



Nevada State Public Charter School Authority

2019 Application for the Renewal of a Written Charter
Per [NRS 388A.285](#) and [R089-16A](#)

CHARTER SCHOOL RENEWAL APPLICATION AND GUIDELINES

Charter school authorizers are responsible for evaluating current charter schools' performance and achievement levels in the process of deciding whether to renew a school's charter. A strong renewal process is critical to protect charter school autonomy, students, and stakeholders and ensures schools are held to high standards.

In the following pages, we provide guidance around and outline the timeline for the renewal process with the hopes of making the process as seamless and smooth for schools and our Authorization team.

Please read through the renewal application and guideline carefully and reach out to **Mark Modrcin, Director of Authorization** at **702.486.8271** or **mmodrcin@spcsa.nv.gov**, with any questions.

All of us at the Nevada State Public Charter School Authority are excited to work with each of you and support the work schools are doing on behalf of Nevada students.

RENEWAL TIMELINE

Renewal Stage	Date (Fall)	Action
Optional Renewal Orientation	Mid – late June	Schools up for renewal will be invited to join an orientation to answer general questions, address common concerns, and learn more about the renewal process.
Renewal Report from the SPCSA	No later than June 30, 2019	SPCSA staff will provide each school up for renewal a copy of a summarizing performance report for the current charter term.
Letter of Intent	- Posted in Epicenter by July 1 - Due no later than Sept 1	Schools complete this critical first step and submit notice of intent to apply for charter renewal.
Release of renewal application and decision criteria	- Released no later than July 31 - Due by October 15 @ 5 p.m.	Schools complete the formal renewal application process, submitting required documents and evidence to support a renewal
Staff Review of Renewal Application	Mid-October through mid-November	Staff reviews schools’ applications and supporting documents, including previously conducted site evaluations, to provide an informed, evidence-based recommendation to SPCSA Board.
Staff Recommendation to the Authority	Delivered at an Authority Board Meeting within 60 days of renewal submission or by a mutually agreed upon date	Staff submits recommendation to SPCSA Board based on thorough review. The Authority will discuss and make a decision about schools’ renewal in an open meeting.

REQUIRED SUBMISSIONS

The completed renewal application and all required documents must be submitted as a Word document and a signed PDF into the Charter Renewal Application section in Epicenter by 5 pm PT on the due date.

1. **Executive Summary** [Limited to 5 pages]

Provide a written Executive Summary that includes the following:

- *Mission Statement for next charter term*
- *Key Design Elements of your school*
 - *What do you do plan to do and why?*
- *Proposed changes for the next charter term and rationale*
 - *Speak to programs, structure, and principles*

The mission of Quest Preparatory Academy is “to foster students’ personal and intellectual growth so that they are prepared to be positively productive and engaged citizens of their communities. We pride ourselves on our familial environment, and caring and committed teaching, leadership, and support staff.” This mission will continue on into our next charter term.

In 2008, Quest opened its first campus under the name of Imagine in the Valley in the Durango YMCA, as one of the only stand-alone charters in Nevada. Since opening its first school eleven years ago, Quest has grown to serve one of the most diverse student bodies in Nevada. Quest prides itself in both the diversity of its student body and its status as one of only four community eligible ¹ charter schools in the state.

Beginning in 2015, Quest was overseen by a receiver appointed by the SPCSA to remedy the school’s financial and legal challenges. Under this receivership Quest eliminated approximately \$22M in outstanding liabilities, closed an unviable high school campus and moved a main campus into a stable, long-term facility, consolidated three campuses and reduced staffing and spending redundancies, met SPCSA academic performance targets, and secured over \$450,000 in new grant money, including entitlement dollars, that the school had not previously received. In the past three years, Quest has resolved every legal, financial and operational matter that was the basis of the receiver with the one exception being Bridger litigation. While this matter is still ongoing at the time of this application, Quest has worked arduously under the receivership to ensure that school is well positioned to operate under a new board governance structure and financially and operationally prepared to enter the next charter term positioned for success and respectfully seeks to operate another charter term.

Quest fulfills a unique role in the Nevada educational ecosystem, educating one of the most racially and socioeconomically diverse student bodies in the area. The school program has shown notable improvement in student outcomes, especially in student growth and ELL student gains and is on track to continue meeting the SPCSA performance targets. The 2018 SPCSA Site evaluation noted the school’s ongoing improvement rating the school “proficient” in nine categories and “basic” in two. The foundations of excellence have been rooted at Quest academically, operationally, and financially to position the school and current leadership through a new charter term.

Quest’s core goal is to provide a quality kindergarten through eighth grade educational program accessible to all children regardless of economic status or ethnicity. Quest strives to raise achievement for its students, many of whom come from populations that have been historically underserved. Quest believes in focusing on the development of the whole child and

¹ The Community Eligibility Provision (CEP) is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation’s highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications.

is committed to supporting students' physical, social, emotional, and academic growth. Quest's vision is one where every student matters, or more specifically, where every student and their success matters, and there are high expectations for academic excellence.

To that end, Quest has two core focus areas:

1. An intensive academic curriculum that addresses students' needs and then continues to challenge all students to achieve our highest expectations—ensuring that they are college and career ready no matter where their paths may lead. All students will receive the opportunities and attention that facilitate their success in the core subjects as well as in the arts and sports.
2. A school community that draws on the resources and skills of families, parents, students, businesses, and community groups to help our students become confident in their abilities and proud of their communities, their culture, and their histories. All students will learn how to be engaged in the communities as leaders for the next generation.

Quest has been deeply committed to improving academic outcomes for students and has undertaken a comprehensive turnaround effort that has resulted in notable gains in achievement we seek to capitalize on into the new charter term. In 2017, Quest committed to a multi-year school improvement process that included comprehensive coaching of teachers and leaders with a focus on improving teacher and leader effectiveness; support and training around the use of data-driven instruction; implementation of content professional development and resources, implementing performance-based data systems and assessments; comprehensive support for operations and finance; and building a team of committed teachers and leaders through talent sourcing.

Critical components of these efforts were the implementation of research-based literacy and numeracy curriculum, increased student instructional time in literacy and numeracy, and targeted teacher development. Crucial to these efforts was also the capacity building of school leaders, staff, and teachers. These efforts ensure the school is well positioned and has the structure and systems for continued improvement for student achievement and operational outcomes. Further, these efforts have shown to improve the academic outcomes for students. After one year of improvement, Quest moved from the bottom 5% of all schools in the state of Nevada to being a high 2-Star elementary and 3-star middle school, exceeding the performance targets agreed upon with the SPCSA.

A third element of the intensive academic program to support college and career readiness is targeted teacher development on not only data driven decision making but a focus on engagement and discourse. Our professional development sessions are cohesive, tied to data, and relevant. Our teacher professional development is provided to improve teacher content knowledge, pedagogy, and delivery. Specifically, cooperative learning is key to improving academic outcomes. Kagan strategies are about engagement and designed to improve student discourse and discussion. According to Kagan, the primary benefits of cooperative learning, documented by about a thousand research studies, include increased academic achievement, improved social skills and social relations, improved thinking skills, reduced discipline problems, and a reduction of the gap between high and low achieving students — not by bringing the high achievers down, but by bringing the low achievers up.

