



New Charter School Proposal
June 30, 2023
Utah State Charter School Board

Charter School Information

1. Name of Proposed Charter School: ThrivePoint Academy of Utah (TPAU)
2. Name of Applicant: ThrivePoint Academy of Utah Corporation
3. Authorized Agent: Timothy Smith
4. Mailing Address: 1181 S. 900 E. Salt Lake City, UT 84105
5. Phone Number: 760-666-0329
6. Email Address: Tim.Smith@learningmatters.org
7. New School Location and Location's School District(s): The school will be located in the northwest of Jordan School District in West Jordan, UT along the 7800 S. corridor between Redwood Road and 3000 W; or in the southwest quadrant of Jordan School District in Riverton/Herriman, UT along 12600 So. Between Redwood Road and Mountain View Corridor. The school will locate in an accessible shopping plaza near public transit routes.

Governance Structure

TPAU will be organized as a 501c3 non-profit corporation governed by a board of directors. The board will be accountable to state and federal authorities for the legal and compliant operation of the corporation/school, for performing its fiduciary duty, for policy decisions of the school, and for all other purposes outlined at the authorization of the charter school or explicit in the charter agreement. The board will also hire Learning Matters Education Group (LMEG) as the school's management company in order to achieve the mission and vision of the school by replicating the proprietary and successful model and curriculum for non-traditional/alternative schools implemented at ThrivePoint Arizona.

Name	Position	Area of Expertise	Any Charter Affiliations
Shannon Smith	Chair, President	Education, Non-Profit Corporations	Learning Management Education Group Charters
Jodie Radford	Vice Chair	Education	Learning Management Education Group Charters
Stephanie Christensen	Member	Special Education, Utah Education Policy	N/A
Alan Anderson	Member	Business, Government Management, Charter School Finance	Navigator Pointe Academy
Jamie Plott	Member	Salt Lake County Community Member, Parent Advocate for Diverse Students	N/A

8. The school will start in school year 2025-26.
9. The school will serve grades 7 through 12. The school grades served match the resident district grade configuration. Jordan School District serves grades 7 through 9 in middle school and grades 10 through 12 in high school. Therefore, a school serving grades 7 through 12 aligns with Jordan School District's middle through high school grade configuration.

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10.	10. Grades and Specific Number of Students Served by Grade													Max Enrollment
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 2025-26								50	50	75	75	75	75	400
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 2026-27								65	65	95	95	95	95	510
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 2027-28								80	80	115	115	115	115	620

Waivers

11. This proposal is **not** seeking special treatment under UCA §53G-5-301.
12. This proposal is **not** seeking priority consideration under UCA §53G-5-504.
13. This proposal seeks **alternative/non-traditional school designation** as defined by the NAEA:

Alternative education serves students who require or thrive in an environment other than a traditional educational setting. This population of learners may face challenges in school, home, and/or community. Their ability to receive services in a traditional academic setting may increase vulnerability to school failure. Alternative education strives to deliver equitable access to innovative approaches to teaching and learning which provide students the opportunity to meet graduation requirements, prepare for post-secondary experiences and participate as productive members of their communities.¹

Signatures

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.

Name of Authorized Agent Timothy Smith

Signature of Authorized Agent Timothy Smith
Timothy Smith (Jun 27, 2023 07:19 PDT)

Name of Charter School Board Chair Shannon Smith

Signature of Charter School Board Chair Shannon Smith
Shannon Smith (Jun 27, 2023 16:27 GMT+1)

¹ The National Alternative Education Association adopted this definition of alternative/non-traditional education in its [Position Statement on Graduation Rates](#), as approved by its board of directors on January 11, 2023.

Key Elements

1a. The Mission and Vision of ThrivePoint Academy of Utah

ThrivePoint Academy of Utah provides engaging, mastery-based learning in a blended education model that ensures non-traditional students obtain college and career readiness by:

- Personalizing each student's schedule of instruction, educational settings, and steps toward graduation and post-secondary plans;
- Providing Student Success Coaches as mentors to encourage and assist students in achieving educational and life goals;
- Bridging achievement gaps for at-risk and underserved students through mastery-based learning, credit recovery, and workforce partnerships;
- Challenging high-achieving students through opportunities to earn college credit and certificates;
- Creating a safe, supportive environment for a diverse, non-traditional student community.

1b. Legislative Purposes of UCA §53G-5-104 Satisfied by ThrivePoint Academy of Utah

ThrivePoint Academy of Utah will satisfy the Utah Legislature's purpose of UCA §53G-5-104 in the following ways:

1. TPAU proposes to bring a new, innovative school model to the Jordan School District and the State of Utah by establishing a flex-blended model of mastery-based education for non-traditional student which currently does not exist in the Jordan School District or State of Utah.
2. TPAU will emphasize innovative measurement tools by implementing a framework for teaching and assessment that focuses on mastery-based assessment of progress, frequent benchmark assessment for progress monitoring, and targeted interventions.
3. TPAU will utilize NAEA researched-based best practices for non-traditional/alternative education (see note 16).
4. TPAU allows educators to participate in a mastery-based learning model within the framework of a flex-blended learning program.

1c. Promoting the Mission and Vision of the Utah State Charter School Board

TPAU promotes the SCSB's mission and vision by providing Utah families with an innovative alternative school choice in a flex blended model that responds to students' individual learning needs by combining in-person, online, and remote education in a structured and personalized learning environment.

1d. Key Elements of ThrivePoint Academy of Utah

Flex Blended Learning Model

TPAU will education in a flex blended learning where students can attend convenient in-person morning, afternoon, and evening sessions throughout the week along with options to work online at the school or to access digital curriculum from another location. The model allows students to connect with peers, teachers, and Student Success Coaches both in-person and virtually, and access both offline and online resources throughout each Learning Period.

Personalized Learning

Students at TPAU will work individually with Student Success Coaches and teachers to create Personalized Learning Plans designed to meet their unique needs, academic goals, and college and career readiness. Success Coaches and students will consider learning styles, deficits, areas of competence, preferences, interests, and personal circumstances in creating individual plans. Students will work toward accomplishing short and long-term academic and personal goals that build skills, confidence, and autonomy.

Student Success Coaches

Student Success Coaches at TPAU act as the primary layer of the Caring Adult Team at the school and as mentors in teaching students problem-solving, interpersonal communication, critical thinking, and relationship-building. Success Coaches provide individualized attention and targeted interventions to increase student engagement and opportunities for success. Success Coaches also provide the social and emotional connection that all students need to develop resilience and become self-directed learners.

Mastery-Based Learning

TPAU's Mastery-Based Learning in online, remote, and in-person settings will transform the learning paradigm away from a uniform pacing and pedagogy toward individualized pacing and pedagogical interventions that enable all students to master content and competencies before moving on to new challenges. Mastery-Based Learning will ensure that students have acquired the necessary skill and understanding before moving to more complex material. Students find this approach to learning both engaging and supportive, and its methods engender confidence and resilience.

Small Class Size and Accessible Learning Environments

TPAU's physical campus will be located along public transit routes in commercial locations so that students and families have easy access to flexible, on-site learning sessions. This physical location will maintain small learning cohorts that allow Student Success Coaches and teachers to get to know students well. Remote teachers and students will maintain small learning cohorts, or individualized one-on-one learning, both of which allow for the cultivation of an inviting and supportive educational environment.

Community Partnerships

TPAU will connect with educational and community partners to help students develop and accomplish their academic and personal goals. The school intends to partner with a college or university to enable students to earn college credit through concurrent enrollment and/or early college. The school will also join with local, district, and county-based partners that offer physical health services, counseling services, resources for homeless and foster youth, donations for families, and community agencies and businesses that provide opportunities for internships and workforce transitions.

Family Connections/Family Engagement

TPAU understands that supporting students' learning and achievement is a shared responsibility between the school and parents. Staff members will strive to create strong relationships between home and school by communicating regularly about expectations and progress and by

implementing strategies for student success at school and at home. Student Success Coaches will provide families with ways to actively participate in their child's education including goal setting, progress monitoring, and opportunities to request specific support.

1e. Academic Goals of ThrivePoint Academy of Utah

Goal #1: The percentage of students at ThrivePoint Academy of Utah that achieve typical growth or greater on the Student Growth Percentile measurement will be 50%, 60%, and 65% respectively in the first three years of the school's operation.

Measurement Tool: Students' Growth Percentile will be measured by a computer-adaptive, diagnostic, benchmark assessment such as Renaissance Star or Edmentum.

Goal #2: ThrivePoint Academy of Utah aims to achieve a graduation rate of 80% for alternative students that complete coursework to earn the equivalent of at least one (1) credit during each six-week Learning Period and make annual progress toward their Personalized Learning Plan education goals; and provide timely support for students within three (3) credits of qualifying for graduation within the last half of their senior year.

Measurement Tool: Student Success Coaches will track students' earned credits during each Learning Period using an On-Track to Graduate measure based on research and best practices of alternative education campuses serving secondary students.² The goal will also be measured by state-reported graduation rates.

Program of Instruction

2a. Programs at TPAU (from specified list)

- Distance, online, and in-person education as a part of the school's blended flex model.
- A partnership with a four-year college or university to offer early college options.

2b. Overall Vision for School Operation

TPAU will be governed by a Board of Directors as a 501c3 corporation. The school will hire LMEG to oversee management operations and to operate a school that will reflect its transformative philosophy of education by offering students and families the choice of a high quality, non-traditional educational model.

Elements of Operation:

- Staffing the school with administrators, teachers, coaches, and support staff who will implement a school based on the theory of transformational education.
- Delivering flexible, blended instruction by which students are able to access electronic curriculum, traditional curriculum, teachers, peers, and Success Coaches in traditional and remote settings according to flexible, individualized schedules.
- Utilizing a high-quality electronic curriculum aligned to the Utah Core Standards.

² The On-Track to Graduate is based on a measure found in the Arizona Alternative School Framework [Schlessman, Tucker, & Durkin, \(2019\). Innovations and Challenges of Arizona's School Accountability Model.](#)

- Enhancing curriculum with internally developed core curriculum lessons and social and emotional learning.
- Prioritizing personalized learning by developing a Student Success Plan (SSP) within a week of student's enrollment that will include a student's courses required for Utah high school graduation and steps toward preparation for the student's post-secondary education, work, military, or other post-secondary plans.
- Encouraging students to attend two in-person sessions each week to support relationship-building, to work on social skills and peer interaction, to allow Success Coaches to better understand if a student is struggling or falling behind.
- Providing students with TPAU's internally developed Vibe Courses that include curriculum in core academic subjects, life skills, and social and emotional learning.
- Utilizing a mastery-based learning model for progress and assessment in which students advance from one skill or content area to another as they demonstrate their readiness to advance.
- Allowing for self-pacing within supported parameters to that students can stay on track while achieving mastery at a pace that works for them.
- Providing counselors, social workers, and support personnel to address trauma, homelessness, food insecurity, neglect, and other issues related to student well-being.

2c. Overarching Educational Philosophy

TPAU's overarching educational philosophy asserts that learning should be transformative, enabling students, teachers, and families to adjust their thinking based on new information and models; and should enable students to become self-directed and well-practiced at goal setting, reflection, and critical thinking.

The core educational beliefs and values that ground this philosophy include:

- The belief that non-traditional students need non-traditional learning environments;
- The belief that students should receive and master content and skills at their own pace;
- The belief that students should have meaningful, supportive relationships with their teachers, coaches, and peers;
- The belief that students will engage with learning when the environment is safe, supportive, and personalized;
- The belief that secondary education should prepare all students for their post-secondary steps.

2d. Description of Intended Educational Program

Instructional Design and Strategies

TPAU's instructional model includes the Triad of Curriculum, Instruction, and Assessments within a mastery-based learning approach that ensures data-informed decisions, targeted interventions, monitoring of student progress toward graduation and post-secondary readiness, and continual development of staff. The educational model has been designed in all aspects to result in positive student outcomes for non-traditional students.³ (See Appendix L).

Learning Environment to Promote Student Success

³ See student outcome data included in Appendix I from ThrivePoint Arizona's alternative secondary education model.

TPAU's instructional model will develop a learning environment that supports students' social and emotional learning and fosters a culture of achievement. The model depends on positive relationships between students and staff, partnerships between school and families, and frequent celebration of student success.

Small and Safe: TPAU's small learning environment allows teachers and Student Success Coaches to interact frequently with students and better understand their needs as they work with students to accomplish the goals of their Student Success Plans. The small school environment also contributes to the development of a safe, inviting culture for all students.

Student Community: In TPAU's school environment, students sit next to one another regardless of "class" standing (freshmen, sophomore, junior, senior, or super-senior), credit earned or lack thereof, or whether or not they receive specialized instruction, English language instruction, or other support – fostering a shared and supportive learning community for all students.

Learning Periods and Pacing: TPAU divides the school year into manageable, six-week Learning Periods which allows students to celebrate successes frequently and develop confidence. Six-week Learning Periods not only support moderate pacing for student learning, but also allow for students to move on when material has been mastered.

Instructional Staff:

Teachers: TPAU's teachers will be licensed, experienced professionals who teach students core academic subjects and electives. Each teacher will work with approximately 150 students at one time. This teacher-student ratio is well below the typical student load that a teacher at a traditional high school carries (40 students in each classroom during 5-6 periods per school day). Therefore, teachers will be better able to provide differentiated instruction and targeted interventions. Teachers will participate in on-going professional development related to the school's instructional model, curriculum, and student engagement.

