



STATE OF NEW MEXICO
PUBLIC EDUCATION COMMISSION
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OPTIONS FOR PARENTS AND FAMILIES DIVISION - CHARTER SCHOOLS

Year: 2021

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NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION INSTRUCTIONS

According to NMSA § 22-8B-6(B) the Notice of Intent to Submit a Charter Application ("NOI") must be filed by the organizers of a proposed charter school to the Public Education Commission at the address below **AND** to the superintendent of the school district in which the charter school is proposed to be located. *Failure to notify may result in your application being rejected.*

The NOI must be submitted by 5:00 PM Mountain Time by **the second Tuesday of January**. Notices of Intent that are not received by the Public Education Commission **and** the superintendent of the local school district by the deadline may result in the application being rejected. When you send the NOI to the superintendent of the school district in which your charter is to be located, you are strongly encouraged to send it by certified mail return receipt requested, or request a signed receipt when you deliver the NOI. Contact the local district regarding electronic filing.

Notice to the Public Education Commission should be delivered by one of the following methods:

- Electronically to: charter.schools@state.nm.us
- By mail or personal delivery: PUBLIC EDUCATION COMMISSION
c/o New Mexico Public Education Department
Attn: Options for Parents and
Families/Charter Schools Division 300 Don
Gaspar, Room 301
Santa Fe, New Mexico 87501

The NOI is intended to provide the Public Education Commission with the primary point of contact among the charter developers, and preliminary information about the charter proposal, such as the school's mission statement, the school's focus, the representative student population in the intended location, enrollment projections, key innovation, etc. (not to exceed 5 pages).

1. General Information

- Name of Proposed School

THRIVE Community School

- Grade levels to be offered and enrollment projections

Grade Levels to be offered	Projected Total Enrollment
Kindergarten – 8 th Grade	594

- Primary Point of Contact

Name	Sean Duncan		
Mailing Address	4384 Dia Nublado		
City	Santa Fe	State	NM
Phone	505-303-6307		
Email	seanduncan@thriveschoolsf.org		

2. Names, roles, and current employment of all persons on the applicant team, and qualifications of the team members to establish a high-quality charter school

Names	Role on Team	Qualifications: Education, Employment, and Experience
Amy Chacon	Co-Founder	<p>Education: MA, Education, Equity and Social Justice, BA Human Development</p> <p>Employment: Special Education Teacher, Edward Ortiz Middle School, Santa Fe Public Schools</p> <p>Experience: Teacher, Education Administrator and Human Capital Specialist who has dedicated her career to pursuing equitable access to education and career opportunities for members of marginalized communities and underrepresented populations. Amy received her MA in Educational Equity and Social Justice from San Francisco State's Ethnic Studies program in 2011 and worked to bolster San Francisco's public schools with a diverse, highly effective teacher workforce. In 2014 she returned to her home state to contribute to the field of education where she developed systems of compliance, monitoring, and support for charter school leaders in her role at the New Mexico Public Education Department.</p>
Sean Duncan	Lead Founder	<p>Education: SSP, Specialist in School Psychology, M.E.D. Administration and Supervision, BA History/Political Science.</p> <p>Recent Employment: Direct Instruction Program Support Specialist, Santa Fe Public Schools</p> <p>Experience: School Psychologist, Assistant Principal, District Literacy Achievement Manager and Teacher who has worked to develop educator expertise in the science of reading, Multi-Tiered Systems of Support, inclusive practices, data driven instruction, and the application of evidence-based practices in schools. Sean has participated in and championed comprehensive race and equity training for educators and has worked to build systems of prevention as well as programs to meet the unique needs of students with disabilities. Sean has consistently worked closely with families and community-based organizations to ensure students have access to the supports and resources needed to be successful across home, school, and community-based settings.</p>
Julie Lucero	Co-Founder	<p>Education: MA, Educational Leadership, BS Elementary Education</p> <p>Employment: Executive Director of Special Education, Santa Fe Public Schools</p> <p>Experience: As Executive Director of Special Education Julie has managed a budget of 25 million dollars while maintaining all IDEA federal regulations and compliance indicators. Julie also held the position of General Manager at New Mexico Public Education Department Charter School Division, where she was responsible for the oversight of 49 state approved charter schools, developing and leading programs and technical support to charter schools and the Public Education Commission. She has experience as a charter school principal, district level principal, federal programs director, and classroom teacher. In her total of 26 years of experience in education, her focus has been to improve the quality of education for all students from diverse backgrounds.</p>
Dr. Angelia Moore	Co-Founder	<p>Education: Ed.D., Educational Leadership, MA History, M. Ed. Educational Administration, BA Secondary Social Studies</p> <p>Recent Employment: Principal, Santa Fe Public Schools</p> <p>Experience: Principal, Assistant Principal, Dean of Students/SAT Coordinator, National History Consultant and Master Teaching Fellow for the Gilder Lehrman Institute of American History and their Teaching Literacy Through History initiative. Dr. Moore was selected as the Missouri James Madison U.S. Congressional Fellow in 2006 and named the 2010 Missouri History Teacher of the Year. She was a high school and middle school teacher for seventeen years developing and teaching a range of programming to grow student leaders and scholars, including AVID, Leadership, Ethics, AP US History, Government, History, Psychology, and a middle school expeditionary/experiential learning program. She recently published a monograph titled <i>Shared Leadership: Empowering and Developing Student Leadership</i>, through a partnership with the Santa Fe Center for Transformational School Leadership and the Institute for School Partnership at Washington University in St. Louis.</p>
Yessenia Bermejo	Board Member	<p>Education: BA, English Language Literature</p> <p>Employment: Site Coordinator, Communities in Schools of New Mexico</p> <p>Experience: Breakthrough Santa Fe alumnae and Graduate Teaching Fellow, 2015 Davis New Mexico Scholar, Youth Program Assistant for non-profit Foundation Communities in Austin Texas, Student volunteer for American YouthWorks, Literacy Coalition of Central Texas, and El Buen Samaritano.</p>
Nora Geiss	Board Member	<p>Education: BA, Philosophy of Science/Creative Writing</p> <p>Employment: Independent Consultant</p> <p>Experience: Ms. Geiss has worked with organizations since 2004 in the areas of communications, branding, digital/social strategy, copywriting, and naming and verbal identity. She has extensive experience supporting work related to developing and aligning</p>