The community at Quest is represented by a diverse student body and families seeking a local option for their students. Together with parents, Quest leaders and teachers instill trust, listen to student and family voices, and allow mutual ownership over the educational process. We are building an empowered community that cares about each other. Our students and families want to be a part of our community - a place where they know they are valued and feel supported, and, a community where students feel safe and a learning environment nurtures personal and academic growth. While our families have several traditional and charter school options in the vicinity, we continue to be a choice for families seeking smaller class sizes, racially and economically diverse student body and a nurturing environment; and we seek to continue being this Nevada-based option for families. Each year families celebrate student learning at events such as International Night, Math Night, STEAM Night, and quarterly awards and celebrations. We seek to continue these traditions in our next charter term. The voices of families at Quest will continue to be of paramount importance in Quest's next charter term and we look forward to partnering with our families as we provide a strong academic foundation for our students to matriculate to high school.

Quest believes that its responsibility to its students extends far beyond the realm of academics. To that end, Quest has built a cohesive school community, that celebrates the diversity of its students and families. Quest provides both before and after care for its students through the Champions program, that strengthens the school community while supporting families. Before and after care utilizes community and interest-driven learning to engage students in their education and empower students to actively create while supporting their education outside the school day. Students explore their interests with subjects like coding, digital citizenship, engineering and more. Just like in the school day, students practice collaborating and communicating with the group to nurture the kinds of skills needed to succeed in the classroom and community. Champions also hosts family nights to engage all family members in games, fun, and school involvement.

Additionally, Quest provides a K-8 athletic program (basketball, soccer, flag football, bowling, baseball, volleyball, cheerleading) that helps students to build confidence, bond with teammates and develop extracurricular interests. Team sports foster accountability, dedication, leadership and other skills. Teamwork and problem-solving skills support success in student academics and working with their community. Students have established a community at Quest and thrive in a small setting where their voices are valued and they are known by each staff and leader by name.

Quest's leadership and staff are confident in the school's ability to succeed academically and operationally in the next charter term. Quest has been under a receiver while engaging in an intense school improvement process. As a result of these efforts, the school has resolved all fiscal and legal matters, with the exception of Bridger litigation; academic performance has improved; and the school's operational practices have been revamped. The school is now ready to reestablish a governing board and continue to fulfill its mission for students and families. While the challenges of the last five years have been immense, the school is well positioned to excel in the next charter term.

Finally, Quest serves a very important role in the Nevada charter school sector. Quest serves one of the most racially and socioeconomically diverse student populations in the Nevada charter system. Quest's unique student demographics cannot be undervalued and we hope to continue allowing this diverse group of students to continue learning together. Quest is

submitting this application for charter renewal so it can continue to improve upon the programs and services it offers to its close-knit community of students, families and staff.

2. Renewal Application

A. Application Form

Complete the provided template application (pg. 6 of this form) for the following:

- Academic Performance
- Operational Overview
- Financial Performance
- Organizational Performance
- Next Charter Term

B. Written Narrative [Limited to 5 pages]

Provide any written narrative that addresses the enrollment, retention, attendance, discipline, faculty/staff retention, and other relevant information to support the data provided in the Application Form.

Quest is deeply committed to improving academic outcomes for all students. In 2017, Quest partnered with TenSquare, a school improvement support organization, to drastically improve school academic outcomes. These efforts were paramount to increasing student achievement, which was at the bottom 5% of the state. Since implementing these improvement efforts Quest has engaged in regular data collection and analysis to inform its decisions regarding strategies for improving academic outcomes, culture, staff retention and a range of other factors that impact student achievement. As Quest's outcomes on the Nevada Report Card have improved, we have experienced notable improvement across a variety of metrics. Below, we explain some of that data in context and provide plans for building upon our successes and addressing our areas of relative weakness.

School Performance: In 2017-18, Quest submitted performance targets to the SPCSA as part of its charter amendment process. These performance targets were established to move the school from the bottom 5% of performance state-wide to a 3-star school within four years with the support of TenSquare. **Quest met the SPCSA performance targets** each year. By the end of the first year of improvement, Quest far surpassed the agreed upon target achieving a 2-Star rating at the elementary school and 3-Star rating at the middle school. Each campus improved its Star score by over 20-points. As a result, Quest Academy was removed from the bottom 5% of statewide schools under ESSA. These first-year outcomes exceeded the agreed upon targets by 20-points in elementary school and nearly 30-points in middle school. In 2018-19, the target was again surpassed for both campuses. Most notably, the middle school has exceeded the ultimate target set forth for SY2021 each year. Quest anticipates continuing to meet or exceed these targets in forthcoming years.

Table 1: Quest School Performance Targets

	SY1617	SY1718	SY1819	SY1920	SY2021
SPCSA Target	n/a	28.5 (1 Star)	38.5 (2 Star)	44.5 (2 Star)	51.5 (3 Star)
Quest ES	19 (1 Star)	48.5 (2 Star)	42 (2 Star)	-	-
Quest MS	33 (2 Star)	56 (3 Star)	52.7 (3 Star)	-	-

This unparalleled improvement in outcomes was the result of strategic, comprehensive school improvement efforts. While the foundation of this improvement was academic, Quest simultaneously improved broad school operations and practices. Critical to this effort was the

implementation of leadership coaching and teacher content coaching in ELA and math. This on-the-ground, real-time coaching by three coaches (leadership, ELA, and math) impacted every aspect of school operations and ensured improvement was ongoing and influenced all school activities. School performance experts introduced and codified the use of data and data systems at the school with leaders and staff. Quest implemented assessment systems including NWEA MAP to measure student progress and enable instructional staff to more effectively identify academic strengths and target deficiencies. TenSquare developed curricular unit plans and assessments in ELA and math to align with student needs and state testing. Teacher professional development was provided to improve teacher content knowledge and pedagogy. Master schedules for instructional time were revised to emphasize ELA and math instruction. TenSquare led talent-sourcing efforts to help Quest to attract and retain top talent and improve the teaching capacities of school staff. Operations and finance experts supported the development of improved human resource practices, new school policies, and improved compliance practices. Last, the systems, processes, and capacities of Quest staff were established to continue these improvement strategies. These improvement efforts are evidenced across a broad range of school data beyond the STAR score.

Enrollment & Demographic Details: Quest's enrollment has declined during this charter term with the consolidation of campuses and closure of the high school program. Quest's peak enrollment was 1460 students in 14-15. Enrollment declined to 505 (SY18-19) at the Northwest and Alexander campuses as the school closed the high school and Bridger campuses. SY19-20 enrollment is nearing 500 as the school has entered a steady enrollment phase with no more anticipated campus changes. The school has three sections of grades K and 1 and will be adding one additional section each subsequent year as these cohorts move up to higher grade levels. In middle school, Quest has three sections of grade 6, including new students who enter after elementary school. Quest will seek to maintain this three-cohort model in subsequent years.