Student Success Coaches: Each Student Success Coach will be onboarded with specific training, that provides them with expertise on TPAU's personalized learning tools, on mastery-based learning, on building relationships with students, on supporting families, and on technical aspects of the school's curriculum. TPAU assigns 50 students to each Student Success Coach who has the responsibility build a supportive relationship with each student, track student progress, increase student engagement, and work collaboratively with students on setting and accomplishing goals.

Curriculum

TPAU has selected Backbone's School PLP for its electronic curriculum. Note that the curriculum aligns with the Utah Core Standards (See Appendices E and F).

Backbone's Personalized Learning Platform

The Backbone Personalized Learning Platform includes core academic courses from Bright Thinker, as well as electives and CTE courses from Lincoln Learning, eDynamic, and P-CTE.

Edmentum Exact Path

TPAU will use Edmentum Exact Path as a supplemental online curriculum for secondary students. The Exact Path program uses benchmark assessment data and assigned skill-building modules to help students master basic concepts in each course. Non-traditional students seeking credit recovery will use Exact Path to close the gap on skills and content knowledge.

The ThrivePoint Vibe Course

The Vibe class is a required course when a high school student first enrolls at TPAU. Students' Success Coaches will guide them through the Vibe Course. The school's signature class, ThrivePoint Vibe, will re-engages students in their high school education as they work through social and emotional learning units which prepare them for their next steps at the school, as well as enable them to begin to clarify post-secondary goals. The units within the course include Getting to Know Yourself, Making your Educational and Career Plans, Presenting Yourself to Others, Working with Others, and Your Communities.

ThrivePoint's Mini-Lessons

TPAU's Mini-Lessons are authored internally by curriculum development specialists. The Mini-Lessons are delivered by Student Success Coaches twice weekly. The content of the Mini-Lessons includes English and Language Arts (ELA) and Math (numeracy) three times per month and Social-Emotional Learning monthly.

Elective Credits

TPAU will offers elective credit, corresponding to Utah's rules for credit earned, to students who work on their Individualized Learning Path. ThrivePoint in AZ has found success in this approach as it allows students to earn credit toward graduation while working either to recover skills gaps from failure of traditional education systems or to enhance skills at the appropriate level for the individual student.

Career Development

Based on research demonstrating that career development is the most effective strategy for dropout prevention, TPAU has developed a course targeting career development for non-traditional secondary students.⁴ The course focuses on effective are career development/job training and work-based learning that coordinates with students' Success Plans.

Assessment

TPAU will provide an array of assessments embedded within the electronic curriculum's activities, quizzes, and unit tests that provide quantitative data on mastery of the Utah Core Standards. Vendor assessment diagnostics and Edmentum's Individualized Learning Paths provide further quantitative evidence of measurable growth.

⁴ A Meta-Analysis of Dropout Prevention Outcomes and Strategies. 2015. Chappell, S., O'Connor, P. Withington, C., Stegelin, D. (A Technical Report in Collaboration with The Center for Educational Partnerships at Old Dominion University). Clemson, SC: National Dropout Prevention Center/Network at Clemson University. The Center for Educational Partnerships at Old Dominion University and the National Dropout Prevention Center/Network at Clemson University, Retrieved 6/22/2017 from <http://www.dropoutprevention.org/meta-analysis-dropout-prevention-outcome-strategies/>.

Vendor Assessment: TPAU will use Renaissance Star or Edmentum as diagnostic and benchmark assessments and Edmentum's Individualized Learning Path for students through its diagnostic function. Both Renaissance Star and Edmentum have established reliability and validity in providing proficiency and growth targets for students.

Edmentum: TPAU will use the Edmentum software suite which provides valid and reliable adaptive diagnostic assessments that pinpoint students' precise learning gaps, guides the school's plan for each student's academic recovery, and supports students' Individualized Learning Paths.

Mastery-Based Assessments: TPAU will track students' progress during the instructional process by formative assessments so that teachers can make instructional adjustments and provide targeted academic support. Students have opportunities within the mastery-based assessment to continually improve their work and understanding. Within the assessment process, students have opportunities to make self-directed decisions that contribute to the design of their learning experiences.

Credit Earned as Reflected in Personal Learning Plans and the Internal Database: A Credit Earned assessment is most relevant to TPAU's non-traditional student population. Non-traditional students, whether engaged in credit recovery or earning college credits, focus on credit goals in their Student Success Plans (SSP). Student Success Coaches will track credits earned ensuring students stay on track for graduation or post-secondary plans.

Edmentum's Individualized Learning Paths: Edmentum's Individualized Learning Paths are directly linked to each student's ultimate goal of graduating with credits that prepare for postsecondary education and/or workforce readiness.

2e. Teaching the Utah Core Standards

TPAU's electronic curriculum, Backbone Communication School PLP, will be used for all core academic subjects and many electives. The curriculum is fully aligned with the Utah Core Standards and will be utilized and assessed as discussed above (See Appendices E and F).

2f. Meeting the Needs of All Students

TPAU's non-traditional flex blended, mastery-based model is especially suited to meeting the needs of all students because of the personalized SSPs that support academic and personal success. TPAU will hire all appropriate special education personnel and support staff, as needed, to provide required instruction, interventions, and therapy included in students' IEPs, as well as mental and social health support for students. In cases where a student's behavioral issues disrupt the learning process for other students, TPAU will provide the student an appropriate learning space on campus, or, when appropriate, the use of a remote learning environment.

TPAU provides all students with equal opportunity to participate and find success in a variety of educational settings, equal access to educational resources and opportunities, and access to a non-traditional education model that reduces barriers to instruction and progress. TPAU's model is inclusive in emphasizing student engagement, student support, and targeted interventions so that students with disabilities, learning challenges, behavior challenges, English language

learners, or educationally disadvantaged students have an opportunity to succeed, graduate from high school, and prepare for post-secondary opportunities.

2g. If any grades 9-12 will be served, explain the proposed graduation requirements.

TPAU will follow the [Utah State Board of Education's Graduation Requirements](#) and require its students to earn a minimum of 24 units of credit achieved through course completion or competency assessment per USBE required credits and course criteria (see Appendices G and H). TPAU's Utah-aligned courses and internally developed courses will satisfy the USBE's requirements, and students will work toward required course completion through steps in their Personalized Learning Plans.

2h. Enhancement Programs

- TPAU will offer distance, online, and in-person education as a part of the school's blended flex model. This model provides students the opportunity to learn in-person in twice weekly sessions and to access remote learning, and online and traditional resources.
- TPAU will partner with Salt Lake Community College and/or other institutions of higher education to provide opportunities for concurrent enrollment and/or the offering of school-based courses for college credit. TPAU will also establish workforce partnerships with the Utah Department of Workforce Services and its "Utah Cluster Acceleration Partnerships" that provides funding to charter schools to develop, implement, or enhance career pathway programs and connect them to post-secondary institutions.

Market Analysis

3a. Intended Location of the School

The school will be located one of two places: the northwest quadrant of Jordan School District in West Jordan, UT along the 7800 S. corridor between Redwood Road and 3000 W.; or in the southwest quadrant of Jordan School District (JSD) in Riverton/Herriman, UT along 12600 So. between Redwood Road and Mountain View Corridor. The school will locate in an accessible shopping plaza near public transit routes. The governing board will seek the support of a local Utah charter school expert in business operations to help acquire space for the school.

3b. Demand for School's Educational Program in JSD

In its five-year forecast, JSD has accounted for no increase in its virtual student population, even though the district's population will experience steady growth overall and significant growth in its northwest and southwest quadrants where overcrowding already exists in elementary, middle, and high schools. Jordan School District offers one non-traditional school in Valley High School and a virtual/hybrid program in Jordan Virtual Learning Academy. However, the Virtual Academy reached its capacity early, and the district's forecast does not account for growth of this combined demographic.

Jordan's Virtual Learning Academy (JVLA) accommodates students in K-12 in its three schools, Rocky Peak Elementary, Kelsey Peak Middle and Kings Peak High. In JSD, Kings Peak High School reached its capacity of 250 full-time students by the end of its first school year, in 2021-22. Around 2,000 other students took at least one class at the school, which had to hire more teachers in the summer for anticipated growth in the following year ([Reported by SL Tribune](#)).

September 2022). The principal of the school, Ammon Weimers, anticipates the number of students in the virtual academy to grow in years to come.

Although the district's five-year forecast adjusted its number for JVLA's students up in each cohort (K-6, 7-9, 10-12) starting with the 2021-2022 school year, the forecast then keeps those numbers flat for five years in spite of forecasted district growth and increasing demand for non-traditional options (Appendix J). Further diluting the forecast for growth in the enrollment of JVA students is the inclusion in the virtual students number those students enrolled in Valley High School, a public alternative school in JSD. Valley has 430 students in grades 11-12 (see Appendix J for virtual school enrollment forecasts). In short, the flat forecasts for enrollment growth in JVLA also includes a flat forecast for growth in its alternative school.

JSD's own reported data, combined with its flat forecasts, suggest two relevant conclusions: that the need and demand for non-traditional education, virtual or otherwise, have increased in the district; and that the district's five-year forecasts for non-traditional education, virtual or otherwise, does not account for these increases.

3c. Demographic Information for the Selected Location⁵

West Jordan, UT ranked as one of the fastest growing cities in the U.S. in recent years.⁶ West Jordan is also the third largest city by population in Utah. And although the population declined slightly (-.5%) directly after the pandemic, future job growth in West Jordan over the next 10 years is predicted to be 42.2% with the population expected to continue to grow accordingly (also see Appendix J).⁷

Western Riverton and the City of Herriman, both in the southwest quadrant of JSD, have also experienced significant growth from 2010 to 2021 and that growth is expected to continue into the foreseeable future. According to U.S. Census and other data, Riverton has grown between 61.3% and 78.3% since 2000, faster than 88% of similarly sized cities. Although it has experienced a slight decline in growth since the end of the pandemic, the city is expected to continue to grow in coming years.⁸ U.S. Census data indicates that Herriman was the fastest growing city of over 10,000 residents in the U.S. between 2010 and 2019.⁹

Numerous elementary, middle schools, and high schools are at capacity, over-enrolled, or growing in the selected locations for TPAU. Schools experiencing growth in these quadrants are listed with their five-year forecasted growth in Appendix N. In spite of this high rate of growth

⁵ See other Jordan School District demographics at the National Center for Education Statistics, Jordan School District Dashboard (2017- 2021): <https://nces.ed.gov/Programs/Edge/ACSDashboard/4900420>. For related demographics, see also <https://www.usnews.com/education/k12/utah/districts/jordan-district-105276> and <https://censusreporter.org/profiles/97000US4900420-jordan-school-district-ut/>.

⁶ See the data reported by West Jordan City in January 2021 based on a WalletHub Study: <https://www.westjordanjournal.com/2021/10/05/370989/west-jordan-one-of-the-fastest-growing-cities-in-america>.

⁷ Full demographics can be found at [West Jordan, UT Demographics](#) and [U.S. Census Information -West Jordan, UT](#).

⁸ See data reported in <https://www.census.gov/quickfacts/fact/table/rivertoncityutah> and <http://www.usa.com/riverton-ut.htm>.

⁹ [U.S. Census Information for Herriman, UT](#).

and the demonstrated demand for non-traditional learning options, JSD has only one alternative school, Valley High School, to meet the needs of its non-traditional students, although JSD does have three special schools for students with disabilities. At JSD's alternative school, Valley High School, the total minority enrollment is 40%, 29% of students are economically disadvantaged, and the graduation rate is 74%. Valley High School is 1 of 9 high schools in JSD.¹⁰

3d. ThrivePoint's Mission, Vision, and Program of Instruction - Alignment with Educational Needs of JSD Population

JSD's Virtual Academy secondary schools do not offer TPAU's flex blended model, Student Success Plans, or mastery-based, personalized learning. Instead, students often attend the majority of their classes at and receive a diploma from their traditional boundary schools. Students are only required to come to campus for a beginning orientation and end-of-year exams. The JSD virtual school reflects either a traditional school with two synchronous, scheduled virtual sessions or an independent-study online school.¹¹ JSD's single alternative school, Valley High School, differentiates instruction and creates a safe, supportive environment for students, but it provides an "alternative" education using a traditional school model.¹²

In contrast to both JSD's Virtual Academy and Valley High School, TPAU's philosophy of transformational change and key elements reflect a research-supported approach for the success of students in non-traditional schools.¹³ These include TPAU's "Key Elements" above. TPAU's model has demonstrated successful outcomes for non-traditional/alternative student populations because its key features reflect research-based, best practices for alternative education.¹⁴ (See Appendix I for compelling evidence of TPAU's success and Appendix O for proficiency data from JSD's virtual schools and Valley High School).

3e. Unique Characteristics of Proposed Charter School within Target Location

No school within JSD, whether alternative or virtual school, embraces TPAU's philosophy or model of education (as explained above in 3d). While a number of charter schools utilizing innovative models reside within JSD, no charter school within the district offers TPAU's non-traditional, flex blended education model that combines personalized education pathways, mastery-based learning, dedicated Student Success Coaches, and research-based practices for alternative education. In fact, there is no charter school within JSD that offers a flex blended education model at all (refer to the comprehensive list of charter schools within JSD included as Appendix K).

¹⁰ As reported by U.S. News: <https://www.usnews.com/education/best-high-schools/utah/districts/jordan-district/valley-high-school-20205> - :text=Overview of Valley High School,schools in the Jordan District.

