoint; one of which graduated 11 years ago and just finished their first full year of employment.
    - Multiple coaches on the Arizona team are bilingual.

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Finally, it's important to note that in the initial application, key census data related to the 81907 zip code was provided as well as local entities/organizations TPAN will and already has, partnered with, based in large part on the census data. This data includes the ethnic makeup of the area (Hispanic - 49%, White - 30%, Black - 10%, and 18% of all residents living below the poverty line and Spanish spoken in 55% of homes in the 81907 zip code). The application outlined multiple strategic partnerships and memberships such as the Latin Chamber of Commerce, College of Southern Nevada, Love Las Vegas, etc., that will benefit the school as TPAN begins to hire qualified individuals representative of the local community and student body.

**TPAN also respectfully disagrees with the assertion that its compensation structure and rewards/incentives are unlikely to attract and retain high-performing teachers.**

However, TPAN acknowledges that a few key details need to be more clearly and accurately defined. As such, the following items have been added/updated that demonstrate TPAN's efforts to employ high performing teachers.

- TPAN will pay into Nevada's Public Employees Retirement System (PERS). This is a change to the original application, which inaccurately outlined a 401K that will not be applicable to Nevada licensed teachers.
- Licensed teacher base pay will be commensurate with local and state averages.
- TPAN's 2024-25 base pay range for licensed teachers will be (52,000.00/yr - 62,000.00/yr). Other factors such as years of experience will be considered for qualified candidates.

TPAN firmly believes that the aforementioned updates in addition to its commitment to providing teachers unique opportunities such as those mentioned in the original application (access to competitive health plans [health, dental, vision], extra duty pay, opportunities for career advancement, a unique learning and work environment, etc.) contribute to year-over-year retention of high performing teachers.

TPAN appreciates the acknowledgement that essential recruitment, hiring, and dismissal policies and procedures meet standards.

But, TPAN disagrees with the reviewer's opinion that its school performance management system is unlikely to retain and promote talented staff, allows for restructuring and removal of staff as needed, creates opportunities for leadership development, and sets clear expectations.

TPAN's school performance management system rewards high performing individuals, provides opportunities for leadership development, and sets clear expectations that are reviewed with staff personnel on an individual basis multiple times per school year. Conversely, this system supports the removal of staff when necessary. Additionally, TPAN notes that one of the key indicators of the previous criteria under this same standard, "dismissal policies and procedures" was marked as

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“Meets the Standard”. TPAN believes these two criteria are interconnected and this item should be marked as “Meets the Standard” as well.

In the application, TPAN provided a detailed explanation of the school’s performance system and Attachment 14 included the Performance Evaluation Scorecard for the School Principal. Attachment 15 included samples of the teacher Plan for Professional Growth, Pre-Observation Tool, and Teacher Performance Evaluation School Card. Important to note is that each role at TPAN will include a performance evaluation/scorecard that includes measurable metrics specific to their position and the categories of enrollment, engagement, and achievement and reviewed each Learning Period. The performance tool template that will be used is designed to transparently identify areas of concern, growth, and excellence. Following precedent set in Arizona using this model, its use will allow TPAN to support employees whose goal it is to advance their career at TPAN in leadership positions.

**Further, TPAN does not agree with the reviewer’s opinion that its recruitment and enrollment plan for year 1 and subsequent years does not meet the standard.**

The rubric criteria specifically mentions a demonstrated proactive, grassroots enrollment effort that includes multiple strategies and tactics that TPAN has employed. TPAN’s school principal, multiple TPAN board members, and members of LMEG’s executive team have proactively led these efforts. The following are examples of local events TPAN has worked in a vendor capacity, opening numerous opportunities for engagement with members of the community.

- Community Information Night for prospective ThrivePoint students hosted by TPAN’s principal, Vince Medina on 8/24/23 at the Mirabelli Community Center in the 81907 zip code.
- TPAN-sponsored community event on 8/23/23 at TPAN’s school location in the 81907 zip code. This event includes guest speakers discussing key components of running successful businesses from Taxpro, a local business in the 81907 zip code owned by one of TPAN’s school board members. The strategy employed at this event is passive in nature, with TPAN hosting the event and school principal, Vince Medina given the opportunity to share with the audience information about TPAN and the opportunity for both Vince and TPAN board member, Hector Gonzalez to engage community members that may include potential family members of future students.
- 8/5/23 - The Latin Chamber of Nevada’s community event, La Oportunidad Expo
- On 7/29/23 - Cox Media’s Back to School Fair at the Meadows Mall
- 7/25/23 & 7/27/23 - Commissioner William McCurdy’s backpack and school supplies giveaways for local students and families.
- 6/28/23 - The Vegas Chamber’s 2023 Business Expo
- 5/31/23 - Community Event - Africa Day Festival
- 5/20/23 - The Grand Slam Family Jam hosted by Anthem Nevada
- 5/19 - Latin Chamber of Commerce Business Expo

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In addition to attending/working various community events, TPAN has engaged its community as demonstrated by the signatures of support obtained by individuals representing TPAN, through social media campaigns on Facebook targeting prospective families and student, resulting in web traffic increasing on TPAN's landing page and numerous inquiries logged specifically related to student enrollment.