Quest developed a plan to recruit new students and retain students. Prior to deciding to seek approval for the consolidation of its Northwest and Alexander campuses, Quest engaged multiple stakeholders to better understand their hopes for the school. Quest learned that parents wanted the school to invest in a new playground for students. In response to this parent feedback, Quest is planning to invest in a new playground at its consolidated campus. Quest has an active Parent-Teacher Organization (PTO) whose members are involved in organizing and participating in school activities. Quest will continue to engage its PTO as well as its Parent Advisory Committee (PAC) in decision making to ensure that families are satisfied with the services provided and committed to remaining with Quest. The enrollment model below demonstrates Quest's plan to grow to 600 students within five years. Quest has developed student recruitment and engagement plans to help reach these enrollment goals and will regularly assess its progress towards these goals throughout the next several years, adjusting and modifying accordingly to ensure that all targets are met. Further, Quest anticipates more stable enrollment as all resources can be devoted to building a single cohesive and high achieving school community.

In SY18-19, Quest served one of the most racially diverse student bodies among all SPCSA charter schools. The student body was 47% Black/African-American, the highest percentage among any charter district under the SPCSA. Across the charter sector, **Quest was one of five**

charter districts that served a student population that was represented by 75% or greater students who identify as Black/African-American or Hispanic.

Table 2: Quest Student Demographic Information

	% Asian	% Black/ African American	% Hispanic/ Latino	% American Indian/ Alaska Native	Two or More Races	Pacific Islander	White
Quest	2%	47%	30%	1%	8%	1%	11%
SPCSA Avg.	5%	9%	33%	1%	7%	2%	42%
SPCSA Min.	0%	0%	13%	0%	0%	0%	2%
SPCSA Max.	18%	47%	96%	4%	13%	4%	96%

Quest’s student body is among the most economically disadvantaged among charter schools. Since 2016, the school’s Free and Reduced Lunch (FRL) population has more than doubled from 33% to 69%. This represents an increase of 107% in four years at Quest, while the SPCSA average has increased by only 4%. Further, while the FRL student percentage has increased every year at Quest, the SPCSA average FRL population has declined or has had only incremental increases.²

Table 3: Student Body % Eligible for Free and Reduced Lunch (FRL) Over Time

District	15-16	16-17	17-18	18-19
Quest	33.26%	35.54%	51.09%	69.05%
SPCSA	34.10%	22.16%	27.27%	32.69%

In SY1819, of the 29 SPCSA charter districts, 18 districts enrolled students as part of the FRL program. At Quest, 69% of students qualified for FRL, the fourth highest proportion among all SPCSA charter districts. **Quest was among only 6 of the 29 SPCSA district charter schools that served FRL populations greater than 50%.³** Quest has qualified for the Community Eligible Program for the 19-20 school year, so all students receive free breakfast and lunch.

Table 4: Quest Percentage of Student Body Eligible for FRL Relative to Sector and State

District	% of FRL students
Quest	69%
SPSCA Average	32.69%
SPSCA Min	0%
SPSCA Max	90%
# of SPCSA Charter Districts Serving 50% or > FRL	6

Attendance: While Quest’s student body is racially and economically among the most diverse in the charter sector under SPCSA, student attendance has been on par with the state and state

² http://agri.nv.gov/Resources/Data_and_Reports/Food_and_Nutrition/SN/SN_Data_Reports/

³ http://agri.nv.gov/uploadedFiles/agri.nv.gov/Content/Resources/Data_and_Reports/Food_and_Nutrition/School_Nutrition/RVISED%2018-19%20FRL%20Report%20-%20Numerical%20Merged%20021519_DRAFT.pdf

charter averages since the improvement efforts began. Quest intends to maintain these strong attendance outcomes into the next charter review.

Table 5: Quest Student Attendance Relative to State and Sector

	16-17	17-18	18-19
Quest	95.4%	95.2%	94.8%
SPCSA	88.7%	95.2%	Data not available
State	97%	94.9%	95.0%

While daily attendance is strong, chronic absenteeism has been slightly above the Clark County district chronic absenteeism rate, and is an area for continued focus in the next charter term. While some subgroups exceed Clark County averages, students who are English Language Learners and economically disadvantaged exhibit the largest chronic absenteeism rates. Recognizing that transportation to school without busing contributes to this problem, Quest is exploring mechanisms to improve chronic absenteeism. Quest is partnering with the PTO to better understand challenges families face with getting students to school. We are also focusing on providing safe and positive climate and culture for children. Through this recognition of needs, Quest lowered our chronic absenteeism rate by over 10% from SY17-18 to SY 18-19 and will keep aiming to lower our rate.

Table 6: Quest Chronic Absenteeism Relative to Clark County 2017-18

Demographic	Quest Academy NW	Clark County District
Overall	17.5%	16.3%
Asian	7.1%	7.5%
Black/African American	19.3%	26%
Hispanic/Latino	18%	15.2%
Pacific Islander	18.1%	20.4%
Two or More Races	13.5%	17.4%
White/Caucasian	15.8%	13.3%
Special Education	19.1%	23.4%
English Language Learners	21.2%	12.7%
Economically Disadvantaged	21.5%	18.6%

Class Size: In an effort to yield optimal results from classroom time and improve student achievement, Quest has decreased class sizes to levels significantly below state and sector averages. In its next charter term, Quest will continue to prioritize smaller class sizes to ensure all student needs are met.

Table 7: Average Class Size by Subject for Quest Relative to State and Sector SY1718

	English Avg. Class Size	Math Avg. Class Size	Science Avg. Class Size	Social Studies Avg. Class Size
Quest	16	14	21	21
SCPSA	25	23	25	24
State	28	27	27	28

Faculty/Staff Retention, Qualifications and Attendance: Improving teacher quality has been a pinnacle focus at Quest Academy over the past three years. In SY1516, about two out of three teachers had substitute licenses. For the 2019-20 school year, only one in three teachers are on a substitute license. Additionally, the number of long-term substitutes at Quest from 2016-17 to

2017-18 reduced three-fold from 20 to 7. While the number of teachers with long-term substitute licenses at Quest decreased substantially in this one-year period (-65%), the state charter and state numbers increased substantially, indicating that the efforts at Quest were uniquely changing the Quest teacher talent pool.

Table 8: Teachers on Substitute Licenses

	SY16-17	SY17-18	SY18-19	% Change from SY1617 to SY1718
Quest	20	7	11	-65%
State Charter	60	148	data not available	114%
State	1,025	1,623	3,308	58%

This positive change is the result of several critical initiatives at Quest. First, the teacher pay scale was restructured to be competitive with Clark County. Consequently, teachers received a significant pay increase at the start of the 18-19 school year. This change was helpful for both recruitment and retention. Second, the school’s hiring processes and talent sourcing pool was greatly expanded with the work of TenSquare. Quest revised job descriptions and designed and implemented a new interview protocol. This allowed Quest to search nationally and successfully recruit highly qualified teachers with the background and skills necessary to serve Quest’s students. Heading into the 19-20 school year, Quest had to replace only about 25% of its teaching staff, compared to 50% in the 17-18 school year. The improvements to teacher retention will help to facilitate school year planning and collaboration. For instance, the entire grade K-2 and grade 5 teams returned to Quest this year. These groups will start the school year with systems and working relationships in place that will enable them to immediately focus on what is most important, student achievement.

The results of these efforts are also evidenced in Quest’s teacher daily attendance, which in 2016-17 was 91.8%, far below the state (96.1%) and state charter school average (96%). Just one year later, teacher attendance rates increased to 95.7% at Quest (SY1718) exceeding the state (95.2%) average. Teacher attendance at Quest in SY1819, continued to be strong (95.6%) and on par with the state average (95.6%).