¹¹ See [King's Peak Virtual High School FAQs](#) and [Kelsey Peak FAQs-Jordan School District](#).

¹² See self-description of Valley High School's model of education: <https://valley.jordandistrict.org/about/history/>

¹³ [Fisher, Fisher, & Christensen, \(2018\). Who You Know, Unlocking Innovations That Expand Student's Networks](#); [Chappell, O'Connor, Withington, & Steglin, \(2015\). A meta-analysis of dropout prevention outcomes and strategies.](#)

¹⁴ Referenced in [Evidence Base for the National Alternative Education Association's Exemplary Practices](#) and presented in [National Alternative Education Association's Exemplary Practices -2014-Updated-2018](#). As mentioned above, A Meta-Analysis of Dropout Prevention Outcomes and Strategies. 2015. Chappell, S., O'Connor, P. Withington, C., Steglin, D. also supports TPAU's approach for non-traditional/alternative education.

Appendices

Appendix A: Background Information Sheets

Appendix B: Articles of Incorporation

Appendix C: Governing Board Bylaws

Appendix D: Agenda and Minutes from Governing Board Meeting

Appendix E: Schools PLP Personalized Learning and Course Descriptions

Appendix F: Schools PLP Utah Core Standards Alignment

Appendix G: Utah State Board of Education Graduation Requirements

**Appendix H: Current Courses Meeting Criteria for Graduation,
Utah State Board of Education**

Appendix I: ThrivePoint Arizona: Compelling Evidence of Success

Appendix J: Jordan School District Enrollment Forecasts: 2023-27

Appendix K: Enrollment for Charters in Jordan School District

Appendix L: ThrivePoint Academy of Utah's Instruction Data, Methods, and Systems

Appendix M: Letters of Support

Appendix N: Growth in Jordan School District Schools near Proposed Locations

Appendix O: Utah Data Gateway: Valley HS, Kelsey Peak MS, Kings Peak HS

APPENDIX A

Background Information Sheets

Appendix A: Background Information Sheet

Name: Shannon Creamer Smith

Role: Committee Chair:

ThrivePoint Academy of Utah

Statement of Intent:

Shannon Creamer Smith brings over 25 years of experience and expertise as a founder of several charter schools and governing boards. Ms. Smith co-founded ThrivePoint High School (formerly e-institute charter school) and Calibre Academy in 2002. Ms. Smith also co-founded Taylion High Desert Academy, a California charter school based in San Bernardino County in 2009.

Not-for-Profit History:

Shannon Creamer School brings a wealth of experience as a charter school founder and operator. Ms. Smith currently serves on the nonprofit charter school boards for both ThrivePoint High School, a 9-12 public charter school, and Calibre Academy, a K-8 public charter school. Ms. Smith is also the cofounder and Executive Director of Taylion High Desert Academy, a public charter school in San Bernardino County, California. As the CoFounder and Executive Director, Shannon leads teams of charter schoolteachers and staff with strategic planning and professional development. Shannon also conducts community outreach and engagement and recruits board members and other stakeholders that are passionate about the mission and vision of the schools that she leads.

Shannon is both a positive motivator and a believer in her teachers, staff and parents and students. Shannon believes that all students can succeed if given the right educational environment. Shannon has taught at all grade levels and has developed expertise in the areas of literacy education and response to intervention. Shannon also has experience in working with students with special needs and the related services that this student population may require. Shannon has also worked to develop ThrivePoint Academy's personalized learning model working with student success coaches and teachers to help

each student to have their own personalized student success plan specific the student's needs and educational goals.

Employment History:

CoFounder, Executive Director, International Studies Academy – (1996-2002)

Shannon Smith has developed and led charter schools since 1996. Her first position was co-founder of International Studies Academy, the first charter school that she co-founded. In this position, Shannon led the development of school and board policies and procedures for the school and for the school's non-profit board. Shannon helped to develop the first employee handbooks working with the school's leadership staff and attorneys. Shannon helped to hire many of the teachers and led their supervision and evaluation. Shannon also helped to develop the staffing compensation plans and health benefits working with the school's financial consultants and budget preparers. Shannon also led many board meetings that included reviewing and approving school budgets.

CoFounder, Executive Director, Calibre Academy (2000-present)

Shannon Smith was the lead educator in forming the educational model of Calibre Academy. Calibre Academy started as Carden Academy in 2000 based on the philosophies of the educator Mae Carden. Mae Carden wrote several books and curriculum related to her traditional philosophy of education. Students learned the rules of phonics, learned respect for teachers and each other, and specific character educational traits that the school follows even today. Eventually the school grew to add a second campus in Surprise, Arizona. Over time, in order to be in compliance with Arizona state educational standards and testing requirements the school educational model was updated, and the school's name was changed to Calibre Academy to reflect new innovative and educational practices.

CoFounder, Executive Director, ThrivePoint High School (Formerly E-Institute Charter School) (2000-present)

Shannon Smith was the co-founder of E-Institute Charter School in 2000. After the creation of the college preparatory school, International Studies Academy, Shannon noticed that many of the students that applied to ISA were looking for an educational option that would help them to be better successful in school. They were looking for options that would allow them to work on school, but also be able to live their lives,

whether that included working part time, or helping to take care of their family or their own family if they had kids of their own. Many young people were looking for more flexibility in where and how they learned, and e-Institute provided flexibility for them. E-Institute started before online learning and the internet was an accessible option for students. Students would come to school in either morning, afternoon or evening sessions and worked in a combination of small group learning sessions and a digital lab setting where each student worked on the digital curriculum in a mastery-based pace of learning. This method allowed students to each accelerate their learning or catch up to their peers.

The E-Institute charter school model was successful, and many students were able to successfully graduate and become career and college ready. Shannon worked with the leadership team to expand the model to add several satellite locations in Glendale, Surprise, Avondale, Buckeye, and the Metro Center area. Shannon also worked with the school's accountants and educational vendors to develop the budget for each school site. Shannon also worked with architects and engineers to design the layout of each campus.

In 2010, Arizona added to the first online pilot program and E-Institute was approved to add their own 100% online school program. In 2018 E-Institute changed the name of their school to ThrivePoint High School in order to better define their program of flex blended learning and mastery-based learning working with student success coaches and caring teachers. In 2023, the total enrollment of the seven satellite campuses and the online program totaled 1,300 students. Over the years of operating ThrivePoint High School, Shannon Smith has helped over 5,000 students successfully graduate with a high school diploma and take their next big step to college, university, trade school, or a high paying job of their own choosing, or the military.

CoFounder, Executive Director, Taylion High Desert Academy, (2009-present)

Shannon Smith is the Co-Founder and Executive Director of Taylion High Desert Academy in San Bernardino County, California. Taylion is a non-classroom based public charter school approved by the Adelanto Elementary School District, in Adelanto California. Taylion has satellite campuses in Adelanto and Victorville, California. Shannon helped to get this school started by helping to find and hire all qualified teaching staff and student success coaches. Shannon helped to champion the personalized learning independent study approach where each student success coach is responsible for a group of students working with them in their educational journey as they finish each course with their online, onsite or remote teacher. All students work in small groups with their peers in a cooperative small group learning model on their courses. Working in small groups helps students to master their learning at a pace that allows for credit recovery or credit acceleration.

Education History:

Shannon Smith graduated from Ottawa University with a degree in Elementary Education in 1995. Shannon was passionate about phonics-based literacy and enjoyed her chance to learn about the different educational philosophies and research that would support student centered phonics-based education.

Shannon is also an accomplished artist and has done quite a bit of study on the connections to art and early literacy.

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Shannon Creamer Smith

Applicant's Signature

Appendix A: Background Information Sheet

Name: Jodie Radford

Role: Board Member

Statement of Intent:

I have a 25-year career in education that spans kindergarten through university experiences in teaching and administration. I have committed myself to providing quality educational programs for students. I bring a wealth of educational experience to serve on a governing board. I understand the purpose and duties of a board and the importance of informed decision making to lead a school and district. I support this charter school application and am committed to providing a quality learning environment for the students and community it serves.

Not-for-Profit History:

In 2020 I co-authored a petition for the Palmdale Academy Charter Academy. Through this process I worked with the Charter School Division of the California Department of Education regarding the requirements, accountability, and review of charter schools. As a district level administrator, I conducted annual reviews of five different charters operating with the Antelope Valley High School District and Palmdale School Districts in California. As a high school principal, I had a great deal of experience with the governing board regarding budgets, accountability, curriculum, and school management.

Employment History:

My career in education began in 1998 as a high school English teacher in the Antelope Valley High School District in California. I taught English Language Arts, reading intervention courses, and served as an instructional coach. From 2006 to 2012, I served the Antelope Valley High School District as a coordinator of curriculum and instruction specializing in literacy intervention program development and implementation and professional development. The school district serves approximately 1,200 teachers with over 25,000 students. I finished my time at AVHSD as the principal of Antelope Valley High School from 2021 to 2019.

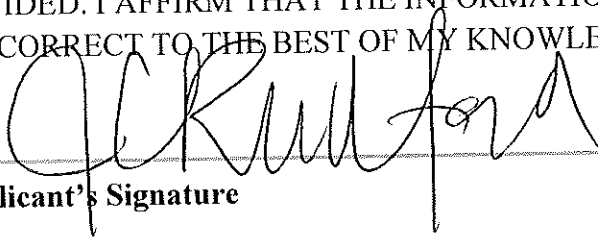
In 2019, I moved to the Palmdale School District in Palmdale, California as their Director of Curriculum and Instruction. PSD is a K-8 school district with 38 schools. My primary focus was supporting middle school magnet academies and dual immersion schools. While at PSD, I submitted a petition for the Palmdale Academy Charter School which opened its doors in 2021. In both roles in district level administration, I was part of the review committee for area charter schools.

As of February 2023, I am the Director of Achievement for the Learning Matters Education Group. My primary responsibilities include curriculum development and implementation, teacher professional development, and assessment and data analysis for student achievement.

Education History:

In 2015 I received my doctoral degree in Organizational Leadership from the University of La Verne, California. In 2005 I earned a master's degree in education in Reading from the University of La Verne with a reading specialist credential. Finally, I earned a Bachelor of Arts degree in English from the University of North Dakota in 1998.

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A handwritten signature in black ink, appearing to read "J. K. Miller", is written over a horizontal line.

Applicant's Signature

Appendix A: Background Information Sheet

Name: Stephanie Christensen
Role: Professionally Licensed
Special Educator

Statement of Intent: As a member of the board, I will be able to provide expertise in the area of Special Education, specifically with Utah Education Policy. As a former Special Education teacher and director, I intend to use my experience and knowledge in Special Education compliance and monitoring to help support the needs of the charter school.

Not-for-Profit History: I have worked in charter schools all over the state of Utah as a Special Education Consultant and Independent Contractor. I taught Special Education in Utah charter schools (grades K-12) for 8 years prior to consulting. I worked as a Special Education Director at a Utah charter school for grades 7-12, where I was able to collaborate with Utah Parent Center and Vocational Rehabilitation to further advocate for students with disabilities. I continue to work with the Utah Program Improvement Plan System (UPIPS) compliance team for reviewing and monitoring Special Education files throughout the state. As a Charter Special Education Director (CSPED) Board Member from 2017-2022 and President from 2021-2022, I assisted with organizing conferences, participated in planning and organization, collaborated with other Special Education Directors across Utah, and organized educational events such as conferences. A member of Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) since September 2022, I collaborate with institution of higher education (IHEs) and Utah school district administrators to creatively build capacity in teacher preparation programs.

Employment History: I have a Utah Professional Teaching License in Special Education and have worked with students in grades K-12 as a Special Education teacher as well as a Special Education Director at a charter school for grades 7-12. I worked as a contracted Educational Consultant for charter schools throughout the state of Utah while also working as a Utah Program Improvement Plan System (UPIPS) contracted team member for the State Board of Education, monitoring compliance at LEAs throughout the state. Internal monitoring as a Special Education Director and compliance monitoring for UPIPS has contributed to my knowledge in the area of Special Education law. As a contractor, I worked with over a dozen schools throughout the state to rectify their issues with compliance and improve their overall results-driven accountability (RDA) scores, which are issued annually. As a Special Education Director, I have experience with developing academic programs. I worked with various administrations to help with Special Education

paperwork that pertained to funding. As a P-20 Competency Developer for Utah's Portrait of a Graduate (May 2020 and June 2021) I worked in collaboration with other educator throughout Utah to review and provide relevant feedback to team members and contributed to large group collaboration as well as smaller collaborative groups.

Education History: I received my Master of Science from Western Governors University in Curriculum and Instruction, May 2022. Bachelor of Science in Special Education from Brigham Young University-Hawaii, December 2000. Associate Degree from Ricks College, April 1997. I received my Project Management Professional Certification (PMP), April 2012 and Green Belt Six Sigma Certification, April 2012.

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Stephanie Christensen
Stephanie Christensen (Jun 27, 2023 06:44 MDT)

Applicant's Signature

Appendix A: Background Information Sheet

Name: Alan R. Anderson

Role: Governing Committee

Statement of Intent:

I have been involved in the charter school movement for many years. I have served on an Initiating Committee for Navigator Pointe Academy to get the school up and running with other passionate adults and parents. I've also been a startup Business Administrator for another charter school while employed with Charter Solutions. Charter schools provide different opportunities to help children today. Children learn at different paces and in different styles - some are kinesthetic learners, and others, are visual learners.