Since being hired in April 2023, TPAN's principal, Vince Medina, has proactively engaged local businesses, schools, and individuals in the 89107 zip code. He has successfully engaged current students from Western High School as well as members of the school's counseling department, informing them of TPAN's anticipated opening and intention to service under-credited and over-aged students in the local zip code, community leaders, nonprofit organizations, and even local media outlets. Vince has spearheaded a campaign to develop local partnerships resulting in over 30 Letters of Support from business owners, numerous nonprofits, and postsecondary institutions such as the College of Southern Nevada. TPAN has also secured several MOUs already, all geared toward increasing TPAN's visibility and support of future students and families. TPAN has carefully reviewed the local demographics and is already tailoring its messaging to align with the community. For example, 55% of households in the identified area of need speak Spanish. As such, TPAN provides both English and Spanish versions of its communication resources and the school is actively pursuing bilingual candidates for the schools Administrative Assistant position, which will be the second full-time TPAN position hired. Doing so will be a direct benefit and support to Spanish speaking students and families, and will create clear communication for identified EL students. These efforts demonstrate TPAN's understanding of and dedication to the local community and are all done in order to ensure all TPAN students will have the resources they need to access their academic plan, goals, and courses upon enrollment.

**TPAN believes its recruitment and enrollment plan for year 1 and subsequent years are realistic and appropriate goals. TPAN also believes that its timelines, staff capacity and monitoring plan are all well within the organization's capacity to manage, scale, and maintain.**

TPAN has set an enrollment goal of 400 students in Year 1. While we understand that many schools in the Las Vegas area and across Nevada have experienced varying levels of decreased enrollment, this very real concern is not unlike trends seen in the communities by ThrivePoint High School in Arizona. While multiple schools in Arizona have experienced declining enrollment that in some cases have contributed to the decision of some charter schools to close their doors, ThrivePoint has experienced the opposite in the same time frame, with enrollment and retention rates increasing significantly year-over-year.

Given the organization's experience in outreach and successfully engaging students dangerously close to dropping out, we are confident that TPAN will follow a similar growth trajectory. TPAN's staffing plan fully supports year-over-year growth as reflected in the plan provided in its application. Key staffing considerations included are based on enrollment projections primarily. Although this plan has already been detailed, it's worth highlighting a few key staffing details. TPAN's student to staff ratios will remain low. For example, the student success coaches will

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operate on a 50:1 student to staff ratio, the teacher to student ratio will be significantly lower than what will be found in local traditional high schools, and TPAN's special populations will be fully served and in compliance.

TPAN disagrees with the reviewer's opinion that the school's enrollment numbers for years one through six are not reasonable. TPAN understands that the enrollment numbers provided are aggressive, but they are based on the organization's proven ability to not only increase enrollment numbers year-over-year in other states, but its ability to also maintain strong retention rates of students and staff alike. TPAN's rationale for its projected enrollment is based in large part on the demonstrated needs of local students, particularly those in the 89107 zip code. These high school students don't currently have other alternatives to Western High School. TPAN is dedicated to serving students that need an alternative solution, allowing them to personalize their instruction, have the ability to adjust the pace at which they complete their work, and an opportunity to truly take control of their learning. The identified community and surrounding areas are in need of an alternative school choice for high school students. This is evidenced by a graduation rate that is currently one of the lowest in the nation. TPAN can and will attract students that might otherwise give up entirely on school.

#### **e. Incubation Year Development**

TPAN disagrees with the assertion that the application responses do not meet the criteria for demonstrating adequate interest from parents of students in the appropriate grade level to enroll in year 1 in the zip code identified. Total signatures from this specific group of stakeholders surpasses the 30% minimum and evidence of this has been submitted along with TPAN's responses.

TPAN disagrees with the reviewers related to the schools ability to demonstrate a detailed plan for maintaining engagement with parents of prospective students who have already demonstrated interest and ability to convert interest into actual applications for enrollment.

TPAN has already received enrollment interest from both prospective parents and students through TPAN's marketing efforts that include social media campaigns directing traffic to TPAN's interest form found on the school's landing page, the passing out of informational flyers, 1:1 conversations with community members, attendance and participation in a variety of community outreach activities and events. TPAN's efforts to maintain contact with interested parties is an ongoing effort, with phone calls and text messages being the primary means of contact to-date. When successfully reached, prospective parents and students are given the opportunity to schedule 1:1 appointments with the school principal to learn more about the school, plans to open for students, TPAN's school model, and what to expect as a student.

Also, community engagement efforts are already underway. On 8/24/23, the first community informational session specifically designed to provide enrollment details leading up the the anticipated Spring 2024 enrollment. TPAN's principal, Vince Medina, has already created a schedule of student and parent-centric events hosted by TPAN that will be offered on a monthly

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basis throughout the 2023-24 school year. Information sessions, new family/student orientations, and even events such as free dental screenings provided to prospective parents and students by a local dentist hosted by TPAN are scheduled.

**f. Services.**

TPAN agrees with the reviewers that the applicant provided a plan that articulated a reasonable process and timeline for ensuring the school will have information technology infrastructure, equipment, software, and policies to support the school operations and model, including plans for data security and privacy.

**TPAN disagrees with the assessment that the facilities maintenance and management plan was not sufficient or logical.** ThrivePoint Academy of Nevada will contract with a janitorial service to provide services to the school. Since the school is located in a retail setting and they are leasing the space there is no need for the school to provide landscape maintenance.