Student Retention: Quest’s retention rate has been 0%, far above the state and state charter averages at each grade level. Quest continues to support students’ academic needs and seek opportunities for students to matriculate each year.

Academic Outcomes- English Learners: As part of its school improvement effort, Quest invested in improving services for English Language Learners (ELLs), yielding impressive results. In 18-19, Quest ELLs earned an average score of 66.67% on the ELPA, a significant improvement from the average score of 38.46% in the 17-18 school year. This is the result of targeted efforts to improve instruction for ELLs. In 2018-19, the school invested in a full-time ELL teacher who provided direct student instruction in individual and group settings using research-based materials during the school day. These concentrated efforts have resulted in 2 out of 3 students reaching language growth targets. In 2019-20 and beyond, Quest will continue providing this highly impactful support for students.

Academic Outcomes- High School on Track: Quest has also made immense strides in preparing its middle school students for high school. Quest went from a High School on Track rate of 76.3% in 17-18 to a High School on Track rate of 97.6% in 18-19. This was the result of the development of defined internal data systems to track students’ academic progress throughout the year. A dedicated staff member worked with students throughout the year to monitor student outcomes, provide support plans, and invest students and families in student outcomes. These efforts will continue in 2019-20 and beyond.

Academic Outcomes- Median Growth Percentile (MGP): MGP is a measure of the median academic growth of students at a school as compared to students at other schools on reading and math as measured by the SBAC. The MGP is calculated from student growth percentiles (SGP). The SGP measures the amount of academic growth a student has made, as a result of one year of instruction, compared to similarly performing peers. A 50 SGP means that a student made more growth than 50% of students who had the same math or reading score the prior school year. Quest’s MGP, the median growth for all students in each subject, exceeded 50 for the past two school years indicating that **student growth at Quest exceeds average growth across SBAC states. For both Middle School ELA and Elementary School Math, Quest MGP has exceeded or been on par with the SPCSA schools.**

Table 9: Median Growth Percentile in ELA and Math

	Quest Elementary School Median		SPCSA Median		Quest Middle School Median		SPCSA Median	
	SY1718	SY1819	SY1718	SY1819	SY1718	SY1819	SY1718	SY1819
Math	57.5	56	55	58	56	57.5	58	55
ELA	50	64	52	56	64	50	56	52

C. Required Supporting Documents

Please upload with your renewal application the following documents:

- Proposed calendar for the first year of the new charter term
- Daily schedule for all grade levels

3. Academic Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the academic vision and plans for the next charter term. This should include detailed descriptions of key design elements, programs, structures, principles, that remain unchanged as well as those that may be changing. For any proposed changes, please provide a rationale. This section should also include a description of any academic improvements that the charter school has undertaken or plans to implement.

In its next charter term, Quest plans to capitalize on the positive results of improvement efforts implemented following the appointment of the Receiver and through work with the school turnaround partner. Quest will align efforts to (1) ensure its long-term financial viability, (2) reach its faculty/staff and student retention goals, and (3) to continue to improve academic outcomes for all students. The Quest Academy program serves a diverse student body and community and we are eager to continue to provide an academically sound program to our families in this next charter term where every student and their success matters.

Quest will continue to offer a K-8 educational program to provide a solid foundation for lifelong learning and positive productive citizenship. This will be accomplished by continuing a child centered climate and culture that celebrates families and diversity. Strong relationships with families and a belief that a well implemented Positive Behavior Interventions and Supports (PBIS) model will allow that climate and culture to flourish. With a culture for learning, Quest will utilize instructional elements and structures that support student academic growth and achievement. This begins with research-based curriculum and standards. An instructional framework using research-based methods grounded in the school's improvement effort will continue. The principle of continuous school improvement and progress monitoring of goals and their achievement is critical for continued success in the next term.

Serving students in grades K - 8. Quest seeks to continue serving students in Kindergarten through 8th grade. This purposeful grade structure enables children to develop important interpersonal and academic skills in a small community. The grade structure allows students across all grade levels to hone in on leadership skills from primary to upper elementary to middle grades. Early grade students learn their impact on a broader school community as they relate with older peers and build relationships with staff. The smaller middle grade community fosters student development at a time of adolescence when students are most likely to need adult support and can be in the most danger of long-term failure in large school settings. As children begin to find their own passions and paths, Quest works to educate middle school parents and children on the options available for high school so they will graduate high school college or career ready. Academic plans in middle school work to help students create goals and action plans to be positively productive citizens. Quest students are supported by caring and experienced teachers, counselors, and staff in a small setting allowing them to build relationships, community, and their own path without the pressures of a large school environment.

Celebrating families and diversity. Quest has remained a local school serving one of the most diverse student bodies in Las Vegas. Quest seeks to continue to be a model of student diversity for the charter sector, economically and racially. The number of students at Quest qualifying for free and reduced lunch has more than doubled and we expect that the level of need will not dissipate. For many of our families, the appeal of the close knit, K-8 community has

brought them to Quest. Families and students have built enduring connections with staff, feel supported, and want to continue attending a school where each student is valued as an individual. We have high expectations for every student and provide a curriculum and environment focused on equity for all. In the new charter term, Quest will seek to maintain this diversity by supporting families with the highest needs, as evidenced by our most recent community eligibility designation that enables us to provide all of our students with free meals. Ensuring the continuation of a robust family program where families and students have a direct connection to the school community will continue to be a priority for Quest. Repeatedly, when asked why they chose Quest, families mention the diversity of the school, welcoming environment, safe space, and small community and family-school connection. We recognize that these pillars are essential to Quest's continued success in its new charter term.

Relationship building with Quest families begins when families connect with Quest Academy staff for their first visit or information session. Recognizing our language diverse families, we have bilingual staff at the school to support our Spanish speaking families. Once a family enrolls at Quest, we intentionally build, grow, and maintain relationships between parents and staff. Some of the ways in which we strive to attain this goal are:

- **Community Events:** An annual Block Party is held in July for all families and the surrounding community to celebrate the upcoming year and make connections between the school and neighborhood. An annual Renaissance Fair is held in December for families and the surrounding businesses and community.
- **Parent Orientation:** Hosted in mid-August, this event introduces families to teachers, processes and procedures, and provides a space for mingling and asking questions.
- **Curriculum Night:** In September, parents are invited to spend time with their child's teachers and leaders to learn about the vision of the school, curriculum and instructional design. This is an ideal chance to get emergent questions answered.
- **Parent-Teacher Organization (PTO):** The PTO will help us in a variety of ways and contributes to the ongoing growth and development of Quest. Our PTO will work with the school leadership to provide workshops for families, gauge family needs, and provide feedback on school programming.
- **Parent Focus Groups:** Parents participate in focus groups to help make decisions for the school on topics ranging from speaker series and parent education nights (such as those run by the PTO) to programming.
- **Parent-School instructional events** such as International night, math night, literacy night, and home reading plan support meetings are held to engage families in student learning
- **Principal Monthly Parent Meets.** We host monthly sessions for our families and leadership team to meet, dialogue and understand school priorities and family needs. These sessions are designed to allow staff and families to have dialogue together in informal settings focused on the entire school community.
- **Family Nights:** Hosted by Champions, these events provide opportunities for families to engage with each other enjoy our school community
- **Sharing Learning With Families:** School staff and families all want each child to be successful so it is imperative that there is strong communication between the school and parents. Quest accomplishes this task in many ways.