		the mission, vision, and values statements for non-profits and businesses. Ms. Geiss's current work focuses on consulting with global corporations, small businesses, and startups to define strategy, refine portfolio approaches, launch products, raise funds, and solve problems through strategic, creative, and technological solutions.
Mary Louise Romero	Board Member	Education: BA, Human Services Management Employment: Restorative Justice Coordinator, Santa Fe Public Schools Experience: Director for an alternative detention program for eighteen years, Facilitator for restorative justice practices for 27 years, including, but not limited to: victim/offender mediation, conferencing, peace-making circles, and peer panels. Mary Louise also currently contracts with Teen Court to facilitate restorative justice cases.
Delara Sharma	Board Member	Education: MA, Sociology, BA Education, BA English Employment: CTE Director and Teacher, Academy for Technology and the Classics, Santa Fe Experience: Recipient of the 2018 Presidential Award for Excellence in Mathematics and Science Teaching, Academic Dean, Upper Elementary Teacher, Science Literacy Coach (ISEC) at Pinon Elementary in Santa Fe, Grant Writer and STEM Professional Development Facilitator with experience founding and leading STEM and Robotics programs at the elementary, middle, and high school level.

3. Model or focus of the proposed school (e.g., performing arts, dual language, college prep, STEM, Montessori, IB):

THRIVE Community School (THRIVE) is a proposed kindergarten through 8th grade school with an innovative focus on social and emotional learning (SEL), intentional diversity, and an approach to academic instruction that prioritizes equity. At THRIVE, students spend the vast majority of their day working, creating, and learning in teacher-led small groups where relationships drive achievement and shape the development of a positive self-concept. THRIVE provides students with cross-curricular opportunities to explore topics related to understanding, exploring, and celebrating diverse identities. Finally, THRIVE elevates the importance of science across all grade levels through an integrated and experiential learning approach to science, technology, engineering, arts, and mathematics known as STEAM Education, which emphasizes the development of critical thinking, communication, collaboration, and problem solving skills.

4. Does the school expect to contract with another entity for either management, or substantial oversight or direction in the school's operation? ☐ Yes ☒ No

If YES, describe the entity and the role it will have in the school's operational plan.

5. Does the applicant team or any members of the team currently operate any other schools? ☐ Yes ☒ No

6. Vision/Mission statement (2-3 sentences)

Mission: Together with our families and community, we elevate Santa Fe's greatest strength - its diversity - to drive achievement, eliminate academic and social disparities, and create a culture rooted in joy and affirmation. We grow in our students the necessary social and emotional competencies, knowledge, and academic skills needed to follow passions of their choice - college, career, and beyond - so they can create and experience a more just and equitable world.