Not-for-Profit History:

My non-profit experience includes serving 15 years as President / CEO of a 501(c)6 chamber of commerce (business association) in Salt Lake County. My hobby service includes being the fundraising dept. head for the National Model Railroad Association (NMRA), a 501(c)3 educational body helping the model railroad hobby around the world. As President and CEO of the chamber, I was responsible to manage staff, oversee volunteer boards and the various business programs of the chamber of commerce. I reported monthly to a 15-member board of directors made up of business and community leaders. I lobbied city councils, county councils, and legislative bodies to maintain a business-friendly climate as part of this role. While volunteering with the NMRA, I met with volunteer NMRA leadership on various fundraising activities, including setting up accounts at smile.amazon.com (now discontinued) and eBay charities/Giving Works.

I continue to serve as a community member of the governing board at Holy Cross Hospital Jordan Valley (Formerly Jordan Valley Medical Center.) Holy Cross Hospitals are a 501(c)3 affiliated with the Catholic church.

Employment History:

I have held a variety of positions of management and leadership for the past 20 years. This includes managing a Blockbuster video store (1999) and moving the store from last place to 2nd place in the regional performance of 16 stores. Prior to Blockbuster, I was General Manager of two computer retail stores with a staff of 15 and a \$2 million budget. After Blockbuster, I took the position of President / CEO of the Chamber of Commerce. I was in financial turmoil when I started with just 4 months of cash on hand. I grew it into a stable business over 15 years of effort. I left the chamber around the time my dad passed away so

I could spend his final days with him. After a small hiatus, I was hired by Charter Solutions as a business administrator and trained at Excelsior Academy in Erda, Utah. I then was transferred to another charter school under startup and performed all onboarding of staff - in excess of 120 individuals. Prepared startup budgets and assembled the school budget each year and worked with the outside auditors each year. I am proud that my audits were unqualified and 2 of the 3 years had no findings. The school's budget was approx \$6.5 to \$7 million annually. Currently, I work for the City of West Jordan as the Council Director overseeing the legislative branch. In this role, I assist in providing an analysis of the city code (law) and providing analysis of a \$64 million general fund budget.

Education History: I earned an AS degree in Business from Salt Lake Community College (2002). I later attended the University of Utah and earned a bachelor's degree in Finance with an emphasis in Real Estate (2004). Finally, attended Brigham Young University where I earned a Master of Public Administration (2008). I have also earned an Institute of Organization Management (IOM) certification from the U.S. Chamber of Commerce in Los Angeles and recently earned certification and membership with the National Association of Parliamentarians.

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A handwritten signature in blue ink, appearing to read "Alan R. [unclear]", written over a horizontal line.

Applicant's Signature

Appendix A: Background Information Sheet

Name: Jamie Duncan Plott

Role: Board Member

Statement of Intent: Using as much space as necessary, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

The role I will play on the Board of Directors for the Thrive Point Academy is that of parent and advocate. With an autistic son who attends a local charter that gives him the extra support he needs while celebrating his strengths I have a deep appreciation for charter schools. I strongly feel that not everyone learns similarly or can thrive in the same school structure. Through the lens of inclusivity, I believe alternatives like Thrive Point Academy that work outside of the traditional classroom can be a huge asset to our community. I am committed to this application as written and am excited for the value it can offer students.

Not-for-Profit History: Using as much space as necessary, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a charter school, nonprofit corporation, governing board experience, and background in group organization.

As the Spirit Director at the University of Utah for the last 12 years, I have experience with fundraising and overseeing 6 different budgets yearly. I work extensively on group organization (50+ students), managing all calendars for 4 different sports seasons, away game travel, community appearances and extensive practice schedules. I have grown this program with the core values of inclusivity, belonging, branding and excellence in our craft.

Employment History: Using as much space as necessary, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management. Also include any for-profit or financial dealings with charter schools.

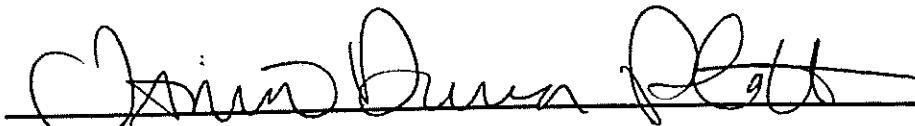
My employment history includes both accounting and teaching. For 10+ years I

worked at Duncan Electric Supply in West Bountiful, UT. Working in purchasing, accounts receivable and accounts payable. At our family business it was valued that I learn as much about the operations and management of the entire company. Currently at University of Utah, I oversee all the management of the spirit programs as well as 3 part time staffers. I worked as director of performing companies for 9 years at Artistic Dance Company in Draper, UT. At ADC I composed and executed a dance curriculum for our staff from Pre-Ballet (3yo) to advanced pre-professional (17yo+) level instruction. This included thoughtful progressions, intense muscle memory training and correct warm-up focusing on injury prevention.

Education History: Using as much space as necessary, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

In 2004, I earned a BFA from the University of Utah, Theatrical Design. I have continuing education training in Office of Equal Opportunity and Title IX, a certificate in Mental Health First Aid, and have taken courses regarding Gestalt Language processing and AAC (Augmentative Alternative Communication) as it applies to autistic kids and adults.

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A handwritten signature in black ink, appearing to read "Christina Duncan", is written over a horizontal line.

Applicant's Signature

APPENDIX B

Articles of Incorporation

Non-Profit Corporation Articles
ARTICLES OF INCORPORATION
OF
Thrivepoint Academy of Utah

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the Utah Revised Nonprofit Corporation Act, adopt the following Articles of Incorporation for such Corporation:

Article I
Name

The name of the corporation is Thrivepoint Academy of Utah

Article II
Purpose

ThrivePoint Academy of Utah is an online and flax blended public charter school serving students in Salt Lake County and throughout the state of Utah.

To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.

Article III
Name and Address of Registered Agent

The address of the corporation's initial registered office shall be:

1181 S 900 E
Salt Lake City, UT 84105

The corporation's initial registered agent at such address shall be:

Timothy Andrew Smith



Article IV
Names and Addresses of Incorporators

The name(s) and address(es) of the incorporators are:

Incorporator #1
Timothy Andrew Smith
1181 S 900 E
Salt Lake City, UT 84105
Timothy Andrew Smith (POA or AIF)
Signature

In Witness Whereof I / We have executed these Articles of Incorporation on 23 June, 2023 and say:

That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.

Article V
Members

The nonprofit corporation will have voting members

Article VI
Shares

The nonprofit corporation will not issue shares evidencing membership or interests in water or other property rights.

Article VII

Directors/Trustees/Officers

The name(s), address(es) and signature(s) of the director(s)/trustee(s)/officer(s) are:

Director #1
Shannon Creamer Smith
1181 S 900 E
Salt Lake City, UT 84105
Timothy Andrew Smith (POA or AIF)
Signature

President #2
Shannon Creamer Smith
1181 S 900 E
Salt Lake City, UT 84105

Timothy Andrew Smith (POA or AIF)
Signature

Director #3
Jodi Radford
1181 S 900 E
Salt Lake City, UT 84105
Timothy Andrew Smith (POA or AIF)
Signature

Vice President #4
Jodi Radford
1181 S 900 E
Salt Lake City, UT 84105
Timothy Andrew Smith (POA or AIF)
Signature

Director #5
Jamie Plott
1181 S 900 E
Salt Lake City, UT 84105
Timothy Andrew Smith (POA or AIF)
Signature

Treasurer #6
Jamie Plott
1181 S 900 E
Salt Lake City, UT 84105
Timothy Andrew Smith (POA or AIF)
Signature

Article VIII

The period of duration of this corporation is perpetual

Article IX

Principal Place of Business

The street address of the principal place of the business is:

1181 S 900 E
Salt Lake City, UT, 84105

Under GRAMA (63-2-201), all registration information maintained by the Division is classified as public record. For confidentiality purposes, the business entity physical address may be provided rather than the residential or private address of any individual affiliated with the entity.

APPENDIX C

Governing Board Bylaws

**BYLAWS of
ThrivePoint Academy of Utah, Inc.**

A Utah NonProfit Corporation

**BYLAWS OF
ThrivePoint Academy of Utah, Inc.**

ARTICLE I - NAME, OFFICES and PURPOSE

Section 1.1 Name. The name of the Corporation shall be ThrivePoint Academy of Utah, Inc. (hereinafter referred to as the "Corporation"), and the name of the charter school governed by the Corporation shall be ThrivePoint Academy of Utah (hereinafter referred to as the "School"). The Corporation is a nonprofit corporation organized under the Utah Revised Nonprofit Corporation Act (the "Act").

Section 1.2 Business Offices. The principal office of ThrivePoint Academy of Utah, Inc. will be at the physical location of the school, 1181 S. 900 E., Salt Lake City, Utah, 84105. The Corporation may have such other offices within Utah, as the governing Board of Directors may designate or as the affairs of the Corporation may require from time to time.

Section 1.3 Registered Office. The registered office of the Corporation required by the Act may, but need not, be the same as the Corporation's principal business office in Utah. The initial registered office is the office of record referenced above, but is subject to change from time to time by the governing Board of Directors (sometimes referred to herein as, the "Board of Directors"), by the officers of the Corporation, or as otherwise provided by the Act.

Section 1.4 Purpose. As set forth in the Articles of Incorporation of the Corporation, the Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, and specifically to provide a public charter school education under Utah law.

ARTICLE II – MEMBERS

Section 2.1 No Members. The Corporation shall have no members. The membership provisions of these bylaws may be altered from time to time in accordance with the Act, the Corporation's Articles of Incorporation, and these bylaws, to provide for the classification, qualifications, privileges and appointment of members as may be determined by the governing Board of Directors.

ARTICLE III - BOARD OF DIRECTORS

Section 3.1 General Powers. The business and affairs of the Corporation shall be managed by its governing Board of Directors, except as otherwise provided in the Act, the Articles of Incorporation, or these bylaws.

Section 3.2 Number, Election, Tenure and Qualifications. The number of directors of the Corporation may be a maximum of seven (7) voting members, but shall not be less than five (5).

(a) Each director shall serve for a term of three years. Initial directors shall serve staggered one-, two- or three-year terms as designated by the initial Board of Directors.

(b) Any director may be removed at any time, with or without cause, upon majority vote of the Board of Directors.

Section 3.3 Vacancies. Any director may resign at any time by giving written notice to the Chair of the Board of Directors, or to the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

The Board of Directors may or may not elect to fill Board of Directors vacancies above the minimum number of three (3) directors. If the Board of Directors elects to fill Board of Directors vacancies, they will solicit applications from persons willing to fill a Board of Directors vacancy. The Board of Directors will set timelines for such solicitation and review of applications. Upon consideration of applications, the Board of Directors may appoint additional directors or may choose not to appoint additional directors. Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors though that number of directors may constitute less than a quorum. The Board of Directors shall elect a Chair and a Vice-Chair from the board membership and may appoint a Secretary, however the Secretary need not be a voting member of the Board of Directors.

One director shall be a parent of a student of the School.

Section 3.4 Authority and Duties of Directors. The directors of the Corporation shall have the authority and shall exercise the powers and perform the duties provided in Utah Code, the duties specified below and those duties as may be additionally specified by the Chair of the Board of Directors, the Board of Directors or these bylaws, except that in any event each officer shall exercise such powers and perform such duties as may be required by law.

(a) *Chair of the Board of Directors.* The Chair of the Board of Directors is the Chief Administrative Officer and shall (i) preside, when present, at all meetings of the Board of Directors; (ii) see that all orders and resolutions of the Board of Directors are carried into effect; and (iii) perform all other duties incident to the office of Chair of the Board of Directors and as from time to time may be assigned to the Chair of the Board of Directors.

(b) *Vice Chair.* The Vice Chair of the Board of Directors shall (i) in the absence of the Chair of the Board of Directors, preside at all meetings of the Board of Directors; (ii) perform all other duties incident to the office of Vice Chair as from time to time may be assigned to the Vice Chair by the Board of Directors.

Section 3.5 Regular Meetings. During the start-up phase of operation, defined as that period of time commencing with the granting of a charter until the first day of school, regular meetings of the Board of Directors shall be held at such times and places as may be determined by the Chair of the Board of Directors.

After commencement of the first day of school, regular meetings of the Board of Directors will be held at least quarterly, or as required by Utah law, as scheduled by the Chair of the Board of Directors. All meetings shall comply with Utah's Open and Public Meetings Act.

Section 3.6 Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the Chair of the Board of Directors or a majority of the directors. The person or persons authorized to call special meetings of the Board of Directors may fix any place as the place for holding any special meeting of the Board of Directors called by them.

Section 3.7 Notice. Notice of each meeting of the Board of Directors stating the place, day and time of the meeting shall be given to each director by written notice by personal delivery, first-class mail, or email at least two (2) days prior thereto (and the method need not be the same as to each director). Notice of each meeting shall be publicly made by posting the place, day and time of the meeting twenty-four hours in advance at the school. Additional public notice shall also be made if required by Utah law.

Section 3.8 Quorum and Voting. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors; but if less than a majority of the directors are present at said meeting, a majority of the directors present may adjourn the meeting from time to time without further notice. No director may vote or act by proxy at any meeting of directors.

Section 3.9 Compensation. The Board of Directors may adopt and amend Board compensation schedules, including but not limited to necessary expenses.

Directors as such shall not receive compensation for their services.