- Progress reports are sent home approximately every 4 weeks. Parent signatures are required and if a student is struggling, a phone call or email is made as well.
- Report cards are sent home quarterly.
- Parent-Teacher Conferences: Parent-teacher conferences are held for all elementary students in the fall each year. All middle school students who are struggling in a core subject will also have a fall conference. While these are scheduled on the school calendar, we encourage teachers and staff to schedule conferences at any time the need arises.
- Student Goal Setting: Students use their data to set learning goals with their teacher and the goals and action plans are shared with parents during conferences
- Infinite Campus App: Office staff sends home communication to show families how the IC app helps them track student progress in each class and how to set alerts. Parents are offered training one on one if needed. Every fall a tutorial is given during a monthly meeting with school leaders.

Growing student leaders and supporting students through PBIS. In addition to academics, Quest values preparing students to become engaged citizens and leaders by helping children to acquire other essential life skills including critical thinking, initiative taking, and goal setting and achieving abilities. Quest also teaches students effective ways to communicate and encourages them to value diversity in society. To that end, Quest will adopt principles from the Leader in Me, an evidence based comprehensive school improvement model that empowers students with the leadership and life skills they need to succeed. From the leadership to staff to students, everyone continues to grow through goal setting, monitoring of goal progress, and goal attainment. Students will have the opportunity to serve in various leadership roles throughout the school day as they work to strengthen essential leadership skills. Quest will also continue working to build a strong positive school culture through implementation of Positive Behavior Intervention System (PBIS), development of a strong Student Support Services Team and utilization of the Second Step bullying prevention program kindergarten through eighth grade. Quest will work to ensure students are invested in school goals and track student progress towards reaching objectives. Understanding the importance of strong mentors in building student confidence and competence, Quest will work to develop mentorship programs through which younger students can learn from older students and older students can learn from successful adults.

To further support students as they grow into engaged citizens, Quest will provide opportunities for students to help their communities through activities such as food banks, volunteering at Thanksgiving events, clothing donation drives, etc. Community partnerships will also afford students the opportunity to give back and be proactive in addressing issues that are important to them. In the middle school years, the academic counselor will work with students and families to discover the best high school and college/career path for themselves. Quest will continue supporting students in planning for success in college and careers by hosting high school nights, organizing field trips to expose students to college and career fields and hosting guest speakers to increase career exposure. These efforts will be strengthened by Quest's active Parent Teacher Organization, which reinforces the essential connection between home and school.

Research-based curriculum and standards. Quest will implement the Nevada Academic Content Standards (NACS). Quest has selected curriculum that is aligned to the NACS, research based, and highly rated by EdReports. Quest will continue with current curriculum in the next charter term. Research-based best teaching practices are implemented and teachers differentiate instruction to meet all students' needs.

Literacy. Quest Academy follows the rigorous Core Knowledge Sequence in grades K-8 with the mission to advance excellence and equity in education for all children. The Core Knowledge Sequence provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. Core Knowledge is a coherent, knowledge rich curriculum that will empower our students to achieve success throughout life in a diverse democracy. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education. Core Knowledge sets high expectations for all children that are achievable thanks to the cumulative, sequential building of knowledge and skills. Quest Academy ensures that students gain knowledge in history, science, art, and music along with emphasizing critical thinking and problem solving.

The Language Arts curriculum, K-5, utilizes Core Knowledge Language Arts (CKLA). This program is for teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge. Writing is incorporated into each unit and is sequential in development of student learning.

Nevada's Read by 3 Initiative is supported by the K-3 CKLA curriculum. The focus in K-3 is to develop fluent reading and writing skills, and to enhance language comprehension by building knowledge and vocabulary. This is accomplished through two strands: Skills and Listening & Learning; each takes about 60 minutes per day for a total of 120 minutes of teaching. The Skills strand mainly focuses on phonemic awareness, phonics, decoding, encoding, grammar, handwriting, and the writing process; it contains decodable stories on a variety of topics. The Listening & Learning strand mainly focuses on building background knowledge and vocabulary; teachers read aloud stories that are too advanced for students to read on their own, enabling children to enjoy complex texts on a variety of topics from literature, science, social studies, and the arts.

At the 4-5 grade level, students are still focused on building reading and writing skills as well as knowledge and vocabulary, but the program no longer has two strands. Across the year, students study eight to nine content-focused units (including The Middle Ages, Geology, Treasure Island, and Native Americans). During the literacy block, the various lessons in each unit include read-alouds, whole-group, small-group, and partner reading, close reading, literal, inferential, and evaluative comprehension questions; vocabulary, grammar, writing, morphology and spelling. Curriculum is also supported with Achieve 3000 to meet individual student needs.

Quest utilizes MyPerspectives for literacy instruction at the middle school level. MyPerspectives values the perspective of the learner and provides learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom. A dynamic program, it creates an interactive, engaging and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. It

encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection.

Mathematics. Quest utilizes the Go Math! curriculum for instruction. Go Math! has been rigorously tested in the classroom, and the results, complemented by the Harvard University Center for Educational Policy study, show significant achievement gains. EdReports identifies GoMath as showing strong evidence of integrating the practice of mathematical standards. The curriculum offers students a variety of opportunities to practice with a Personal Math Trainer. The program also purposefully uses technology through online tutorials and problem sets. Curriculum is supplemented with intervention resources such as DreamBox and ReadyMath.

Social studies and science. Quest utilizes Discovery Education for science and social studies. Discovery Education utilizes the 5 E Model of instruction: Engage, Explore, Explain, Elaborate, Evaluate. This supports an inquiry approach and student engagement. While the content being learned is consistent within each grade level, the manner in which instruction is delivered varies according to the unique learning environment of each classroom. While there is variance in instruction, the main standard of academic success is measured through concrete results and same-student learning gains. Middle grade students receive social studies and science instruction in each grade exceeding state requirements for these content areas.

Vocabulary-Word Generation Weekly. Word Generation is a supplementary curricular resource developed by educators at Harvard University. It offers a series of discussable dilemmas designed to promote students' academic language and argumentation skills. Five target academic vocabulary words are presented in each dilemma and activities on each week's dilemma take place in ELA, science, social studies, and math. With the goal of academic achievement and supporting engagement in community, the program creates an opportunity for students to become familiar with current issues and persistent dilemmas, while acquiring skills prioritized in the Nevada Academic Content Standards.

English Language Learners. We are committed to ensuring that our English Language Learners are exposed to the same level of instruction and rigor as all other students, while at the same time providing them the additional time, support and services they need. Quest's ELL program model relies on both support in the classroom (push-in) and individual and small group instruction through pull-out services. Students receive instruction using tailored instructional materials for ELL students that are adaptive to their language level. An ELL teacher provides direct services to students during the school day program. Instruction is rooted in the belief that all students should be held to the same high expectations, including English Language Learners (ELLs). Quest relies on the WIDA standards to guide instruction. This framework supports academic language development and academic achievement for ELLs through high quality standards, assessments, research, and professional learning for educators. Quest's investment in the ELL program are best evidenced by the STAR report card which demonstrated the percentage of ELL students at the elementary level doubling growth outcomes over the past year.