Vision: We prepare students to see the world through multiple lenses and create the conditions that allow students to thrive. We ground everything we do in love, teamwork, joy, and bravery.

7. Student population and geographical setting of the school

- Define the targeted geographical area of the proposed school from which you expect to draw a significant number of your students.

As an intentionally diverse, open enrollment school, THRIVE Community School intends to draw students from diverse backgrounds from all five Santa Fe zip codes (87505, 87507, 87508, 87501, 87506), with the majority of students coming from the 87505, 87507, and 87508 zip codes. THRIVE will prioritize assessing community needs to reduce barriers that exist to accessing a high quality K-8 school option. Table 1 reports demographic data for these three zip codes where the school will target recruitment efforts and potentially be located.

Table 1: Demographics

Demographics	87505 ¹	87507 ²	87508 ³	Santa Fe ⁴
Median Income	\$55,676	\$54,006	\$77,000	\$59,247
Unemployment Rate ⁵	8.1%	7.7%	7.7%	7.7%
Poverty Rate	12%	13.9%	9.6%	13.9%
% Hispanic	42.49%	71%	41%	54%
HS Graduation Rate	89.2%	82.1%	91%	86.5%
Bachelor's Degree or Higher	49.6%	27.8%	50%	39.9%

The information displayed above in Table 1 indicates that across the 87505, 87507, and 87508 zip codes, notable variations exist in income, identity, and educational attainment, which would allow THRIVE to be an option for families who are seeking a high quality school option that intentionally brings students

¹ Retrieved from: <https://censusreporter.org/profiles/86000US87505-87505/>

² Retrieved from: <https://censusreporter.org/profiles/86000US87507-87507/>

³ Retrieved from: <https://censusreporter.org/profiles/86000US87508-87508/>

⁴ Retrieved from: <https://censusreporter.org/profiles/16000US3570500-santa-fe-nm/>

⁵ Retrieved from: <https://www.zipdatamaps.com/zipcodes-santa-fe-nm>

together from diverse backgrounds, deeply invests in the development of their social and emotional competencies, and prioritizes an innovative and engaging approach to ensuring that students attain high levels of academic achievement, all of which are critical to success in high school, college, career, and beyond.

- Describe the student population including key demographic data (academic performance, home languages, English Learners (ELs), and special education populations) in the location in which the school intends to locate.

Detailed student demographic data for the three primary zip codes from where THRIVE will draw K-8 students, as well as data for Santa Fe Public Schools for grades K-8, is provided in Table 2.

Table 2: Student Demographic for 87505, 87507, 87508

Demographics ⁶	SFPS	87505 K-8 Grades ⁷	87507 K-8 Grades	87508 K-8 Grades
Hispanic	79.9%	77.2%	90.3%	59.5%
Caucasian/White	15.5%	16.7%	6.7%	35.3%
Native American	2.1%	2.7%	1.5%	2.2%
Black	0.8%	1.3%	0.6%	0.6%
Asian	1.5%	2.0%	0.8%	1.9%
Economically Disadvantaged	74.8%	75.9%	92.9%	47.2%
English Language Learners	24.6%	26.9%	38.5%	14.9%
Students with Disabilities	16.6%	16.4%	13.1%	15.9%

The data in Table 2 shows that across the three zip codes listed above, student demographic data, when taken collectively, is representative of the district as a whole, with a considerable percentage of students identifying as Hispanic, Economically Disadvantaged, and English Language Learner. District performance on the 2019 Transition Assessment in Math and English Language Arts (TAMELA) indicated that across grades 3-8, average proficiency was only 33% in reading, 18% in math, and 33% in science. Students identified as Economically Disadvantaged performed lower on the same assessment, with 23% proficient in reading, 11% proficient in math, and 23% proficient in science. Performance on the same assessments for English Language learners was 14% proficient in reading, 6% proficient in math, and 9% proficient in science. Students with disabilities performed similarly, with 13% proficient in reading, 8% proficient in math, and 17% proficient in science.

In examining demographic data and academic performance for the district, on the same assessment students who identified as Caucasian/White demonstrated average proficiencies of 61% in reading, 43% in math, and 69% in science, while students who were not identified as Economically Disadvantaged demonstrated average proficiencies of 59% in reading, 39% in math, and 60%, which reveals significant discrepancies in performance between students who identified as Hispanic, English Language Learner, or Economically Disadvantaged and peers who identified as Caucasian/White or did not identify as Economically Disadvantaged.