Section 3.10 Committees. The Board of Directors may appoint from its members chairpersons who will organize, direct and supervise volunteers comprising committees whose purpose is to advance the work of the Corporation. Numbers and types of committees shall be determined by the Board of Directors.

ARTICLE IV - OFFICERS AND AGENTS

Section 4.1 Number and Qualifications. The Board of Directors may elect to conduct the business of the Corporation by hiring officers or by contracting with an education management corporation which will provide services that will oversee the business of the Corporation, including the duties of the Corporate officers.

Section 4.2 Term of Office. If the Corporation elects to hire officers, the officers of the Corporation shall serve at the pleasure of the Board of Directors, but shall serve a term no longer than one year. The Board of Directors shall elect officers at the annual meeting of the Board.

Section 4.3 Compensation. Officers are not entitled to receive compensation for the service as board officers. Officers may be reimbursed for expenses incurred in furtherance of the duties to the Corporation.

Section 4.4 Removal. Any officer appointed by the Board of Directors may be removed by the Board of Directors at any time with or without cause, by a majority vote of the Board of Directors.

Section 4.5 Vacancies. Any officer may resign at any time, subject to any rights or obligations under any existing contracts between the officer and the Corporation, by giving written notice to the Chair or Secretary of the Board of Directors. An officer's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 4.6 Authority and Duties of Officers. The officers of the Corporation shall have the authority and shall exercise the powers and perform the duties specified by the Chair of the Board of Directors, the Board of Directors or these bylaws, except that in any event each officer shall exercise such powers and perform such duties as may be required by law.

Section 4.7 Surety Bonds. The Board of Directors may require any officer or agent of the Corporation to execute to the Corporation a bond in such sums and with such sureties as shall be satisfactory to the Board of Directors, conditioned upon the faithful performance of such person's duties and for the restoration to the Corporation of all books, papers, vouchers, money and other property of whatever kind in such person's possession or under such person's control belonging to the Corporation.

ARTICLE V - STANDARDS OF CONDUCT FOR OFFICERS AND DIRECTORS

Each director and officer with discretionary authority shall discharge his or her duties in good faith, with the care an ordinarily prudent person in a like position would exercise under similar circumstances, and in a manner the director or officer reasonably believes to be in the best interests of the corporation. In discharging duties, a director or officer is entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by: (i) one (1) or more officers or employees of the corporation whom the director or officer reasonably believes to be reliable and competent in

the matters presented; (ii) legal counsel, a public accountant, or another person as to matters the director or officer reasonably believes are within such person's professional or expert competence; or (iii) in the case of a director, a committee of the Board of Directors of which the director is not a member if the director reasonably believes the committee merits confidence.

A director or officer is not acting in good faith if he or she has knowledge concerning the matter in question that makes reliance otherwise permitted by the above unwarranted. A director or officer is not liable as such to the corporation for any action taken or omitted to be taken as a director or officer, as the case may be, if, in connection with such action or omission, the director or officer performed the duties of the position in compliance with this Article V.

ARTICLE VI - DIRECTORS' CONFLICTING INTEREST TRANSACTIONS

Section 6.1 Conflicting Interest Transactions. As used in this Article, "conflicting interest transaction" means: a contract, transaction, or other financial relationship between the Corporation and a director of the Corporation, or between the Corporation and a party related to a director, or between the Corporation and an entity in which a director of the Corporation is a director or officer or has a financial interest.

Section 6.2 Prohibition Against Loans to Directors or Officers. No loans shall be made by the Corporation to its directors or officers. Any director or officer who assents to or participates in the making of any such loan shall be liable to the Corporation for the amount of such loan until the repayment thereof.

Section 6.3 Voidability of Conflicting Interest Transactions. No conflicting interest transaction shall be void or voidable or be enjoined, set aside, or give rise to an award of damages or other sanctions in a proceeding by or in the right of the Corporation, solely because the conflicting interest transaction involves a director of the Corporation or a party related to a director or an entity in which a director of the Corporation is a director or officer or has a financial interest or solely because the director is present at or participates in the meeting of the Corporation's Board of Directors or of the committee of the Board of Directors that authorizes, approves, or ratifies the conflicting interest transaction or solely because the director's vote is counted for such purpose if: (a) the material facts as to the director's relationship or interest and as to the conflicting interest transaction are disclosed or are known to the Board of Directors or the committee, and the Board of Directors or committee in good faith authorizes, approves, or ratifies the conflicting interest transaction by the affirmative vote of a majority of the disinterested directors, even though the disinterested directors are less than a quorum; or (b) the conflicting interest transaction is fair as to the Corporation.

Section 6.4 Approval of Conflicting Interest Transactions. Common or interested directors may be counted in determining the presence of a quorum at a meeting of the Board of Directors or of a committee which authorizes, approves, or ratifies the conflicting interest transaction.

Section 6.5 Party Related to Director. For purposes of this Article VI, a "party related to a director" shall mean a spouse, a descendent, an ancestor, a sibling, the spouse or descendent of a sibling, an estate or trust in which the director or a party related to a director has a beneficial interest, or an entity in which a party related to a director is a director, officer, or has a financial interest.

ARTICLE VII - INDEMNIFICATION

Section 7.1 Indemnification. To the extent permitted or required by the act (as defined below) and any other applicable law, if any director or officer (as defined below) of the Corporation is made a party to or is involved in (for example as a witness) any proceeding (as defined below) because such person is or was a director or officer of the Corporation, the Corporation (i) shall indemnify such person from and against any judgments, penalties, fines (including but not limited to ERISA excise taxes), amounts paid in settlement and reasonable expenses (including but not limited to expenses of investigation and preparation, and fees and disbursements of counsel, accountants or other experts) incurred by such person in such proceeding, and (ii) shall advance to such person expenses incurred in such proceeding.

The Corporation may in its discretion (but is not obligated in any way) to indemnify and advance expenses to an employee or agent of the Corporation to the same extent as to a director or officer.

The foregoing provisions for indemnification and advancement of expenses are not exclusive, and the Corporation may at its discretion provide for indemnification or advancement of expenses in a resolution of its directors, in a contract or in its articles of incorporation.

Any repeal or modification of the foregoing provisions of this article for indemnification or advancement of expenses shall not affect adversely any right or protection stated in such provisions with respect to any act or omission occurring prior to the time of such repeal or modification. If any provision of this article or any part thereof shall be held to be prohibited by or invalid under applicable law, such provision or part thereof shall be deemed amended to accomplish the objectives of the provision or part thereof as originally written to the fullest extent permitted by law, and all other provisions or parts shall remain in full force and effect.

As used in this Article VII, the following terms have the following meanings:

(a) *Act.* The term “act” means the Utah Revised Nonprofit Corporation Act as it exists on the date this article is adopted, and as the Utah Revised Nonprofit Corporation Act may be thereafter amended from time to time. In the case of any amendment of the Utah Revised Nonprofit Corporation Act after the date of adoption of this article, when used with reference to an act or omission occurring prior to effectiveness of such amendment, the term “act” shall include such amendment only to the extent that the amendment permits a Corporation to provide broader indemnification rights than the Utah Revised Nonprofit Corporation Act permitted prior to the amendment.

(b) *Director or Officer.* The term “director” or “officer” means (i) a director or officer of the Corporation and (ii) while an individual is a director or officer of the Corporation, the individual’s serving at the Corporation’s request as a director, officer, partner, member, manager, trustee, employee, fiduciary, or agent of another domestic or foreign Corporation, nonprofit Corporation, or other person or of an employee benefit plan, and (iii) any other position (not with the Corporation itself) in which a director or officer of the Corporation is serving at the request of the Corporation and for which indemnification by the Corporation is permitted by the act.

(c) *Proceeding.* The term “proceeding” means any threatened, pending or completed action, suit, or proceeding whether civil, criminal, administrative or investigative, and whether formal or informal.

(d) *Code.* The term “Code” means the Internal Revenue Code of 1986, as amended from time to time.

Section 7.2 Limitation. Notwithstanding any other provision of this Article VII, during any period that the Corporation is a “private foundation” within the meaning of section 509 of the Code, or any corresponding provision of any future United States tax law, the Corporation shall not indemnify any person from or against or advance to any person the cost of, such expenses, judgments, fines, or amounts paid or necessarily incurred, nor shall the Corporation purchase or maintain such insurance, to the extent that any such indemnification, purchase, or maintenance would be determined to be an act of self-dealing within the meaning of section 4941 of the Code, to be a taxable expenditure within the meaning of section 4945 of the Code, or to be otherwise prohibited under the Code, unless and to the extent (i) a court orders such indemnification, or (ii) the purchase or maintenance of such insurance can be treated as reasonable compensation to such person.

ARTICLE VIII - LIMITATION ON LIABILITY

Section 8.1 Limitation on Liability. No director or officer of this Corporation shall be personally liable to the Corporation for civil claims arising from acts or omissions made in the performance of such person’s duties as a director or officer, unless the acts or omissions are the result of such person’s intentional misconduct.

ARTICLE IX – DISSOLUTION

Section 9.1 Distribution of Assets Upon Dissolution. Upon dissolution of the Corporation, assets of the Corporation shall be distributed pursuant to Utah Code 53G-5-504(7). If, after complying with Utah statutory requirements, additional assets remain upon dissolution, the remaining assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE X - MISCELLANEOUS

Section 10.1 Books and Records. The Corporation shall keep correct and complete books and records of accounts and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors, and shall keep at its registered or principal office a record giving the names and addresses of the directors. All books and records of the Corporation may be inspected by any director or such director's authorized agent or attorney for any proper purpose at any reasonable time.

Section 10.2 Fiscal Year. The fiscal year of the Corporation shall begin on July 1 and end on June 30.

Section 10.3 Conveyances and Encumbrances. Property of the Corporation may be assigned, conveyed or encumbered by such officers of the Corporation as may be authorized to do so by the Board of Directors, and such authorized persons shall have power to execute and deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of the Corporation shall be authorized only in the manner prescribed by applicable statute.

Section 10.4 Designated Contributions. The Corporation may accept any designated contribution, grant, bequest or devise consistent with its general charitable and tax- exempt purposes, as set forth in the Articles of Incorporation. As so limited, donor- designated contribution will be accepted for special funds, purposes or uses, and such designations will generally be honored, and will always be honored with regard to constraints made upon such donations received as grants and as proscribed by the grant contributor. The Corporation shall reserve all right, title and interest in and to and control of such contributions, as well as full discretion as to the ultimate expenditure or distribution thereof, in accordance with designated constraints. Further, the Corporation shall acquire and retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used to carry out the Corporation's tax- exempt purposes.

Section 10.5 Amendments. The Articles of Incorporation of the Corporation and these Bylaws may be amended, repealed, altered, or new Bylaws adopted in whole or in part at any time by the affirmative vote of a majority of the members of the Board of Directors in office at the time of the vote.

Section 10.6 Severability. The invalidity of any provision of these bylaws shall not affect the other provisions hereof, and in such event these bylaws shall be construed in all respects as if such invalid provision were omitted.

WHEREFORE, these Bylaws are adopted by the Initial Board of Directors this
8th day of June, 2023

Shannon Creamer Smith

Shannon Creamer Smith, President

Jodie Radford

Jodie Radford, Director

Jamie Plott

Jamie Plott, Director

_____, Director

_____, Director

APPENDIX D

Agenda and Minutes from Governing Board Meeting

MEETING AGENDA

Location: 1181 S 900 E Salt Lake City, Utah 84105
Meeting Conference Line via Google Meet

Date: June 8, 2023

Time: 7:00 PM, Arizona Time, 8:00 PM Utah Time

AGENDA DETAILS

I. INTRODUCTIONS

- a. Committee Members in attendance: Shannon Smith, Jodie Radford, Jamie Plott, Alan Anderson
- b. Committee Members not able to attend: Stephanie Christensen

II. NEW BUSINESS

- a. Update on June 1 meeting with Marie Steffensen and Lisa Cooper from SCSB
- b. Review and Approve Articles of Incorporation
- c. Review and Approve board officers:
 - i. Shannon Smith, Board President,
 - ii. Jodie Radford, Board Vice President,
 - iii. Jamie Plott, Board Secretary
- d. Review and Approve Draft Bylaws for ThrivePoint Academy of Utah

III. CONCLUSION

- a. Determine date for next committee meeting

MEETING MINUTES

THRIVEPOINT ACADEMY OF UTAH

Location: 1181 S 900 E Salt Lake City, Utah 84105
Meeting Conference Line via Google Meet

Date: June 9, 2023

Time: 7:00 PM, Arizona Time, 8:00 PM Utah Time

MEETING MINUTES

I. CALL TO ORDER

Shannon Smith called to order the regular meeting of the ThrivePoint Academy of Utah Committee at 8:05 PM on June 9, 2023 at 1181 S 900 E Salt Lake City, Utah 84105. The meeting was conducted virtually via Google Meet.

II. ROLL CALL

Shannon Smith conducted the roll call. The following committee members were in attendance: Shannon Smith, Jodie Radford, Jamie Plott. The following committee members were not able to attend: Stephanie Christensen, Alan Anderson. Timothy Smith was also in attendance for the meeting as the registered agent and incorporator for the committee.

III. OPEN ISSUES

There were no open issues.

IV. NEW BUSINESS

Approval of minutes from last meeting

This was the first committee meeting for ThrivePoint Academy of Utah, therefore there were no previous minutes.