Students with Disabilities. Special education students are an integral part of our Quest community of learners. Quest has continuously served students with disabilities across all grades. Students with disabilities will receive the same rigorous instruction as all other students, with explicit supports. Students with disabilities receive direct support services through an inclusion

model that is supplemented by push-in and pull-out services. Special education teachers and aides provide the direct specialized instruction to students. Students requiring related services in areas such as behavior support, speech, or occupational therapy receive these services through contracted services. An in-house counselor supports students with behavior support. The team is led by a Director of Student Support Services.

Special education teachers and support staff collaborate with general education teachers to plan, monitor progress, and ensure success of our students with disabilities. Special education teachers participate in curriculum professional development with general education so that staff can work collaboratively to provide students necessary supports.

The Student Support Services Director oversees child find and students with 504 plans. The Student Support Team (SST) meets weekly under the direction of the Director of Student Support Services to identify potential student needs based on parent, teacher, or student concerns. The SST team uses a comprehensive Response to Intervention (RTI) model to support students exhibiting academic or social-emotional needs. Students receive support through the RTI model and the team meets monthly (or as prescribed) to evaluate student progress. Students not progressing through the RTI process, receive additional Tier 2 or Tier 3 interventions. The analysis of various forms of data, including internal and external formative and summative assessments, student work and teacher/leader observations drives the decision process of the SST. While the logical progression of the model works for most students, the best progression may vary for each student, depending on their specific needs. Decisions are made based on what is best for each individual student, and the RTI model is used as a guideline for the approximate number of students who will need various supports.

Accelerating learners. Quest Academy offers middle school students the opportunity to accelerate their learning through honors courses and algebra I as part of the instructional program. As the middle school program expands in future years to three sections per grade level, we will seek to expand these opportunities for students. In core subjects, students who are exceeding standards receive extensions through the literacy and numeracy curriculum, and teachers challenge students with accelerated content. For elementary students, the dedicated daily intervention instructional block provides time for accelerated learning based on their individual learning goals. Feedback for our families also indicates a continued desire for honors and accelerated classes in our middle grades.

Instructional Framework. Quest Academy's instructional framework has proven research based methods at the core of its foundation. This framework was grounded in the school's improvement effort and will continue into the next charter term.

High Quality and Rigorous Instruction: At the core of the academic program at Quest is rigorous instruction aligned to research-based curriculum resulting in quality instruction for all students. A recent study from TNTP detailed the "opportunity myth," which revealed that most students in the US are not being asked to do grade level work, and

how that leads to deficits in students.⁴ Quest is committed through its instructional program and curricular choices to ensure students work on grade level work (or beyond) in order to be successful and prepared for high school. Rigorous instruction with curriculum fidelity and critical teacher development and high teacher expectations, is essential in raising student achievement. Quest has revised curriculum maps and created lesson plan templates to ensure high quality and rigorous instruction. Quest's academic improvement efforts in these foundations over the past two years and increases in student achievement are evident.

Explicit Teaching of Academic Vocabulary. Teachers in all subject areas will teach vocabulary that is specific to their genre or discipline. This includes strategies such as pre-teaching vocabulary, word walls, students application of use of common words in writing and discourse. This explicit teaching of vocabulary also assists **in teaching our ELL students and students with language based challenges.**

Guided and Independent Practice. Engaging student learning requires opportunities for facilitated instruction, guided and independent practice. Quest's curriculum is structured to encompass all the elements of quality instruction. Students are given multiple structured opportunities to practice newly and previously learned skills and knowledge, either in independent learning or in small groups. Practice increases students' retention of the newly learned material. Independent practice may also be differentiated and adaptive to support students in the areas where they most need additional practice. The opportunities for practice also provide a feedback cycle for students and teachers.

Intervention Time: Differentiation and Flexible Ability Grouping. Recognizing students may have academic deficits, Quest has intentionally included intervention time for students into its academic program. The intervention time is used by teachers to provide directed support to students based on outcomes of interim assessments and guided reading. The dedicated intervention time allows teachers to differentiate by academic skill as well as product and process. Students who require additional academic supports work individually and in small groups with math and reading intervention specialists who can directly support individual student needs beyond classroom instruction using research based programs such as DreamBox and Achieve 3000 that are adaptive to students' needs.

Engaging Students in Learning: Cooperative Learning, Questioning and Discussion Techniques. Staff must plan for discourse and engagement tied to the objective and standard. Pre-planned questions based on Bloom's taxonomy and Depth of Knowledge levels to push students towards increased academic discourse and higher-level thinking are critical. Our professional development sessions are data-driven and tied to the identified need to increase engagement and rigor. We have provided training in Kagan Cooperative Learning to improve student engagement. Kagan strategies and structures

⁴ <https://opportunitymyth.tntp.org/>

are about engagement and designed to improve student discourse and discussion. According to Kagan, The primary benefits of cooperative learning, documented by about a thousand research studies, include increased academic achievement, improved social skills and social relations, improved thinking skills, reduced discipline problems, and a reduction of the gap between high and low achieving students — not by bringing the high achievers down, but by bringing the low achievers up. This implementation is monitored through weekly walkthrough data.

The school’s instructional model is evaluated using formative and summative assessments as well as teacher observations by school leaders and the instructional team. In addition to using curriculum-based assessments, the school adopted the NWEA MAP Growth assessment program in SY1718 in reading and math for all grades K-8. The MAP Growth assessment program is used to measure student growth in reading and math, identify student strengths in content areas and skills three times per year. STAR results over the past two years indicate this instructional framework has been improving individual student reading and math achievement and will continue to guide Quest Academy in the new charter term to meet performance targets. Additionally, in SY1920, Quest has added MAP Growth Science for grades 3-8 to measure student growth and achievement in science.

Continuous school improvement. Quest undertook a comprehensive school improvement process in SY1718. As a result of these school improvement efforts, in just one year, Quest Elementary School moved from being in the bottom 5% of the state to meeting SPCSA performance targets. These gains were tied to numerous efforts at the school level impacting each classroom and each student. Several tangible levers were key to the success of these school improvement efforts that Quest will continue into the new charter term:

- **Teacher Quality and Retention:** Quest improved the caliber of its instructional staff by raising standards for qualifications and effectiveness. As noted, during the 16-17 school year, about half of Quest’s teachers were on sub licenses. Quest revised its criteria for teacher hiring and retention to ensure diversity of its teaching staff. Quest will continue working to improve teacher quality through strategic recruitment efforts and investments in teacher compensation and professional development.
- **Investments in Staffing to Meet Student Needs:** Quest revamped its organizational structure to focus on meeting all student needs. Significant changes included further investment in ELL staffing as well as hiring math and reading interventionists and a full time academic counselor. Quest’s new organizational structure is targeted to meet the needs of its students as they undergo a time of significant transition.
- **Departmentalization of Grades 3-5:** Quest made changes to a departmentalized approach in upper elementary. This provided a greater level of expertise and deeper understanding of core content areas. Teachers then had a greater ability to differentiate their instruction to meet the needs of all learners. This lends itself to a cooperative teaching approach and the team working with families and students for success. Teachers take equal ownership of all students and support and invest in the success of all students. Departmentalization of the upper elementary will continue in the next charter term.