ThrivePoint Academy contracts with private janitorial services providers in Arizona. These providers are licensed and bonded and provide these services during times when school is not in session and therefore there is no interaction with students or staff members.

TPAN believes that this is a logical plan that reduces the cost and risk to the school of having janitorial staff on site when students are at school. TPAN's model involves flexible student attendance, therefore there is not a significant need for staff to maintain the site while students are in school.

Regarding landscape maintenance, since TPAN is leasing space from a landlord with other tenants, the landlord is responsible for all landscape maintenance at the site. ThrivePoint Academy follows the same practice for the school's resource centers in Arizona. Each site's landscape maintenance is managed by the landlord for each site.

**g. Facilities**

TPAN disagrees with the assertion that the short and long-term goals are not reasonable and that they do not meet the needs of the projected student population and proposed program.

TPAN has already secured its initial school location, strategically located in the identified area of need. It is located just blocks from the only high school in the zip code and is in a high-traffic area that is highly visible and surrounded by local businesses and services that prospective families and students will frequent.

Additionally, TPAN's currently space consisting of approximately 3000 square feet, shares a wall with an additional 7000 square feet that is available for lease and build out. This has already been noted by both TPAN and the leasing company, with an option for TPAN to add the additional space upon application approval. This will give TPAN approximately 10,000 square



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feet, which is more than adequate for daily operations based on TPAN's model of personalized instruction.

This approach has proven to be highly successful in both Arizona and California, at ThrivePoint High School and Taylion High Desert Academy. For 27+ years, ThrivePoint High School in Arizona has managed to successfully serve students in spaces ranging from 5000 - 10,000 square feet. Each space can easily manage rotating student schedules while serving upwards of 500 students at each location.

Currently, ThrivePoint High School in Arizona is serving students at seven different locations utilizing this "lean operation" model designed to provide local students access to a smaller learning environment close to their homes. In California, students and families are afforded this same option across three school locations.

TPAN provided detailed information regarding its chosen space that included overall cost, plans to expand, associate costs and financial details. TPAN's location will be fully built out and ready for students well ahead of the first day of the 2024-25 school year. This will include all renovations, furnishings, technological equipment and access, and will be in full compliance with all ADA requirements, building codes, and health and safety laws. Again, this is a model that the organization is highly familiar with and understands how to navigate facilities-related requirements in order to safely serve students and families.

#### **V. TPAN's Financial Plan "Meets the Standard."**

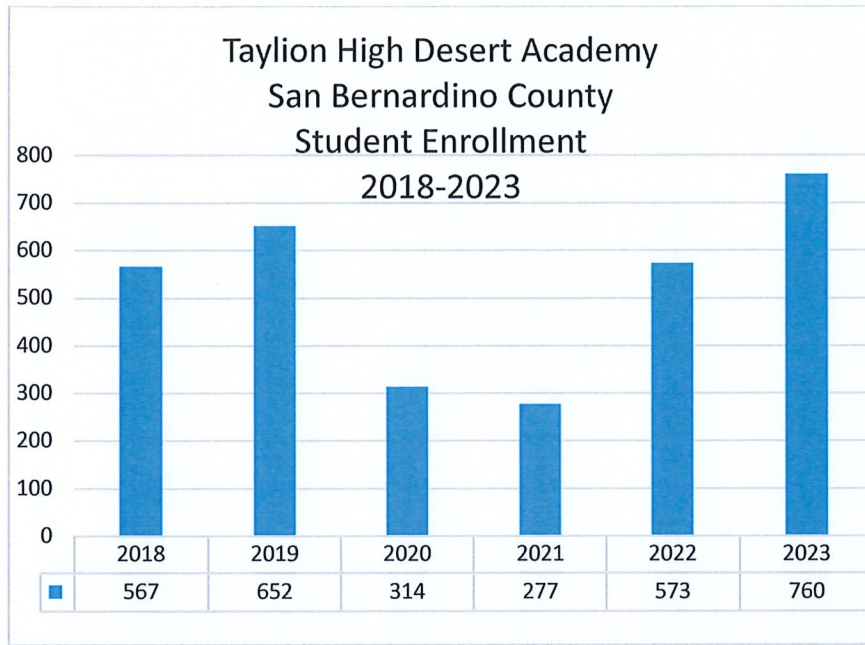
The SPCSA Staff and application review committee concluded that the TPAN Financial Plan "Approached the Standard."

TPAN disagrees with this conclusion for the following reasons.