- Identify where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.

THRIVE Community School proposes to enroll an inaugural cohort of 44 Kindergarteners, 44 first graders, 22 second graders, 44 fifth graders and 44 sixth graders in the fall of 2022, for a total of 198 founding students. We anticipate that our students will come from a variety of schools across the district given the smaller geographical makeup of Santa Fe. However, the majority of students will likely come from public schools in the 87505, 87507, and 87508 zip codes for grades 2, 5 and 6. Students who will enroll in kindergarten or 1st grade at THRIVE Community School are currently either enrolled in an early childhood or pre-kindergarten program throughout the city, or may not yet be enrolled in an official public or private early childhood or pre-kindergarten program.

Table 3: Proficiency Rates for Schools Serving Grades K-8 in the 87505, 87507, and 87508 Zip Codes⁸

School	Reading	Math	Science
District Elementary Schools (K-5/6)			
Amy Biehl Community School	32%	24%	51%
Cesar Chavez	23%	6%	14%
Chaparral	22%	18%	35%
EJ Martinez	32%	18%	32%
Kearny	20%	19%	25%
F.X. Nava	26%	13%	27%
Pinon Elementary	47%	43%	67%
Ramirez Thomas	20%	29%	18%
Salazar	20%	11%	17%
Sweeney	22%	9%	7%
Wood-Gormley	74%	59%	73%
District Community Schools (K-8)			
El Camino Real Academy	17%	12%	24%
Nina Otero Community School	21%	7%	23%
District Middle Schools			
Milagro Middle School	21%	5%	21%
Ortiz Middle School	14%	9%	19%
Mandela International Magnet (7-12)	66%	46%	67%
Charter Schools			
Turquoise Trail Charter Schools (K-8)	49%	37%	60%
Monte Del Sol (7-12)	28%	17%	35%

⁶ Retrieved from: https://www.sfps.info/departments/data_analytics/data_reports/enrollment_and_demographic_information

⁷ Retrieved from: <https://www.zipdatamaps.com/87505>

⁸ Retrieved from: <https://newmexicoschools.com/districts/71/student-performance>

Tierra Encantada (7-12)	20%	4%	25%
District Average	33%	18%	33%
New Mexico State Average	34%	21%	40%

The data displayed in Table 3 shows that of the nineteen schools that families may be accessing in the 87505, 87507, and 87508 zip codes, only four schools exceed district and state average proficiency rates, which means that the vast majority of students in these zip codes do not have access to a public school that meets or exceeds district and state performance in reading, math, and science. Additionally, at the kindergarten through 6th grade level, there is only one option that exceeds district and state performance and also offers transportation options for families, Turquoise Trail Charter School. The other two options, Pinon Elementary and Wood-Gormley Elementary, have a limited number of inter-zone transfer seats available and because of district policies, are unable to offer transportation to families who secure a seat through the inter-zone transfer process, which creates barriers to accessing high quality school options.

At THRIVE, we believe that our unique focus on building an intentionally diverse school community with a specific focus on social and emotional learning practices will entice families to seek enrollment at our school. While all schools in our district are attempting to implement aspects of social and emotional learning, no school has identified social and emotional learning as its primary focal point to drive achievement, which will be sorely needed as we deal with the long term impacts of the isolation students are experiencing due to the COVID-19 pandemic. Additionally, we believe that our approach to academic instruction will further attract families to seek enrollment at THRIVE. Specifically, by keeping equity at the heart of our approach to teaching, we know that small group instruction, STEAM education, experiential learning, and extended learning opportunities will create a new public offering that can help disrupt the trend of stagnant academic outcomes we've witness in recent years in Santa Fe.

8. Provide evidence that the applicant team has assessed community need for a school of the nature that will be proposed in the application (e.g., objective surveys or other measures of local demand for the Proposed educational program).

As of December 31st, 2020, THRIVE's Founding Team has participated in 127 unique conversations with community members, leaders, parents, families, and educators across the city of Santa Fe. These conversations include representation from 43 different organizations including non-profits, social service agencies, and early childhood programs. These conversations will continue throughout the charter writing process and will set the tone for the way in which family and community member voices are incorporated once the school opens. To date, there are three common themes across the majority of conversations: a strong desire to see a school option that is relationship centered and focuses on the social and emotional needs of students as its top priority; a pointed concern with the current trajectory of academic outcomes, particularly for students of color and students from lower-income households; and a desire to see a high quality school option that brings students from different backgrounds together by reducing current barriers that exist. Families and community stakeholders believe having options is empowering and want to see a relationship centered, achievement oriented, intentionally diverse K-8 option to ensure that more students are positioned for long-term success in high school, college/career, and beyond.