- **Data Driven Instruction:** Quest built student level data academic dashboards to guide the improvement efforts. These dashboards are directly aligned to the STAR rating system to track student and school progress against these goals on an ongoing basis as well as measure additional non-academic key factors in school improvement such as suspension rates, mid-year student withdrawals and staff vacancies. This helped Quest to develop an understanding of the data, the accountability system and what it will precisely take to get the results needed.
- **Increasing instructional time in literacy and numeracy:** Quest Academy doubled the amount of literacy and numeracy time for students with the revised school scheduling as part of the school improvement efforts. This increased time has positively impacted student outcomes and the school will continue to provide at least 120 minutes of literacy and 90 minutes of numeracy in elementary grades and 75 minutes in middle school grades.
- **Instructional Coaching and Feedback:** Quest implemented targeted, direct content focused coaching in ELA and math by skilled practitioners. Quest was supported by two coaches -one ELA and one math who worked directly with teachers in their classrooms – observing lessons, providing real time feedback, lesson planning with teachers using a coaching model that has worked across multiple schools and grade levels. Coaches drove the impact at the classroom level. They are true content experts with exceptional pedagogical knowledge. Alongside our math and ELA content leads, they provide content based professional development directly tied to the curriculum in the classroom. They modify curriculum based on the student data and school goals. Likewise, there is a leadership coach at the school working alongside the principal. Being a principal in a stand-alone charter schools is among the most difficult jobs- you have no support network, no central office to turn to- you are wearing every hat and are expected to have every answer and skill. With the support of the leadership coach, the school’s internal leadership team is developing while gaining real-time, job-embedded supports. Specifically, supports to continue utilizing student data dashboards, NSPF star rating goal setting, and monitoring of progress to adjust professional development, instructional supports, and teacher feedback to meet set targets for growth. Throughout coaching sessions, Quest maintains a strong focus on using the school’s data to drive every day decision making.
- **Implementing Interim Assessment Systems:** Prior to engaging in these comprehensive school improvement efforts, Quest’s student assessment program was limited to state mandated summative assessments. Consequently, Quest did not truly understand where their students stood throughout the year and could not effectively tailor instruction accordingly. To rectify this issue, Quest began to administer the NWEA MAP three times a year in grades kindergarten through eighth. With these systems for formative assessments in place, Quest now has a reliable measure of students’ baseline proficiency and understands how students are progressing and where deficits lie throughout the year. Quest will continue to implement this type of assessment program in the next charter term.
- **Investment in Technology:** Before the school improvement initiative, Quest students had only limited access to outdated technology. In SY1617, only 2% of computers for student use were less than five years old as compared to 49% for the state. In SY1718,

92% of student computers were less than five years old for state charters, while Quest remained at 2%. Understanding the importance of building technological competency in students, Quest secured funding to increase student access to technology in SY1819. In SY1819, the school purchased 191 new laptops for students. This was the first technology investment in over five years. Through grant funding, these laptops were put into classrooms for student use, greatly increasing student familiarity with technology and readiness for computer-based testing. In 2018-19, the school also upgraded and installed new fiber connections to upgrade internet connectivity. These technological investments are ensuring that Quest students have access to 21st century technology skills.

In its next charter term, Quest will continue utilizing data driven decision making while implementing the school improvement strategies above. At the same time, Quest will continue to prioritize development of a child-centered culture and climate focused on preparing children to become productive and engaged citizens of their communities. We look forward to building upon the progress we have already made as we fulfill our dual mission of supporting the academic achievement and social emotional growth of our uniquely diverse student body.

4. Organizational Viability and plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current Governing Board's capacity, skills, and qualifications for continued successful implementation of the school's design, as well as a growth plan for adding/replacing board members that support the school's success. This section should also include a description of any organizational improvements that the charter school has undertaken or plans to implement.

B. Required Supporting Documents

Please upload with your renewal application the following documents:

- *Current resumes for all Governing Board members*
- *Board Member Information Sheet and Assurances*
- *Board Member Template*

In 2015, the SPCSA disbanded Quest's governing board and appointed Josh Kern as a receiver to address significant governance issues uncovered during an authorizer commissioned investigation. Upon appointment, the receiver conducted an audit to (1) assess academic issues and concerns, (2) evaluate financial issues and outstanding liabilities/obligations, (3) assess legal issues and (4) assess facilities issues. The receiver used findings from this audit to establish the priorities that would guide his work throughout the receivership and to initiate a comprehensive school improvement plan for student academic success and improved ongoing school operations, that was incorporated into the school's amended charter.

Since being appointed in 2015, the receiver has helped Quest to effectively address significant operational, financial and legal issues, and most importantly, to lay the groundwork for significant gains in student achievement. To avoid the recurrence of issues identified in the audit, the receiver replaced the upper level management positions and personnel who were implicated in the audit. The receiver dramatically improved Quest's financial situation by eliminating \$22M of outstanding liabilities and increasing Quest's fund balance from \$-116K to over \$500K. With respect to operations and facilities, the receiver closed an unviable high school campus and moved Quest's main campus into a stable, long-term affordable facility. The receiver also understood the importance of ensuring that Quest was led and staffed by highly qualified individuals committed to student success. To that end, the receiver developed a new compensation structure, increasing teacher pay in order to attract a more experienced and effective team of teachers. This change has yielded gains to both teacher retention and student achievement, and Quest is optimistic about the potential for future improvement.

As we head into the 2019-2020 school year, Quest is preparing for the transition out of receivership and concurrent reconstitution of the school's board. Quest has already begun developing criteria and evaluation materials for potential board members and looks forward to building a governing body well equipped to meet its unique needs.

To ensure timely completion of the objectives, Quest's goal under the receiver is to contact prospective board members and secure their commitment to participate within two months following the decision to renew Quest's charter. Securing board members for a school that may not be renewed does not effectively allow Quest to recruit top board candidates. Upon charter renewal, Quest will:

1. *Establish Criteria for Evaluation of Board Members* (winter 2019/2020) The receiver is developing criteria for selection and evaluation of board members using board composition rubrics that have been successfully implemented by other high performing charters as a model. The receiver will ensure that the criteria comply with the requirements for board composition under NRS 388A.320.

2. *Recruit and Select Board Members* (February - April 2020) The receiver will interview all potential board members and evaluate them against the rubric mentioned above with the goal of securing at least seven and no more than eleven board members. Pursuant to NRS 388A.320, the receiver will ensure that the board consists of at least one teacher or school administrator, at least one parent, and at least two individuals with skills in accounting, finance, law, or human resources.

3. *Draft Board Bylaws* (spring 2020). The receiver will draft the rules and norms by which the board will operate. At a minimum, the bylaws will include provisions governing (1) board composition: number of members and qualification requirements; (2) terms of service: duration of term of service, any limits on consecutive terms of service; (3) committees: what committees will be established, and how members will be identified and held accountable; and (4) board leadership: determine how board chair(s) will be identified/how long they will serve and outline chair responsibilities.