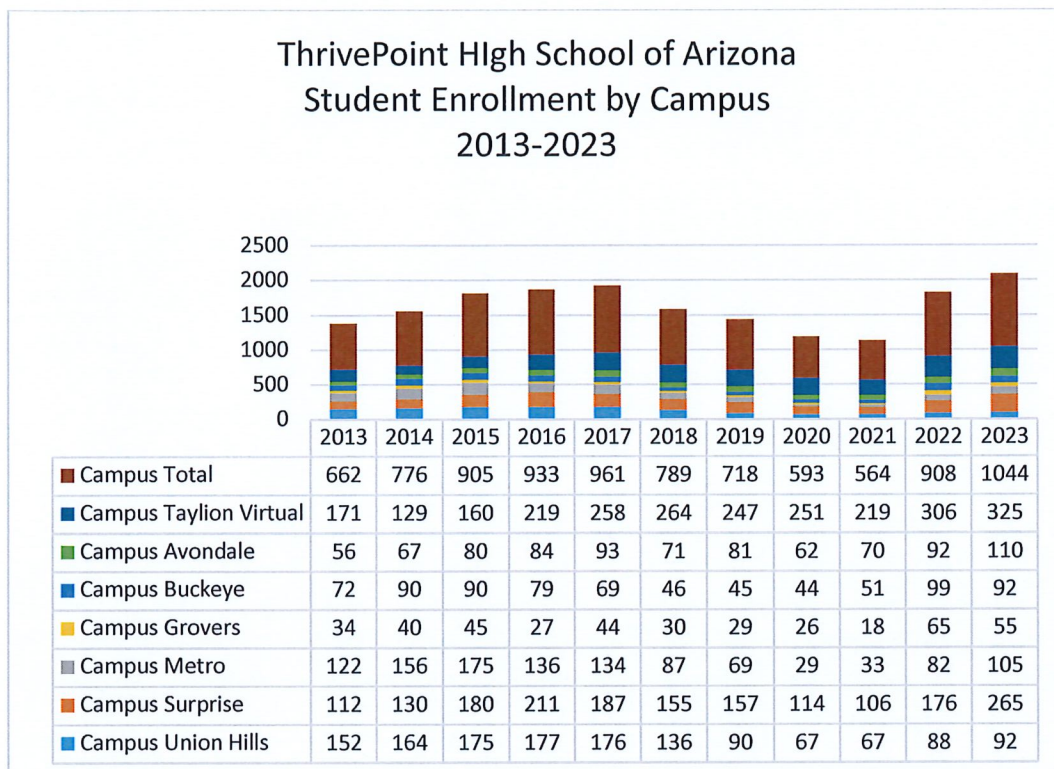
The reviewers commented that there were concerns related to the feasibility of the proposed budget in the event the school was unable to grow at the rate projected in the application. The staffing plan left reviewers with concern due to the lack of an English language teachers in year one. If the applicant proposes hiring an English language teacher in year one, the budget will need to be updated to reflect the additional cost. The review team had uncertainties around enrollment, facilities, and the staffing plan.

However, in response to these comments and concerns, TPAN believes that while the enrollment projections from year one of 400 students to 1400 students in year five are aggressive, they are attainable. TPAN has based these enrollment projections from the enrollment trends and growth rate of Taylion High Desert Academy in Victorville, California and the growth rate of ThrivePoint High School of Arizona.

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In reviewing the growth rate of Taylion High Desert Academy in Victorville, student enrollment was at 277 students. Enrollment grew to 573 in 2022 and to 760 in 2023. This is an over 100% growth rate from 2021 to 2022 and a 32% growth rate from 2022 to 2023, with an average growth rate of 58.12% over the two-year period. Taylion High Desert plans to cap enrollment at 800 students for the 2023-24 school year and will build a waitlist in order to be in compliance with California SB740 Funding determination requirements. Regardless, this growth rate speaks to the demand and need for an effective alternative education program in an underserved community in Adelanto and Victorville, California which has similar demographics to the community of 89107.



In reviewing the growth rate of ThrivePoint High School of Arizona, total campus and online enrollment was at 564 in 2021. Student enrollment grew to 908 in 2022 and to 1044 for 2023. This trend shows a growth rate of 60.99% from 2021 to 2022 and a growth rate of 14.98% from 2022 to 2023, with an average growth rate in the two-year period of 42.55%. Additionally, as of fall 2023 student growth has already surpassed 1360 students which is a 30.27% from the prior year. ThrivePoint High School of Arizona is still accepting enrollment and projects to grow to 1500 students by the 100<sup>th</sup> day of school for Winter 2024.

TPAN proposes to grow enrollment by 200 students each year of their five-year growth plan. While the growth rate from year one to year two is 50% this number incrementally decreases to the point that the incremental growth rate from year four to year five moving from 1200 students to 1400 students is just an incremental growth rate of 16.67%. Therefore, TPAN believes that based on enrollment trends in other markets and similar communities of need in Arizona and California, these enrollment targets are attainable and become less aggressive from year to year on an incremental basis. Additionally, it is important to note that these growth trends are happening in communities of need with an online and blended learning model at a post pandemic time when other traditional brick and mortar district and charter schools are experiencing declining enrollments.

It is our belief that students and families are opting to choose a more convenient, flexible, smaller school setting that is more personalized and creates a safer learning environment.

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Students and families are reluctant to return to traditional school as is identified by the high chronic absentee rates and increased school violence and expulsions happening within the Clark County School District (Wootten-Greener, Las Vegas Review Journal, March 24, 2023) (Davis, Las Vegas Sun, April 17, 2022).

Regarding the concern that there is not an EL teacher identified until year two is definitely an oversight on TPAN's part, but it can be easily fixed and the budget can be adjusted to account for an EL teacher in year one. Additionally, TPAN will be contracting with SPEDCO which offers professional development and training to teachers, staff, and board members to address the needs of special populations including ELL and SPED students. TPAN looks forward to the opportunity to address this issue and can submit a revised budget to address these concerns.