The founding team has also developed an objective survey, in both English and Spanish, to collect input around the current level of satisfaction with local public school options and to get feedback regarding aspects of our proposed school model. The survey is geared towards parents of school-aged children, although any Santa Fe resident may complete it. Thus far, over 80% of respondents are parents of school aged children. Survey results suggest there is a low level of satisfaction with public options that are currently available, and over 90% of respondents are either supportive or very supportive of seeing an option like THRIVE Community School open in the fall of 2022. Specific aspects of our proposed model that have resonated with respondents in order of popularity are: small group learning, social and emotional learning/restorative practices, mastery learning, intentional diversity, rigorous instruction, STEAM Education, and wrap around support services. Taken in conjunction with the 127 conversations to-date, this survey data indicates a strong desire to see an additional public school option at the K-8 level that offers the type of programming offered by THRIVE Community School.

9. Identify significant innovative features that the school will implement in order to help it realize its vision/mission (e.g., non-traditional school year, longer school day, partner organizations, etc.).

In alignment with our mission, THRIVE Community School is an innovative school model with distinctive features in the following three areas: social and emotional learning, intentional diversity, and equitable academic instruction.

Social and Emotional Learning: THRIVE relies on current, validated research from the Collaborative for Academic, Social, and Emotional Learning (CASEL) to inform our innovative school based SEL framework.

Small Group Learning: We reimagine teaching roles to ensure students spend the majority of their day working in teacher-led small groups, which ensures that relationships are the primary tool used to support learning and family communication.

Explicit Teaching & Practice: Our schedule allows for daily teaching, practice, and application of age-appropriate skills related to social and emotional development, through the use of structured lessons, peace-making circles, and advisory groups for older students.

Restorative Practices: We embrace a proactive approach to school discipline that focuses on reinforcing prosocial behaviors and instead of relying on punishment, we create structures that encourage students to reflect on and take responsibility for their actions and come up with plans to repair harm.

School-Wide Alignment: We emphasize an aligned approach, vertically and horizontally, to ensure student skill, competency and knowledge development is aligned while also ensuring that all adults in the building are equipped with aligned approaches to support student needs.

Intentional Diversity: THRIVE is intentional and innovative in its approach to diversity through outreach efforts, exploration of identities, family programming, and staff development.

Intentional Outreach: We work to develop intentional partnerships with community-based organizations that service historically marginalized members of our community to ensure that access to information is not a barrier to entering the lottery and seeking enrollment.

Identity Exploration: We ensure students have cross curricular opportunities to explore aspects of their identity, the identity of others, as well as how to think with a critical lens when encountering topics related to stereotypes, biases, power, and influence.

Family Programming: We create multiple opportunities and entry points for families to participate in programming at various times of the day to

facilitate relationship building across families by sharing skills and interests, building community, and celebrating student success.

Staff Development: We provide additional summer staff development where staff members are given the opportunity to build trust, acquire knowledge, and align mindsets, not just in their respective content areas and grade levels, but also the areas of race, equity, identity, bias, and power.

Equitable Academic Instruction: THRIVE's approach to equitable academics prioritizes the use of evidence-based practices that have been shown to drive academic achievement through innovative approaches to schedules, structures, and groupings to appropriately support and challenge students.

STEAM Education: We utilize an integrated approach to learning known as STEAM, to help prime passions and build academic proficiency. This innovative approach helps students develop the critical thinking, collaboration, communication, and problem solving skills needed for long-term success.

Experiential Learning: We ensure students are able to engage in experiential learning opportunities across all content areas to increase relevance, deepen conceptual knowledge and to provide students with multiple pathways to demonstrate mastery of content.

Bonus Block: We bring our vision for STEAM education and experiential learning to life by extending the school day four days a week, so students have dedicated time to complete science labs, develop technology skills, and execute art, engineering, and robotics projects.

Mastery Learning: We implement a research-proven approach to teaching early literacy and numeracy skills, concepts, and background knowledge. This approach utilizes flexible small groups, which allows instruction to be modified to accommodate each student's pace of learning.