Introductions of committee members that were in attendance

Shannon Smith first introduced herself. Shannon Smith mentioned that she has over 25 years of experience in starting and operating charter schools in Arizona and California. Shannon also stated that she is excited for this new charter school and is looking forward to working with the other committee members to get this school approved and established in the Riverton area and in the state of Utah. She also mentioned that it is her pleasure to work with the students, parents, teachers, and staff in California and Arizona and she believes that the ThrivePoint educational model will be of benefit to many families in Utah in the coming years.

Jodie Radford introduced herself second. Jodie Radford briefly told the committee about her background as an educational leader in the Antelope Valley area of California working for the Antelope Valley school district as a principal and as a curriculum director leading teams in professional development and curriculum mapping and standards alignment. Dr. Radford also explained about her current position as the director of curriculum and instruction for ThrivePoint High Desert Academy, a public charter school in Victorville, California. Dr. Radford told the board that while she works remotely to help lead the curriculum efforts for Taylton Academy, she is a Utah resident and lives in the Riverton, South Jordan community and is excited to be on the committee for ThrivePoint Academy of Utah and looks forward to helping this school to be approved and to grow in Utah.

Jamie Plott introduced herself next. Jamie expressed her excitement and happiness to serve on the committee for ThrivePoint Academy of Utah. Jamie serves as the head cheer and dance coach at the University of Utah and in her position she can see the impact that an educational organization can have in the community. Jamie enjoys working with young college age cheer and dance university students and loves to help guide them as they pursue their goals of completing school and becoming responsible adult leaders in the community. Jamie also shared about her experience as a mother of an adopted child with autism and the challenges that this diagnosis presents in an educational setting. Jamie is proud of the research she has done in the field of autism and has become an advocate for children with special needs. Jamie is a proponent for school choice and for options for families so that they can have a school that meets their needs. Jamie is excited about the mission of ThrivePoint Academy of Utah to serve students at risk of dropping out using a personalized learning model in a mastery-based environment.

Update on June 1 meeting with Marie Steffensen and Lisa Cooper from SCSB

Shannon Smith gave the committee members an update from the June 1st meeting with Marie Steffensen and Lisa Cooper from the Utah State Charter School Board staff. Shannon mentioned that the meeting was a very positive one with Marie sharing the process that ThrivePoint Academy of Utah would need to follow to have their proposal approved.

Shannon mentioned that Marie also explained the process for the school to potentially be invited to submit the full charter application to the Utah State Board for Charter Schools.

There were no committee actions that needed to be taken since this was just an information item.

Review and Approve Articles of Incorporation

Shannon Smith shared and presented the draft articles of incorporation with the committee. Shannon informed the committee that the articles were prepared by Chris Yorgason with Yorgason Law. Shannon explained that Chris Yorgason was an experienced charter school attorney who is licensed to practice in the state of Utah, has many charter school clients in Idaho and hopefully more clients in Utah. Shannon explained that Chris Yorgason was referred to ThrivePoint Academy of Utah from Lynne Adams, an attorney that has worked with ThrivePoint High School in Arizona for many years.

Shannon Smith asked if there were any questions from the committee related to the articles of incorporation and there were none. Shannon Smith made a motion to approve the articles of incorporation. Jodie Radford seconded the motion. Jamie Plott also approved the motion. The motion was approved with a three-person vote.

Review and Approve Board Officers

Timothy Smith as the registered agent and incorporator for ThrivePoint Academy of Utah explained to the board that as part of the approval of the articles of incorporation that the committee

needed to elect officers for the corporation. Shannon Smith was recommended to serve as the board president. Given Shannon Smith's experience and expertise in running school boards for many years, the committee agreed and voted in approval for her to be the board president. Timothy Smith also suggested to the committee that Jodie Radford be elected to the position of board vice president. The committee agreed with this recommendation and voted in favor of adding Jodie Radford as board vice President. Timothy Smith also recommended to the committee that Jamie Plott be elected to the position of board secretary. The committee agreed and voted for Jamie Plott to serve as the board secretary.

As a follow up item, Jamie Plott asked to change her office from board secretary to board treasurer. Timothy Smith made this change in the final articles of incorporation with the state of Utah as their only requirement is to have three offices identified to begin the incorporation. The committee will strive to add another committee member as board treasurer, although this position is not required for the articles of incorporation to be finalized and approved by the state of Utah.

Review and Approve Draft Bylaws for ThrivePoint Academy of Utah

Shannon Smith presented the draft bylaws to the committee. Shannon explained that the bylaws were prepared by Chris Yorgason who is an experienced charter school attorney. The committee reviewed the document and didn't have any questions. Shannon Smith made a motion to approved the draft bylaws. Jodie Radford seconded the motion. Jamie Plott also approved the motion and the draft bylaws were approved by a 3-0 vote.

V. ADJOURNMENT

The committee discussed the fact that they needed to have one more committee meeting before the end of the month, although a specific date was not identified. Shannon Smith adjourned the meeting at 8:35 PM.

Timothy Smith prepared the minutes.

APPENDIX E

Schools PLP Personalized Learning and Course Descriptions

Reference Attached Link

APPENDIX F

Schools PLP Utah Core Standards Alignment

Reference Attached Link

APPENDIX G

Utah State Board of Education Graduation Requirements

Utah State Board of Education General High School Core Credit Requirements

4.0 credits of Language Arts

ELA 9, ELA 10, ELA 11, and Grade 12 (choose from options approved by the Board)

3.0 credits of Mathematics

Secondary I, II, and III

A student may opt out of Secondary III if a written request from the parent is received from the school; the student must still earn 3.0 credits of math.

Exception: a student who completes Calculus with a "C" grade or higher has completed the mathematics graduation requirements regardless of the number of credits earned

3.0 credits of Science

2.0 credits must be met through successful completion of two of the five science foundation areas:

Earth Science,
Biological Science,
Chemistry,
Physics, or
Computer Science.

1.0 credit must be from the foundational, applied, or advanced science (Board approved list)

3.0 credits of Social Studies

2.5 credits must be met through successful completion of the following courses:

0.5 credit World Geography 0.5 credit World History 1.0 credit U.S. History 0.5 credit U.S. Government and Citizenship 0.5 credits are at the discretion of the Local Education Agency (LEA)

1.5 credits of The Arts

Credits may be earned in visual arts, music, dance, theater and/or media arts for this requirement.

0.5 credits of Health Education

1.5 credits of Physical Education

0.5 credit Participation Skills 0.5 credit Fitness for Life 0.5 Individualized Lifetime Activities

Exception: a student may earn 0.5 credit per sport team sport/athletic participation up to 1.0 credit with LEA approval to replace participation skills and individualized lifetime activities.

1.0 credit of Career and Technical Education

Credits may be earned in:

- 1) Agriculture, Food, and Natural Resources,
- 2) Architecture and Construction,
- 3) Arts, Audio/Visual Technology and Communications,
- 4) Business, Finance and Marketing,

- 5) Computer Science and Information Technology,
- 6) Education and Training,
- 7) Engineering and Technology,
- 8) Health Science,
- 9) Hospitality and Tourism,
- 10) Human Services,
- 11) Law, Public Safety, Corrections and Security,
- 12) Manufacturing and/or
- 13) Transportation, Distribution, and Logistics.

0.5 credit of Digital Studies

Library Media Skills, integrated into the subject areas.

0.5 credit of General Financial Literacy

5.5 credits of Electives

Pass the Basic Civics Test or Alternate Assessment as described in 53E-4-205 and R277-700-8.

Credits may only be earned while the student is enrolled in grades 9-12

Exception: High school credits earned prior to grade 9 through participation in the Statewide Online Education Program (SOEP)

An LEA shall use Board-approved summative assessments to assess student mastery of the following subjects:

- (a) language arts;
- (b) mathematics; and
- (c) science.

An LEA board may require a student to earn credits for graduation that exceed the minimum Board requirements.

An LEA board may establish and offer additional elective course offerings at the discretion of the LEA board.

An LEA may modify a student's graduation requirements to meet the unique educational needs of a student if:

- a. the student has a disability; and
- b. the modifications to the student's graduation requirements are made through the student's individual IEP.

An LEA shall document the nature and extent of a modification, substitution, or exemption made to a student's graduation requirements in the student's IEP.

APPENDIX H

Current Courses Meeting Criteria for Graduation Utah State Board of Education

Current Courses Meeting the Criteria for Graduation Requirements

Language Arts - 4.0 Credits: Three Courses from the Foundational plus one course from the Applied and Advanced List		
Foundational Courses	Applied and Advanced Courses	
English 9 or 9H (required) English 10 or 10H (required) English 11, 11H, or courses listed below* Concurrent Enrollment Courses** International Baccalaureate Classes** AP Literature and Composition** AP Language and Composition**	12 th Grade Language Arts Basic Writing Skills Basic Reading Skills Business Communication College Prep Language Arts Creative Writing 1 and 2 Debate 2 and 3 Humanities	Journalism 1 and 2 Literature Literary Magazine Mythology Speech 2 Technical & Professional Communication World Languages 3, 4, or AP
Language Arts Notes: ** These courses can also be used for the one credit in Applied and Advanced.		
Mathematics – 3.0 Credits: Secondary I, II, and III. Secondary III can be replaced by an Applied Course with written parent request (opt out form recognizing not being prepared for college).		
Foundational Courses	Advanced Courses (Secondary III Pre-requisite)	Applied Courses (Alternative Selections for Secondary III Opt out) (Secondary II Prerequisite)
Secondary I or Secondary IE Secondary II or Secondary IIE Secondary III or Secondary IIIE Pre-calculus	AP Calculus AB or BC AP Statistics College Prep Math Introductory Calculus Concurrent Enrollment* 1010, 1030, 1040, 1050, or 1060 International Baccalaureate	Accounting I and II Computer Programming Introductory Statistics/Intro to Data Science Mathematical Decision Making for Life (non-CE course) Mathematics of Personal Finance Medical Math Modern Mathematics
Science – 3.0 Credits: A total of two courses from two of the five areas of science on the Foundational Courses list plus one credit from the Foundation Courses list or Applied and Advanced Courses list		
Foundational Courses		
Biology <ul style="list-style-type: none"> Biology Biology: Agricultural Science & Technology* AP or IB Biology Biology with Lab CE SEEd* 	Chemistry <ul style="list-style-type: none"> Chemistry AP or IB Chemistry Chemistry with Lab CE SEEd* Computer Science <ul style="list-style-type: none"> AP Computer Science* Computer Science Principles* Computer Programming* II 	Earth Science <ul style="list-style-type: none"> Earth and Space Science AP Environmental Science IB Environmental Systems Physics <ul style="list-style-type: none"> Physics AP or IB Physics Physics with Lab CE SEEd*
Applied or Advanced Courses		
Agricultural Biotechnology* Agricultural Science* I, II, III, IV Aquaculture* Anatomy and Physiology** Animal Science* I or II Astronomy** Biotechnology* Biology Elective CE No SEEd Botany Chemistry Elective CE No SEEd Electronics* 1,2,3	Engineering Principles* 1, 2 Engineering Capstone* Environmental Science** Equine Science* Genetics** Geology** Marine Biology/Oceanography Materials Science* Medical Anatomy and Physiology*** Medical Forensics* Meteorology**	Natural Resource Science* I, II Physics No Lab CE No SEEd Plant and Soil Science* I**, II Robotics* 1, 2 Veterinary Assistant* 1, 2 Wildlife Biology Zoology * CTE Courses ** Includes Applied/Advanced CE Courses

Current Courses Meeting the Criteria for Graduation Requirements

Social Studies – 3.0 Credits: 2.5 from the required course list (or their equivalent) and .5 elective from any course from the social studies area, which could include an additional half credit added to any of the required half-credit courses.

Foundational Courses			
World History <ul style="list-style-type: none"> World Civilization World History AP European History AP World History HIST 1100 & 1110 CE* (if both taken) 	World Geography <ul style="list-style-type: none"> Geography for Life World Geography AP Human Geography World/Cultural Geography CE* 	U.S. History 2 <ul style="list-style-type: none"> U.S. History 2 AP US History HIST 1700 CE* (if offered in a full year) HIST 2700 & 2710 CE* (if both taken) 	U.S. Government and Citizenship <ul style="list-style-type: none"> U. S. Government and Citizenship AP US Government & Politics Political Science 1100 CE*
Applied or Advanced Courses (not a comprehensive list)			
Advanced Geography Advanced Psychology American Government and Law Anthropology Psychology AP Economics-Macro AP Economics-Micro AP Psychology	Civics Criminal Justice Current Issues Economics Economics Elective CE* Geography II Introduction to Philosophy Introduction to Philosophy CE* Native American Studies	Navajo Culture, Language, and Government Political Science Political Science Elective CE* Psychology Sociology Sociology CE* Student Government World Civilizations II	

NOTE: *Concurrent enrollment courses offered from college/university language arts, mathematics, or science departments.

NOTE: Teachers currently meeting state license and endorsement requirements for an approved applied or advanced course are qualified to teach that course

APPENDIX I

ThrivePoint Arizona Compelling Evidence of Success

ThrivePoint Arizona Compelling Evidence of Success

Quantitative Data: Classification Label (Letter Grades)

- The ThrivePoint high schools in Arizona earned Letter Grades of Alt-B in FY 22.¹
- According to our internal projections, using data that is available at the time of writing this application from the Arizona Department of Education, plus the 55% of the Alternative School Accountability Framework data that is self-reported, the ThrivePoint schools in Arizona are on track to earn at least B-Alts, and possibly A-Alt labels in FY23.