Regarding any concerns with facilities, TPAN is unaware what these concerns may be and would need further clarification to better understand them. TPAN's school site at 204 S. Decatur will be fully built out to meet the needs of the students at this location. TPAN will work with architects, contractors, IT professionals, security personnel, and other vendors that would be needed to assure that the school site will be fully built out to meet the needs of the students at full capacity.

TPAN has identified additional campuses as part of the school's growth plan, but TPAN can accommodate the full scale build out of 204 S. Decatur up to 1400 students without having to gain approval for additional school sites. More information on this issue will be addressed in our response to the Addendum section of the recommendation.

SPCSA Staff and the review committee expressed concerns about the feasibility of the proposed budget in the event the school was unable to grow at the rate projected in the application.

In response, TPAN submits that one of the benefits of the budget based on ThrivePoint Academy of Nevada's model is that many of the costs are generally enrollment driven, ie 1:1 student to laptop ratio or 50:1 student to teacher ratio. The ThrivePoint model has proven student growth in Arizona and California, and we expect similar results in Nevada. However, in the event ThrivePoint Academy of Nevada is unable to grow at the rate projected in the application, it may not receive the anticipated revenue, conversely expenditures will also decrease to not adversely affect the budget.

Finally, SPCSA Staff and the review committee expressed concerns about the lack of an English language teacher in year one.

In response, TPAN responds that it has the capability and will plan to hire an English Language teacher in year one. To ensure the position will fit into the budget, we have two options. Option one is we can combine the responsibilities of the Special Service Director and Community Connections Coordinator to make room for the English Language teacher. Option two would be for the CMO to allow ThrivePoint Academy of Nevada to delay paying interest of the private loan back to the CMO, therefore allowing the funds to pay for the English Language teacher in Year One.

## **VI. TPAN's Addendum "Meets the Standard"**

### **a. Past Performance**

TPAN is very happy to see that the reviewers identified that the school Meets the Standard for past performance. TPAN notes that the financial performance data for schools affiliated with the EMO demonstrate strong performance with a yes check box. TPAN also met the standard for organizational performance data demonstrating strong performance. TPAN's affiliated schools also had no significant audit findings in the last three years which received a yes check box.

However, TPAN received a "no" in the check box for academic performance data demonstrating strong performance equivalent to 4 or 5 star performance on the NSPF. TPAN has an affiliated K-8 school in Arizona, Calibre Academy. This school has consistently received an A or B rating and would be considered to be a 4 or 5 star school under the NSPF criteria.

Additionally, ThrivePoint High School of Arizona is a high performing alternative school with each of the school's campuses receiving high ratings under the Arizona alternative education framework. Therefore, while TPAN is happy to have met the standard for this category, the school believes that they should have received a "yes" check box for academic performance as well.

Notwithstanding, TPAN believes that receiving a "meets the standard" for past performance is important. TPAN believes that this category is most likely the most important indicator of predictability for success of a new charter school in a new state. The ability to successfully replicate a high performing school should be measured based on past performance of similar schools in similar markets. TPAN appreciates the acknowledgement of this indicator by the reviewers.

### **b. Scale Strategy**

The reviewers identified "yes" in the check box asking if the EMO criteria for evaluating readiness for expansion are comprehensive and demonstrate high expectations for academic, financial, and organizational performance. Evidence is provided that the EMO is ready to expand according to the articulated criteria for evaluating readiness. TPAN agrees with this assessment.

However, in their description of the scale strategy, the reviewers believe that growth is contingent upon adding additional sites beginning in year two of the charter contract. There seemed to be a misunderstanding between the review team and the Committee to Form in discussing expansion plans in the capacity interview.

To clarify, while it would be a positive step in the growth planning process for TPAN to be able to add additional locations in the future, this approval is not a condition for TPAN to be able to grow to full capacity. TPAN's operational model allows for complete flexibility for students to determine where, when, and how they attend school. TPAN has identified 204 S. Decatur as a resource center for students. Students have the option to come to the site for in person learning

sessions to be able to collaborate with their teachers, their student success coach and their fellow students. However, many TPAN students will be able to take advantage of the school's resources without ever coming to the resource center. ThrivePoint High School of Arizona has grown recently at their resource center locations, but their 100% online school has grown as well to approximately 500 students, which is 37% of total enrollment of 1360 students.

TPAN offers a high-quality online learning environment with students having a large variety of online courses to choose from. TPAN's online teachers provide an engaging environment with online mini lessons in addition to a large selection of online video lessons and online and offline content resources. Online students interact with their teachers, their student success coach, and their peers through the online interactive system which is robust with a variety of sources in different modalities. ThrivePoint High School of Arizona's online school is state of the art and is accredited through Cognia.

TPAN has the capacity to serve up to 1400 students or more with one resource center located at 204 S. Decatur, 89107. Students will have the option of coming to the resource center or completing their courses completely 100% online. TPAN would also love to have the opportunity to be approved to add additional resources in the future, but this approval would be based on the school's readiness as reviewed by the Nevada Charter Authority and can be on their timetable.