10. Describe how the school will be more effective than the schools currently serving the targeted student population, and/or plans to improve student achievement and exceed the academic performance of existing public schools in the targeted service area and any data you have to support this assumption.

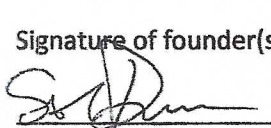
THRIVE Community School's co-founders bring varied and deep experiences in public education that will ensure our school is able to deliver on the promise of a social and academic experience in school that leads to dramatically improved outcomes for all students, particularly students and families who want more unique and accessible options. Our founders have extensive experience in teacher training and development, evidence-based practices in teaching and learning, charter school compliance and oversight, school leadership, school turn around, charter school start up, special education leadership, bilingual program administration, prevention services, the science of reading, talent recruitment and retention practices that prioritize diversity, equity and inclusion, project management, and parent and family engagement.

Our founding team has had a long track record of success as teachers and leaders in schools serving lower-income communities and communities of color, particularly when it comes to supporting social and emotional needs and driving exceptional academic results for all students, including English Language Learners, and students with special needs. In his previous role in Louisiana, Mr. Duncan worked with kindergarten through second grade teachers and leaders to reduce the number of students reading below the 10th percentile by 50% while also doubling the number of students reading above the 50th percentile according to the NWEA's MAP assessment by relying on a model that focused on summer training, instructional coaching, data driven instruction, and on-going training for teachers in the science of reading. Additionally, during his school psychology training, Mr. Duncan oversaw the implementation of social emotional learning programming, practices and assessment in a Louisiana elementary school that resulted in a statistically significant reduction in externalizing and internalizing behaviors that interfered with learning and school success according to the Student Risk Screening Scale. During her tenure as Principal of Nina of Otero Community School in Santa Fe, Dr. Angelia Moore oversaw the stabilization of school culture, the alignment of instructional practices, and a dramatic reduction in teacher turn over which led to a significant increase in reading proficiency rates according to district norm-referenced assessments. During her time at Tierra Adentro, Ms. Lucero worked on a team that saw a dramatic increase in student performance, which resulted in the school going from a "D" rating to an "A" rating in two years. During her time as Executive Director of Special Education Services, her teams saw an 11% improvement in graduation rates, and overall increase in proficiency for student with special needs, all while achieving compliance within all federal indicators. Ms. Lucero has also worked in the charter school division at PED as general manager where she monitored and supported charter schools with training for governing councils, reauthorization, performance contracts, and state and federal compliance. Ms. Chacon worked for over 4 years to develop culturally relevant programming for urban youth in Southern California, annually serving over 400 young people with diverse backgrounds and needs. Taking that work to the next level, Ms. Chacon focused on supporting middle schools in the Bay Area to recruit and retain highly effective educators who were members of the communities they served and had proven track records of success in the classroom. This effort helped transform 11 middle schools from "hard to staff" and Title I schools, to highly effective academic centers for students. Amy recently took the step to become a classroom teacher at Edward Ortiz Middle School in Santa Fe, where she serves as a special education practitioner for English Language Arts and Gifted.

Based on the expressed need our founding team is seeing and hearing from families and community members through our ongoing outreach process, we believe that THRIVE Community School, particularly because of its commitment to reduce barriers to access, and its unique focus on social and emotional learning, intentional diversity, and equitable academic instruction, will be a highly sought after school option. THRIVE will invest deeply in the development of its teachers, and deliver on promises to students and families by eliminating disparities in academic and social outcomes that currently exist locally along lines of income, while also drastically improving academic and social outcomes and experiences for students from all backgrounds.

Please Note: Should your charter be awarded, the founding governing body could undergo a background check to determine if it qualifies to be a board of public finance in the state of New Mexico.

Signature of founder(s):



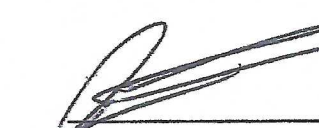
Sean Duncan
[Print Name]

Date: 1/6/2021



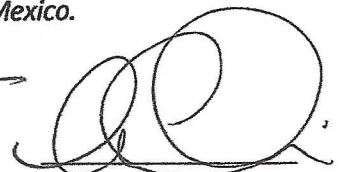
Angelia Moore
[Print Name]

Date: 1/6/2021



Julie Lucero
[Print Name]

Date: 1/6/2021



Amy Chacon
[Print Name]

Date: 1/6/2021