College and Career Readiness Index

- A College and Career Readiness Index (CCRI) is part of Arizona's Alternative Accountability Framework. The Alt CCRI includes completion of specified course work at a "C" grade or above (e.g., workforce readiness courses; career readiness courses; service learning); competitive scholarship recipient; documentation of post-secondary enrolment at a university, college, community college, or trade school; and documentation of military enlistment.
- Systemwide average for FY 22 is 98% with Brick & Mortars schools at 100% and Arizona Online School at 93%.
- ThrivePoint's internal data indicate that all ThrivePoint schools will be at **100% in FY23**. ThrivePoint monitors this data in each student's personalized graduation plan, the Student Success Plan (SSP).

Credit Earned

- A student needs to earn credit to graduate from high school.
- ThrivePoint's recent data indicate that students enrolled at ThrivePoint earn credit at a pace that will enable them to graduate from high school.
- ThrivePoint has disaggregated the students into groups depending on the amount of credit they have earned by Oct. 1 of the current school year.
- The school does provide accelerated pacing, so that students get back on pace to graduate; however, ThrivePoint is not a credit mill. Students must demonstrate mastery in order to earn credit.
- It is reasonable to have high expectations for students with 75% of their credits by Oct. 1 to graduate by the end of the same school year.
- It does not set an appropriate expectation to have a student with 50% of their credit by Oct. 1 graduate that same school year.
- There are exceptional students with credit deficits who work on school coursework 8 or 10 hours a day in order to graduate.

¹ Three of the ThrivePoint High Schools, serving over 50% of the students enrolled network-wide in FY 22 received Letter Grades. The remaining ThrivePoint high schools did not meet the minimum n-sizes for point eligibility to receive a classification label (Letter Grade).

ELA Data

- As of 3/29/23, 31/33 (94%) of 5th year cohort students still working at ThrivePoint are meeting expectations.

Amount of Credit	Quarter #3 (3/30/23)
Graduates	5 5th year students have graduated
17-22 total credits	6/7 (86%) have 3 credits of ELA
15-16.5 credits	4/5 (80%) have 2 credits of ELA
10-15 credits	8/8 (100%) have 1 credit of ELA
Less than 10 credits	8/8 (100%) are enrolled in an ELA class

Math Data

- As of 3/29/23, 25/33 (76%) of 5th year cohort students still working at ThrivePoint are meeting expectations.

Amount of Credit	Quarter #3 (3/30/23)
17-22 credits	3/7 (43%) have 3 credits of Math
15-16.5 credits	3/5 (60%) have 2 credits of Math
10-15 credits	7/8 (88%) have 1 credit of Math
Less than 10 credits	7/8 (88%) are enrolled in a Math class
	5 5th year students have graduated

Math has historically been the most challenging subject for ThrivePoint's high school students, for all high school students, and particularly for at-risk students. ThrivePoint instructional staff provide additional support to students while they are in a math course. As the data show, ThrivePoint's students have benefitted from extra support in this subject.

APPENDIX J

Jordan School District Enrollment Forecasts: 2023-27

Reference Attached Link

APPENDIX K

Enrollment for Charters Jordan School District

SY	LEA	TOTAL	K - 6	8-Jul	12-Sep
2021	Advantage Arts Academy	327	327	0	0
2022	Advantage Arts Academy	349	349	0	0
2023	Advantage Arts Academy	332	332	0	0
2017	American Academy of Innovation	214	67	78	69
2018	American Academy of Innovation	314	65	121	128
2019	American Academy of Innovation	303	40	125	138
2020	American Academy of Innovation	400	54	118	228
2021	American Academy of Innovation	401	36	121	244
2022	American Academy of Innovation	373	32	106	235
2023	American Academy of Innovation	408	28	115	265
2015	Ascent Academies of Utah	1,176	1,004	172	0
2016	Ascent Academies of Utah	1,913	1,527	336	50
2017	Ascent Academies of Utah	1,891	1,425	350	116
2018	Ascent Academies of Utah	1,924	1,483	322	119
2019	Ascent Academies of Utah	2,362	1,843	388	131
2020	Ascent Academies of Utah	2,349	1,858	376	115
2021	Ascent Academies of Utah	2,221	1,731	339	151
2022	Ascent Academies of Utah	2,080	1,653	314	113
2023	Ascent Academies of Utah	2,639	2,179	319	141
2017	Athlos Academy of Utah	838	838	0	0
2018	Athlos Academy of Utah	875	837	38	0
2019	Athlos Academy of Utah	953	874	79	0
2020	Athlos Academy of Utah	814	754	60	0
2021	Athlos Academy of Utah	611	558	53	0
2022	Athlos Academy of Utah	482	433	39	10
2023	Athlos Academy of Utah	462	413	37	12
2015	Early Light Academy at Daybreak	753	529	151	73
2016	Early Light Academy at Daybreak	1,000	727	202	71
2017	Early Light Academy at Daybreak	1,003	716	219	68
2018	Early Light Academy at Daybreak	1,002	716	187	99
2019	Early Light Academy at Daybreak	1,007	727	207	73
2020	Early Light Academy at Daybreak	1,009	720	213	76
2021	Early Light Academy at Daybreak	952	665	198	89
2022	Early Light Academy at Daybreak	944	682	178	84

2023	Early Light Academy at Daybreak	972	703	182	87
2015	Hawthorn Academy	809	572	180	57
2016	Hawthorn Academy	1,469	1,218	196	55
2017	Hawthorn Academy	1,527	1,248	197	82
2018	Hawthorn Academy	1,444	1,182	189	73
2019	Hawthorn Academy	1,443	1,178	191	74
2020	Hawthorn Academy	1,409	1,153	196	60
2021	Hawthorn Academy	1,317	1,047	190	80
2022	Hawthorn Academy	1,320	1,073	179	68
2023	Hawthorn Academy	1,346	1,083	186	77
2015	Itineris Early College High	365	0	0	365
2016	Itineris Early College High	407	0	0	407
2017	Itineris Early College High	386	0	0	386
2018	Itineris Early College High	404	0	0	404
2019	Itineris Early College High	372	0	0	372
2020	Itineris Early College High	414	0	0	414
2021	Itineris Early College High	395	0	0	395
2022	Itineris Early College High	365	0	0	365
2023	Itineris Early College High	329	0	0	329
2015	Mountain West Montessori Academy	470	381	89	0
2016	Mountain West Montessori Academy	494	362	122	10
2017	Mountain West Montessori Academy	491	372	84	35
2018	Mountain West Montessori Academy	489	374	86	29
2019	Mountain West Montessori Academy	498	378	95	25
2020	Mountain West Montessori Academy	503	371	89	43
2021	Mountain West Montessori Academy	449	351	68	30
2022	Mountain West Montessori Academy	461	360	74	27

2023	Mountain West Montessori Academy	463	362	74	27
2015	Navigator Pointe Academy	501	400	83	18
2016	Navigator Pointe Academy	511	398	93	20
2017	Navigator Pointe Academy	512	390	85	37
2018	Navigator Pointe Academy	494	381	88	25
2019	Navigator Pointe Academy	478	377	71	30
2020	Navigator Pointe Academy	455	366	66	23
2021	Navigator Pointe Academy	447	400	47	0
2022	Navigator Pointe Academy	424	379	45	0
2023	Navigator Pointe Academy	411	370	41	0
2015	North Star Academy	530	357	124	49
2016	North Star Academy	530	359	114	57
2017	North Star Academy	530	360	116	54
2018	North Star Academy	523	360	122	41
2019	North Star Academy	530	360	116	54
2020	North Star Academy	529	358	118	53
2021	North Star Academy	530	357	115	58
2022	North Star Academy	530	356	116	58
2023	North Star Academy	526	358	112	56
2015	Paradigm High School	637	0	164	472
2016	Paradigm High School	587	0	164	423
2017	Paradigm High School	557	0	134	423
2018	Paradigm High School	536	0	132	404
2019	Paradigm High School	438	0	85	353
2020	Paradigm High School	438	0	94	344
2021	Paradigm High School	380	0	78	302
2022	Paradigm High School	406	0	94	312
2023	Paradigm High School	347	0	98	249
2015	Providence Hall	1,983	1,152	404	427
2016	Providence Hall	2,059	1,083	474	502
2017	Providence Hall	2,149	1,072	506	571
2018	Providence Hall	2,092	983	470	639
2019	Providence Hall	2,098	990	445	663
2020	Providence Hall	2,088	971	436	681
2021	Providence Hall	2,065	979	400	686

2022	Providence Hall	2,040	958	400	682
2023	Providence Hall	2,148	1,075	402	671
2015	Summit Academy	1,648	1,373	275	0
2016	Summit Academy	1,804	1,447	357	0
2017	Summit Academy	2,411	1,967	444	0
2018	Summit Academy	2,484	2,014	470	0
2019	Summit Academy	2,371	1,907	464	0
2020	Summit Academy	2,412	1,931	481	0
2021	Summit Academy	2,061	1,669	392	0
2022	Summit Academy	2,027	1,655	372	0
2023	Summit Academy	2,018	1,641	377	0

ENROLLMENT TREND	RETENTION RATE	TRANSFER RATE	Economically Disadvantaged
---	65.60%	13.30%	23.90%
106.70%	68.50%	9.00%	21.80%
95.10% —	—	—	24.70%
---	57.50%	18.00%	0.90%
146.70%	61.20%	17.10%	11.50%
96.50%	76.60%	15.10%	20.50%
132.00%	80.80%	9.90%	22.00%
100.50%	73.70%	4.50%	16.20%
93.00%	78.70%	11.00%	9.90%
110.30% —	—	—	18.60%
---	89.00%	5.00%	20.80%
114.40%	75.20%	5.70%	23.10%
98.70%	78.50%	4.00%	22.60%
101.90%	79.60%	4.90%	32.00%
101.20%	77.30%	7.30%	37.80%
100.70%	75.00%	6.00%	31.70%
94.80%	75.70%	6.00%	30.70%
92.60%	84.30%	6.00%	27.30%
109.20% —	—	—	34.50%
---	67.90%	9.30%	13.60%
104.20%	72.30%	4.70%	16.50%
108.90%	58.80%	8.40%	19.70%
85.40%	56.60%	4.40%	20.80%
75.10%	57.70%	6.50%	17.80%
78.90%	65.20%	6.10%	16.80%
95.90% —	—	—	33.50%
100.10%	90.90%	1.80%	27.20%
132.80%	84.40%	1.20%	12.90%
100.30%	88.50%	3.80%	10.80%
99.90%	87.00%	1.80%	14.10%
100.50%	84.10%	2.20%	13.40%
100.20%	83.40%	2.80%	15.20%
94.40%	81.30%	5.00%	8.70%
99.20%	86.60%	2.90%	11.40%

103.00%	—	—	13.10%
99.80%	88.20%	3.30%	30.50%
181.60%	78.40%	5.10%	25.50%
103.80%	74.20%	8.70%	20.80%
94.70%	82.40%	3.70%	30.60%
99.90%	82.80%	5.90%	28.60%
97.60%	81.50%	6.00%	31.70%
93.00%	81.70%	6.10%	20.70%
100.40%	85.10%	3.40%	18.90%
102.40%	—	—	26.40%
122.60%	90.20%	6.30%	23.80%
111.80%	84.30%	9.20%	25.60%
94.80%	87.80%	6.60%	24.90%
104.70%	82.20%	10.70%	28.00%
92.10%	89.40%	6.00%	27.40%
111.30%	87.80%	5.90%	23.70%
95.40%	86.40%	10.90%	22.00%
92.40%	85.80%	4.20%	18.10%
90.10%	—	—	22.50%
—	79.90%	8.40%	15.70%
105.10%	76.30%	6.30%	9.50%
99.40%	76.10%	8.50%	8.80%
99.60%	85.60%	4.80%	17.60%
101.80%	80.30%	5.90%	17.70%
101.00%	75.00%	4.90%	14.70%
89.40%	84.80%	10.90%	14.30%
102.70%	82.20%	5.80%	12.80%

100.40%	—	—	15.60%
96.50%	90.40%	2.00%	20.60%
102.20%	90.10%	2.20%	30.70%
100.20%	87.20%	1.70%	25.20%
96.50%	84.40%	1.60%	15.60%
96.80%	84.30%	1.90%	12.60%
95.20%	78.00%	3.00%	12.70%
98.20%	83.40%	2.50%	14.80%
94.90%	83.80%	2.40%	14.40%
96.90%	—	—	0.00%
100.60%	91.60%	1.90%	9.80%
100.00%	89.20%	1.40%	7.40%
100.00%	89.10%	2.80%	8.90%
98.70%	95.40%	2.10%	7.80%
102.50%	92.40%	2.20%	7.40%
98.70%	90.60%	0.60%	7.40%
100.20%	92.60%	0.80%	6.40%
100.00%	91.10%	3.00%	5.70%
99.20%	—	—	7.20%
98.90%	75.30%	8.70%	20.60%
92.20%	78.40%	6.30%	24.20%
94.90%	74.10%	6.90%	20.10%
96.20%	76.30%	9.10%	21.50%
81.70%	78.00%	6.90%	20.80%
100.00%	77.20%	7.60%	17.60%
86.80%	78.90%	4.90%	18.70%
106.80%	77.80%	9.60%	14.80%
85.50%	—	—	14.40%
127.90%	82.70%	4.70%	15.50%
104.20%	81.80%	3.80%	18.20%
104.10%	82.90%	4.00%	15.10%
97.30%	84.80%	4.70%	16.60%
100.20%	81.30%	4.00%	15.40%
99.50%	82.50%	3.90%	15.80%
98.90%	84.10%	4.20%	21.00%