Regarding the reviewers' comment in this section that the EMO and Committee to Form has done limited outreach, TPAN disputes this claim. TPAN has done an extensive amount of community outreach both before the capacity interview and certainly after the capacity interview. At the time of the interview, TPAN discussed that they had voluntarily conducted a focus group of community members and had a report that showed the results of this focus group. TPAN submitted this report to the charter authority staff after the interview since they had requested the report, but TPAN was told that "it was too late to review the report." At the capacity interview TPAN commented that while this first focus group was very informative, it was TPAN's goal to have a follow up focus group with more parents, students and community members living in the 89107 zip code. To further address this comment, TPAN has sent out FaceBook polls and has received student interest forms from a significant number of students expressing their interest in the school and the specific type of career training they would like to receive from TPAN. TPAN has also participated in numerous additional community events and has gathered an additional 175 signatures of interest from high school students in the 89107 area that are meaningfully interested in attending the school. More information on TPAN's additional community outreach will be addressed in our response to other sections of the recommendation.

### **c. Network Capacity**

TPAN agrees that the EMO leadership team clearly identified lines of authority between the board, EMO and the school. TPAN is not sure about the concerns of sufficient capacity and infrastructure to support the expansion to Nevada. TPAN would like more clarification regarding misalignment between the EMO and the Committee to Form regarding the school proposal.

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TPAN believes the concern in this section is related to the implementation and approval for additional resource centers. TPAN would like to reconfirm that while the school and the board will work together to prepare for approvals for additional sites, this is not a critical condition for the school to be successful. TPAN can build enrollment to full capacity at 204 S. Decatur. However, TPAN and the committee to form agree that there will be planning that will need to be done. TPAN will follow the plan identified in detail on pages 136-139 of the application to assure that the EMO, the TPAN governing board, and the school leader are working together in the following areas: performance goals, curriculum, professional development, data management and interim assessments, promotion criteria, culture, budgeting, finance and accounting, student recruitment, school staff recruitment and hiring, HR services, development/fundraising, community relations, IT, facilities management, vendor management/procurement, student support services, etc.

The TPAN committee to form is made up of a diverse group of educators and local business leaders who come together to make a strong team. TPAN has held several team meetings with this committee and plans to have many more in the future. Three of the members of the committee are local business owners. They have served on other boards and have experience dealing with budgets, financial documents, and strategic plans. They may not have been fully trained on governing board matters related to charter school operations in Nevada at the time of the capacity interview, but TPAN intends to conduct a variety of board training and development activities in the incubation year and looks forward to working with organizations such as CSAN, Opportunity 180, and other groups that can help TPAN with board development training.

#### **d. School Management Contract**

TPAN agrees that the contract includes appropriate delineation of the roles and responsibilities between the management organization and the school and that the contract complies with Nevada law. TPAN disputes the claim that the fee estimate being 23% of school revenues is considerably higher than most other EMO's in Nevada. Nevada has a large number of out of state vendors including: Academica, K12, Connections Education, Legacy Charter Schools, etc. The claim that the percentage they have identified is considerably higher than these other organizations does not take into account the services or resources provided.

LMEG conducts fair market value estimates from other vendors whenever they present their proposals to schools considering adopting their services. These services have always been determined to be at fair market value when gathering competitive bids for similar services.

Regarding the claim that the committee to form was not able to provide specific information to justify the fees, TPAN disputes this claim. LMEG provided a detailed listing of the services that they would provide to TPAN. Additionally, LMEG provided a chart listing the fees charged compared with other national vendors, which LMEG was lower than each of them. This description can be found on pages 38-40 of the answers to qualifying questions. The committee to form members responded in the capacity interview that they had reviewed these documents and that they believed that the fees identified were comprehensive, were justified, and were at fair market value.

LMEG intends to go through a comprehensive approval process for the proposed fees upon approval of the charter contract and would allow for the TPAN governing board to go through a complete verification and approval process to assure that the proposed fees are appropriate, justifiable, and at fair market value for comparable services.

**VII. The “Capacity Interview” is a flawed aspect of the application review process.**

The SPCSA Staff did a great job with revising the charter application so that it was easy to understand. The application also had annotations with helpful guidance. Additionally, staff provided video tutorials on various aspects of the application and was always accessible to answer questions.

However, the capacity interview process was exceedingly frustrating for the TPAN Committee to Form because the process was shrouded in mystery, there was no substantive guidance for how to prepare, and the questions asked were often convoluted, ambiguous, and confusing. On not less than three occasions, one or more review committee questioners asked questions with multiple subparts. The questions presented felt more like a game of “gotcha” than a substantive effort to understand the school’s application. The scenario question, while realistic, was contrived and inauthentic in that the Committee to Form was asked to work on a collective response in ten minutes.

To be effective, capacity interviews should not be limited to an hour and a half to two hours. The scenario questions should be given no less than 30 minutes to respond to with another fifteen minutes to process the experience. NACSA advises authorizers that the most effective interview questions are (1) simple and direct questions specific to the application and (2) questions focused on the capacity of the people in the room participating in the interview. NACSA recommends the following questions be asked in a capacity interview:

**APPLICATION-BASED QUESTIONS**

Introduction

- If approved, what are the biggest challenges you will have between now and opening day?
- Walk me through what a typical day will look like for a student in the [highest year offered in the first year].
- What are the greatest strengths of the school?
- What do you see as the greatest strengths of your application?

Educational Plan/School Design

*Mission and Vision*

- What is the school’s mission and vision?
- How will you measure success?



- During the first year, how will the governing body and the Principal know whether the school is doing well?
- After four years, how will the governing body and the Principal know whether the school is doing well?
- What will be the primary characteristics of the school if it is successful?

*Student Population*

- What do you expect the student population to look like?
- How does your missing align with your target student population?