98.80%		86.40%	4.70%	17.50%
105.30%	—		—	17.10%
101.60%		88.30%	5.60%	10.70%
109.50%		88.80%	3.10%	12.40%
104.00%		82.90%	5.80%	14.00%
103.00%		80.70%	4.40%	16.90%
95.50%		83.10%	4.00%	16.00%
101.10%		77.70%	4.80%	14.60%
85.20%		84.30%	5.50%	12.10%
98.10%		85.60%	3.00%	11.00%
102.10%	—		—	16.70%

English Learners	Ethnic Minority	Students with A Disability	LEA Max
0.00%	42.50%	14.10%	728
3.20%	34.10%	13.50%	784
13.90%	39.20%	12.70%	784
0.00%	8.40%	10.70%	420
0.00%	18.50%	13.40%	420
4.00%	25.10%	16.20%	420
1.50%	24.30%	10.30%	420
0.70%	21.20%	21.20%	420
1.10%	20.60%	20.90%	420
0.50%	22.50%	20.30%	420
0.20%	16.60%	11.60%	1210
0.10%	16.40%	12.20%	2086
0.20%	18.60%	13.60%	2176
0.20%	22.70%	14.30%	2904
1.30%	25.60%	14.10%	2904
11.40%	34.60%	14.30%	3008
12.90%	38.50%	13.70%	3112
15.20%	41.30%	13.10%	3216
15.30%	42.50%	14.30%	3658
4.30%	13.00%	11.90%	1040
4.70%	16.90%	13.00%	1040
2.60%	13.40%	14.40%	1040
7.70%	19.70%	12.80%	1040
12.90%	25.50%	10.30%	1040
12.00%	31.50%	14.10%	1040
21.20%	43.10%	15.40%	1040
0.40%	13.10%	12.00%	—
0.20%	14.70%	10.60%	1030
0.00%	16.20%	12.90%	1030
0.00%	17.60%	14.50%	1030
0.20%	17.90%	15.30%	1030
0.20%	18.20%	16.10%	1030
0.20%	19.70%	15.20%	1030
1.60%	23.40%	13.10%	1030

4.10%	28.60%	13.50%	1030
0.50%	18.90%	13.00% —	
0.30%	26.30%	10.30%	1550
1.40%	27.50%	11.30%	1550
1.20%	28.60%	12.50%	1550
1.00%	29.00%	12.00%	1550
3.90%	31.20%	12.80%	1550
4.10%	34.10%	12.60%	1550
5.70%	34.90%	13.60%	1550
7.90%	38.30%	12.50%	1550
0.00%	29.30%	1.10% —	
0.00%	32.70%	2.50%	415
1.00%	36.00%	2.60%	415
2.00%	41.80%	4.50%	415
3.80%	45.20%	3.50%	415
2.70%	45.70%	3.60%	415
3.80%	43.50%	1.50%	415
6.00%	49.00%	1.10%	415
9.10%	49.80%	1.50%	415
0.00%	13.00%	10.90% —	
0.20%	14.80%	13.40%	536
1.00%	16.90%	17.50%	536
1.00%	16.80%	17.00%	536
1.20%	18.90%	16.90%	536
1.00%	23.50%	18.70%	536
1.60%	24.90%	20.90%	536
2.80%	24.70%	18.00%	536

3.50%	27.00%	17.30%	536
0.00%	21.00%	10.40% —	
0.00%	21.90%	11.50%	565
0.00%	23.40%	12.50%	565
0.00%	22.50%	12.30%	565
0.00%	25.10%	10.70%	565
1.10%	26.40%	12.50%	565
1.60%	36.70%	11.90%	565
0.90%	36.30%	13.40%	565
1.00%	36.70%	14.80%	565
0.00%	7.50%	9.40% —	
0.00%	7.20%	8.30%	536
0.20%	7.90%	10.40%	536
0.00%	9.20%	8.80%	536
0.20%	7.90%	7.90%	536
0.80%	10.80%	10.20%	536
0.80%	11.30%	10.60%	536
0.90%	13.80%	11.30%	536
1.90%	17.10%	10.10%	536
0.00%	10.20%	13.30% —	
0.00%	12.10%	14.50%	680
0.00%	12.90%	16.30%	680
0.00%	14.00%	17.50%	680
0.00%	12.80%	18.30%	630
0.50%	14.20%	16.90%	630
0.50%	16.30%	17.40%	630
2.00%	16.70%	17.50%	630
2.00%	17.60%	16.70%	630
1.30%	13.40%	11.70% —	
1.00%	16.50%	11.10%	2150
0.30%	18.10%	12.50%	2150
0.40%	19.30%	11.40%	2150
1.80%	21.00%	12.80%	2150
1.80%	24.40%	11.60%	2150
2.50%	29.20%	11.90%	2150

6.40%	31.40%	12.80%	2150
8.10%	33.00%	12.80%	2150
0.60%	11.00%	7.20%	—
0.70%	14.10%	9.30%	2000
0.70%	15.50%	8.80%	2000
1.20%	15.50%	8.50%	3000
2.30%	17.50%	9.60%	3000
2.60%	19.30%	11.20%	3000
2.50%	20.60%	12.60%	3000
4.30%	22.20%	13.70%	3000
6.10%	24.80%	13.40%	3000

APPENDIX L

ThrivePoint Academy of Utah Instruction Data, Methods, and Systems

ThrivePoint Academy of Utah
Instructional Data, Methods, Systems

Instructional Staff	Data	Methods	Systems
Student Success Coaches	ThrivePoint uses assessment data from a proven, valid and reliable diagnostic assessment, Edmentum.	Student Success Coaches ensure that students take a diagnostic when they enroll and at regular intervals throughout the year.	ThrivePoint sets a testing and assessment calendar at the beginning of each school year and uses a written procedure for both internal benchmark assessment and state-mandated testing.
Teachers and Student Success Coaches	Each student's assessment data.	Reviewed in weekly or bi-weekly meetings.	ThrivePoint's system for collaborative teaching and instruction.
Teachers and Student Success Coaches	Each student's progress in the electronic curriculum per the Personal Learning Plan.	Available to review real time or in collaboration.	ThrivePoint's onboarding, ongoing staff development, and system for integrating Personal Learning Plans with instruction.

APPENDIX M

Letters of Support

Representative Susan Pulsipher
Utah House of Representatives
350 North State Street, Suite 350
Salt Lake City, UT 84114
susanpulsipher@le.utah.gov

June 23, 2023

Utah State Charter School Board
250 E. 500 S.
Salt Lake City, UT 84114

Utah State Charter School Board,

I wish to write a letter to show support for a charter school that is proposed to be built in the northwest part of Jordan School District. I support this proposal for several reasons. First, I support the innovative approach that uses a flex blended model. This learning model shows great potential for education across our state.

Second, I am excited that this school focuses on non-traditional and alternative students. Although Jordan District has a great school that targets alternative students it is located on the opposite side of this large district. I love the flexible schedule that allows non-traditional students to work full time, travel for sports, dance or pursue other interests. In addition, this flexible schedule would be ideal for students who experience anxiety or depression.

Third, the school includes mastery-based learning which I believe helps students complete course work with a better understanding of the material. Hopefully, this school will model success and help other schools move forward with the mastery-based approach.

Finally, this school will benefit students and families because the cost of the fiscal space is inexpensive so resources can be used for student learning. This school would provide innovative options to the students across Utah and those who live in the area of South Jordan and Riverton that I represent.

Thank you for your consideration of this Charter School. Please feel free to contact me with any questions.

A handwritten signature in black ink that reads "Susan Pulsipher". The signature is written in a cursive, flowing style.

Representative Susan Pulsipher

SENATOR
LINCOLN FILLMORE
SEVENTEENTH DISTRICT



10167 SOUTH 1190 WEST
SOUTH JORDAN, UT 84095
385-831-8902
lfillmore@le.utah.gov

UTAH STATE SENATE

350 NORTH STATE STREET • SUITE 320 • SALT LAKE CITY, UTAH 84114
801-538-1035 • senate.utah.gov

Dear Jordan School District Board of Education,

I am writing to express my support for the proposed new charter school in the northwest quadrant of the district. I believe that this school would be a valuable asset to the community, as it would provide a much-needed option for non-traditional and alternative students.

The flex blended model of learning that this school would use is a unique and innovative approach to education. This model would allow students to learn at their own pace and in their own way, which would be ideal for students who have busy schedules or who need more individualized attention. The school would also be open from 7:30 a.m. to 8:30 p.m., which would make it accessible to students whose parents work full-time or who have other commitments.

In addition to the flex blended model, the school would also use mastery-based learning. This approach to learning focuses on mastery of concepts rather than time spent in class. This would be a great way to ensure that all students are learning at the same level, regardless of their background or learning style.

I am confident that this school would be a success. The school's location and the flex blended model would make it accessible to a wide range of students, and the mastery-based learning approach would ensure that all students are learning at the same level. I urge you to approve this proposal and to give this school a chance to succeed.

Sincerely,

Lincoln Fillmore
Utah State Senate
Senate District 17



Kim Frank
Executive Director
Utah Charter Network
utahcharternetwork1@gmailcom

June 12, 2023

Utah State Charter School Board
250 E. 500 So.
Salt Lake City, UT
84111

To Whom It May Concern:

I'm writing to express my support for allowing a school such as ThrivePoint Academy of Utah to operate in our state and to encourage the SCSB to allow the school to submit a full application for its consideration.

I support this proposal for several important reasons. First, the school proposes a highly innovative model with its flex blended learning program that includes and encourages an on-site component but allows for seamless learning for students with non-traditional schedules or students in transition; the second is that the school will serve as an alternative for a number of underserved populations; and, finally, the school has a model in another state where its research-based provision of education has demonstrated success for non-traditional students.

The SCSB has a legislative mandate for requesting applications that employ new and creative methods to meet the unique learning styles and needs of students including enhancing learning opportunities for students at risk of academic failure. I think that ThrivePoint Academy of Utah has the potential for helping the SCSB achieve its mission while authorizing a school that meets the needs of unique student populations within our state.

Sincerely yours,

Kim Frank
Executive Director
Utah Charter Network
utahcharternetwork1@gmailcom



UTAH ASSOCIATION OF PUBLIC CHARTER SCHOOLS

June 26, 2023

To whom it may concern:

For several years, the State Charter School Board has been hesitant to approve new charter applications. Your hesitancy seems to have grown out of the messy closure of AISU. Having been part of that closure, I understand the instinct. It is easier to prevent a messy closure by not approving an unknown school. However, as I suspect all of you have heard me say, closing schools is a feature of charter schools.

Pushing boundaries and taking risks should be in our DNA. And sometimes a school pushes too far. Then it's time to close that school. That closure will disrupt the lives of families, board members, faculty and others at that school. But we cannot allow our fear of that disruption to prevent us from experimenting, from trying to build a better proverbial mousetrap. I fear that the State Charter School Board has unintentionally done just that.

Recognizing that, I hope you will invite ThrivePoint Academy of Utah to submit a full application. While I have not studied their model in depth, they are mimicking an Arizona model that appears to be successful. I know some of their advisors and board members, and have confidence that they will put together a strong full application worthy of your full consideration.

Sincerely,

M. Royce Van Tassell
Executive Director
UAPCS

APPENDIX N

Growth in Jordan School District Near Proposed Locations

ThrivePoint Academy of Utah

Growth in Jordan School District Schools near Proposed Locations

The schools listed below expect moderate to significant growth from 2022 to 2027 according to the Jordan Enrollment Forecast.

Note that other schools in West Jordan whose enrollment will remain static per the Enrollment Forecast and are, therefore, *not* listed below *are currently over enrolled* according to Scott Festin from the JSD Enrollment and Planning Department.

School	Growth	School	Growth
Antelope Canyon ES, West Jordan	637 to 768	Silver Crest ES, Herriman	881 to 946
Aspen ES, South Jordan	629 to 1,044	Copper Mountain MS, Herriman	1,061 to 1,612
Bastian ES, Herriman	697 to 935	Hidden Valley MS, Bluffdale	838 to 1, 092
Butterfield Canyon ES, Herriman	769 to 790	Joel P Jensen MS, West Jordan	808 to 872
Foothill ES, Riverton	880 to 993	South Hills MS, Riverton	1,089 to 1,315
Mountain Point ES, Bluffdale	763 to 1,080	Herriman HS, Herriman	2,219 to 2,918
Oak Leaf ES, Herriman	494 to 1,404	Mountain Ridge HS, Herriman	2,470 to 2,994
Ridge View ES, Herriman/Riverton	1,062 to 1,344	Riverton HS, Riverton	2,261 to 2,496

APPENDIX O

**Utah Data Gateway
Valley HS, Kelsey Peak MS, Kings Peak HS**

Utah Data Gateway

Valley HS, Kelsey Peak MS, Kings Peak HS

The Utah 2022 Data Gateway information on proficiency in ELA, Math, and Science for JSD's Virtual Academy schools and Valley High School are listed below:

Valley High School		Kelsey Peak MS		Kings Peak HS	
ELA	13.5%	ELA	38.1%	ELA	50%
Math	0%	Math	17.5%	Math	19%
Science	18.2%	Science	29.7%	Science	24.2%