*Curriculum and Instruction*

- How was the curriculum selected? (if applicable)
- What is the plan for selecting (or developing) the curriculum?
- What types of remediation do you expect students to need?
- What is the plan for working with students who are not meeting expectations?
- Who provides tutoring / enrichment? When will tutoring happen?
- How will you make ability grouping decisions? How often (and how) will those decisions be re-evaluated?
- How do your proposed goals align with the expected levels of school performance set out by the authorizer?

*Special Populations*

- What is your plan for working with English Language Learners?
- How will you communicate with students and parents whose first language is not English?
- What is your plan for working with students with disabilities?
- How will you ensure that students with disabilities are still learning even if they are in in-school suspension or are suspended?
- How will you approach the sometimes complex issues that accompany students who have an IEP and multiple diagnoses?

*Discipline*

- What will you do with students who exhaust all options in your discipline plan?
- How will you make suspension/expulsion decisions?
- How will teachers be trained on the discipline plan?
- What evidence is there that your method of discipline will be effective with your anticipated student population?
- What will you do if there are potential legal consequences for student conduct?

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*Parent and Community Engagement*

- How will you engage the community in your school (and vice versa)?
- What efforts have you made to build relationships in the community to date?

*Recruitment and Marketing*

- How will you ensure that students from deprived and disadvantaged families have an opportunity to attend your school?
- Why would parents want to enroll their students in your school?
- Why would students want to enroll in your school?

Organizational Plan

*Governance*

- What are the governing body's responsibilities?
- How will you recruit governing body members to fill identified skill gaps?
- How will you (governing body members) evaluate the Principal?
- What opportunities/avenues will there be for parental involvement and input in the school's governance?
- How will the governing body know if the school is on track? What would you do if it is not on track?

*Leadership*

- What makes your school's Principal uniquely qualified to lead your school? (if applicable)
- What are the primary qualifications you are looking for in the [TITLE]? (Insert the title of a relevant position, such as Director of Curriculum. This type of question is especially useful where the school expects to have non-traditional administrative positions and roles.)

*Staffing*

- What kinds of teachers do you need to implement this program well?
- What is your plan for recruiting them?

*Professional Development*

- What type of professional development will you need to do before starting school?
- What kind of professional development will you provide on an on-going basis?

*Teacher Evaluation*

- How, and for what purpose, will teachers be evaluated?

*Facilities*

- What buildings have you explored or identified?
- What are your essential building needs?
- What is your ideal building?
- What will be the transportation options to and from your desired location?

Financial Plan

*Start Up Costs*

- In the first three years, what parts of the budget depend on grants and other supplemental funding?

*Financial Viability*

- What is the plan for achieving financial sustainability?

*Financial Capacity*

- Who will be responsible for financial systems and management?
- If it is a management company, how will the board provide oversight?
- Have the board and management company discussed specific terms of an agreement?
- Who will monitor the school's finances on a regular basis and how?
- [If there are significant costs that are not addressed in the budget, you should ask about these. Common areas are professional development, SPED staffing, and after-school or summer school programs.]

Questions for Existing Operators and  
Schools Contracting with Education Service Providers

*Educational Program Design*

- How will your educational program change to serve the local student population? (if applicable)
- How will those changes impact your [DESIGN COMPONENT]? (Insert components of the design that may be impacted, such as budget, staffing, professional development, etc.)

It is unfortunate that the review committee did not ask most of the foregoing questions recommended by NACSA for effective capacity interviews.<sup>5</sup> It is unacceptable that the review committee failed to ask effective questions during the capacity interview. TPAN is extremely

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<sup>5</sup> For NACSA guidance on capacity interviews, please see <https://qualitycharters.org/core-resources/capacity-interview/#:~:text=Authorizers%20use%20face%2Dto%2Dface,that%20checks%20all%20the%20boxes>

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disappointed as they strongly believe that the review committee did not gather accurate and useful information about the Committee to Form's capacity to successfully run a charter school. Direct and concise questions are absolutely vital in acquiring a comprehensive understanding of a proposed charter school, particularly when gathering input from a diverse group of individuals from the community who may not necessarily be well-versed in charter school subject matter but possess the fundamental skills needed to execute the plans outlined in the charter application. A more transparent and accessible interview process is essential to ensure fairness and to obtain useful information about the committee's capacity.

### VIII. Concluding Remarks

Madam Chair and distinguished Members of the SPCSA Board, in accordance with the foregoing, it is imperative that you thoroughly review TPAN's new charter school application and related material. When you do, you will see that TPAN's application does, in fact, "meet the standard" for each of the SPCSA's new charter school application evaluation rubric sections: Meeting the Need, Academic Plan, Operations Plan, Finance Plan, and Addendum.

**TPAN respectfully requests that you reject the proposed motion presented to you by the SPCSA staff and, instead, adopt the following alternative motion approving TPAN's new charter school application:**

**Proposed motion:** *Approve the ThrivePoint Academy of Nevada application as submitted during the 2023 Application Cycle, with the following conditions as permitted by NAC 388A.410—and as outlined below—based on a finding that the Applicant has met the requirements contained in NRS 388A.249(3) in that the Applicant has demonstrated competence in accordance with the criteria for approval prescribed by the SPCSA that will likely result in a successful opening and operation of the charter school.*

1. By October 1, 2023 submit written plans for establishing the local board—and handing off the charter to the local board—that includes detailed plans for Board governance training with an approved training provider within six months and complies with SPCSA Governance Standards, developed in alignment with Section 3 of Assembly Bill 419 from the 81st Session of the Nevada Legislature, now codified as NRS 388A.224, defining strong charter school governance;
2. By January 15, 2024 submit a fully executed lease for a facility that will meet the needs of the school for the 2024-25 school year located in the following zip code: 89107;
3. Provide an update regarding the academic, organizational, and financial performance of TPAN in September of each year through 2025;
4. By June 30, 2025 provide evidence of partnership with colleges or universities to offer dual credit programs in compliance with NRS 389.310;
5. By May 1, 2024, complete the process specified in the *Guide to the Nevada Alternative Performance Framework* to be approved to operate under the Alternative Performance Framework.; and

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6. Complete the SPCSA pre-opening process for new charter schools. Pursuant to NAC 388A.410, all conditions set forth above must be met for the school to open for the 2024-25 school year.

Thank you for your time and thoughtful consideration of this rebuttal to the findings of the application review committee and SPCSA Staff. TPAN looks forward to being able to answer any questions you may have at the SPCSA Board meeting on August 25, 2023.

Sincere regards,

HUTCHISON & STEFFEN, PLLC



Jason D. Guinasso  
*For the Firm*

JDG

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**EXHIBIT INDEX**

Exhibit No.	Document Title	No. of Pages*
1	ThrivePoint Academy of Nevada Information Session Flyer	2
2	Compelling Evidence of ThrivePoint School Success	2
3	Taxpro Event Flyer	2

\*Including cover page

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# EXHIBIT 1

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# ThrivePoint Academy of Nevada



## Information Session

Join Principal, Mr. Vince Medina, and members of the leadership team as they introduce ThrivePoint Academy! During our time together you'll discover how ThrivePoint is already serving our community, the students we will serve, and how our model is structured. We look forward to meeting you!

### LEARN ABOUT OUR

- Alternative Education program
- Hybrid learning experienced
- Individualized instruction & support
- Flexible scheduling
- Serve students ages 16-21

### HOW TO

- Enroll
- Get involved!

### YOU'RE INVITED!

 **AUGUST 24, 2023**

6 pm - 7 pm

 **Mirabelli Community Center**  
**6200 Hargrove Ave**  
**Las Vegas, NV 89107**

### ABOUT US



**For More Information:**  [vincent.medina@thrivepointhighschool.com](mailto:vincent.medina@thrivepointhighschool.com)



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## EXHIBIT 2

HUTCHISON & STEFFEN  
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## Compelling Evidence of ThrivePoint School Success

**ThrivePoint High Schools will each receive a B-Alt rating in school accountability for school year 2022-23<sup>1</sup>.**

The **blue text** indicates **perfect** scores in Arizona's Alternative School Accountability Framework.

**Data demonstrate that ThrivePoint is a high quality alternative education option for families' school choice.**

Indicator AZ ThrivePoint School	On Track to Graduate <sup>2</sup>	College & Career Readiness Index <sup>3</sup>
Online	<b>10.0</b>	34.4
Avondale	<b>10.0</b>	<b>35</b>
Buckeye	<b>10.0</b>	<b>35</b>
Grovers	null <sup>4</sup> (but 5 out of 5)	null (yet every graduate earned the full CCR point)
Metro	<b>10.0</b>	<b>35</b>
Surprise	<b>10.0</b>	<b>35</b>
Union Hills	9.1	<b>35</b>
<b>Systemwide</b>	<b>9.85</b>	<b>34.9</b>

<sup>1</sup> Arizona Department of Education has released its preliminary data in ADE Connect. These letter grades are based on Fiscal Year (FY) 2022 cut scores. AZ's State Board of Education will approve FY23 cut scores in September. Indications are that cut scores will remain the same. Only one of ThrivePoint's campuses in AZ does not meet the N-size in multiple indicators to be graded.

<sup>2</sup> 10 possible points

<sup>3</sup> 35 possible points

<sup>4</sup> Minimum N-size is 10 students. Different groups of students comprise each indicator.

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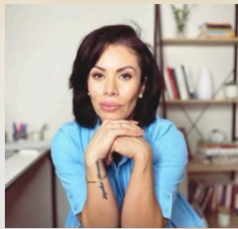
## EXHIBIT 3

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JOIN US FOR A  
**Business  
Lecture**

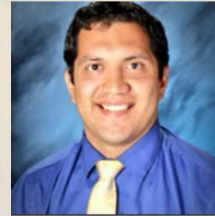
Speakers



**Sandy Salgado**  
Life Coach



**Hector Gonzalez**  
Founder of Taxpro



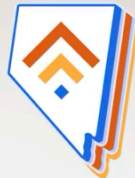
**Vince Medina**  
Principal of  
ThrivePoint Academy

Casting Your Vision with Sandy Salgado

[Learn Key Performance Indicators  
To Grow your Business](#)

**Wednesday, August 23rd**  
Event starts @ 6:00pm  
Lecture @ 6:30pm  
Inside **ThrivePoint Academy of Nevada**  
204 S Decatur Blvd  
Las Vegas, NV 89107

Sponsored BY



**ThrivePoint**  
Academy of Nevada