4. *Training New Board Members* (spring 2020). Once a minimum number of board members are identified, the receiver will begin training board members to ensure they are prepared for the 2020-2021 school year. Board members must learn about the Nevada charter school system, curriculum and school governance alongside school accountability under the authorizer.

It is important to consider this board reconstitution plan in the context of concerns regarding Quest's future charter. As a practical matter, it is difficult to attract quality board members to an institution that may not be renewed due to legal constraints even if performance metrics were satisfied. Therefore, Quest, respectfully seeks to rebuild the board once a new charter has been approved, so that potential board members are being recruited for an existing organization.

5. Fiscal Soundness and Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current fiscal state of the school and plans during the upcoming charter term to ensure it remains financially viable. This section should also include a description of any financial improvements that the charter school has undertaken or plans to implement.

Please upload with your renewal application the following school board-approved documents:

- Budget for the current and upcoming fiscal years (FY20 and FY21)

Quest understands the importance of long-term financial stability to the wellbeing of its students and staff. To that end, Quest has developed a strategic plan to ensure that the school has clear financial goals and a well-developed plan to attain them. As part of this process, Quest hired a new highly qualified CFO in July of 2019 with extensive financial experience in the charter sector. This decision corresponds with the planned emergence of a governing Board for Quest in the near future. With its new financial leadership and single campus structure, Quest is confident in its ability to attain long-term financial stability.

A key component of this plan was the consolidation of the Northwest and Alexander Campuses. This change decreased Quest's operation costs. Up until this point, Quest bore the costs of maintaining two facilities, one of which was significantly underutilized and had redundancy in staffing. Through the consolidation, Quest eliminated this staffing redundancy, increasing the amount of funds available for resources that will directly support students. The sale of this property will help secure Quest's long-term fiscal stability into the next charter term.

As noted, Quest Academy has been under receivership and a critical element of the receiver's work has been to establish a financially sound school. The receiver dramatically improved Quest's financial situation by eliminating \$22M of outstanding liabilities and increasing Quest's fund balance from \$-116K to over \$500. Under the receivership and turnaround plan, the school has also remedied or improved numerous financial processes and systems including implementing new payroll systems, procurement process, fiscal controls, and accounting systems. As a result of these concentrated efforts, the school received a clean financial audit for FY2018, which demonstrated the notable improvements in the school's fiscal practices.

Long-term financial viability. Future budgets and enrollment projections indicate a sound fiscal position. Budgets for FY20 and FY21 show a balanced budget based on enrollment targets being met and consolidation of campuses. Budgets meet all state expenditure requirements. Further, as noted earlier, Quest has secured about \$450,000 in grant funding, including new entitlement funds not previously accessed. Quest staff have now built capacity to continue securing grant funding annually to support the school's budget and this grant funding is reflected in FY20 and FY21. Quest Academy anticipates the sale of the Alexander campus to be an integral part of its future financial soundness. Given the school's improved academic program, Quest believes it can attract new families who seek a local school. Quest seeks to increase enrollment annually, serving no more than 600 students. Budget models indicate that with 530 students anticipated for FY21, the school will be financially sound with a positive fund balance at fiscal year-end. This balance will be used to support the school's facilities investments

in kitchen and playground equipment. Enrollment projections indicate increases in enrollment annually with subsequent balanced budgets projected.

The school seeks to build upon its cash reserves in the next two years to invest in facility improvements including the building of a new playground space and enhancement to the kitchen areas. These improvements have been highlighted by families as priorities and Quest seeks to improve its cash balance to afford these long-term investments.

It is important to note that at the time of this application, Quest continues to have one unresolved matter with its former landlord for Bridger Academy. Quest Academy's receiver has been working with the SPCSA to resolve this matter to remedy any further impact on Quest Academy's future financial model. Quest Academy will be a sound financial institution after resolving prior financial challenges under the receivership and into the next charter term.

6. Additional Information from the Governing Board Supporting Renewal

Please provide any information or data that the governing body of the charter school determines supports the renewal of the charter contract. This information must include:

- If applicable, external evaluations or academic data submitted within this section must be independently audited and verified by the person performing the evaluation as required by [NAC 388A.415](#).
- Agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application

OVERSIGHT

SPCSA staff will include any Site Evaluations and/or Site Visit Summaries in the recommendation and provide documentation collected during visits to the Board as part of the renewal process.

Renewal decisions for schools operating under written charters are based on historic performance data as evidenced by the SPCSA Performance Framework, which serves as the Authority's performance and programmatic audit mechanism for all schools operating under written charters. Historical anecdotes or unsolicited data, e.g. teacher turnover, leadership changes, or past programmatic adjustments, will not be considered by the Authority in making renewal decisions. The Board will not give weight to materials or testimony related to such topics during the renewal process. The inclusion of unsolicited data, supplementary narratives, letters of support, or other unsolicited materials will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed based on past performance. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision but the SPCSA Board will not give weight to such materials or testimony related to any contemplated changes during the renewal process. The inclusion of amendment materials will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application, as called for in Section 6 of this application template. Failure to submit the agenda and draft minutes into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a

request for resubmission of a compliant and complete application from SPCSA staff. The inclusion of the agenda and draft minutes with the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

ACCESSIBILITY TO INDIVIDUALS WITH DISABILITIES

All charter school applications and renewals are required to be ADA compliant as described by Section 508 of the Rehabilitation Act of 1973 (refer to 29 U.S.C. 794d). This statute requires access to and use of Federal executive agencies' and information technology (ICT) by individuals with disabilities. Compliance with Section 508 is mandatory for all entities receiving federal funds-including the SPCSA and its charters.

2019 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

School Name & Contact Info	Name: Quest Preparatory Academy Address: 4025 N. Rancho Drive, Phone: 702-631-4751 Website: https://www.questlv.com/	
School Leader Name & Contact Info	Name: Janelle Veith Title: Principal Contact info: j.veith@questlv.com	
Governing Board Names & Contact Info <i>Add rows/names as may be necessary</i>	Chair/President	Name: Email: Phone:
	Vice Chair/Vice President	Name: Email:
	Treasurer	Name: Email:
	Secretary	Name: Email:
	Member	Name: Email:
	Member	Name: Email:
	Member	Name: Email:
	Member	Name: Email:

ACADEMIC PERFORMANCE⁵

2019 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Campus 1 Quest Elementary	Campus 2 Quest Middle	Campus 3 (name)
	42-2 Star	52-3 Star	
	Campus 4 (name)	Campus 5 (name)	Campus 6 (name)
2018 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Campus 1 Quest Elementary	Campus 2 Quest Middle	Campus 3 (name)
	48.5-2 Star	56-3 Star	
	Campus 4 (name)	Campus 5 (name)	Campus 6 (name)
2017 NSPF Rating	Elementary School Rating	Middle School Rating	High School Rating
	17-1 Star	33.5-2 Star	
2015 NSPF Rating (Frozen from 2014)	5 star 4 star 3 star 2 star 1 star N/A	MS = 3 STAR; ES = 4 STAR	
2018 Rising Star Status	Identified as Rising Star by NDE N/A	Not identified	
2017 Rising Star Status	Identified as Rising Star by NDE N/A	Not identified	
2017 Elementary School Percentage in the State	Identified as lowest 5% by NDE N/A	Identified	

⁵ For schools applying for a third charter term, R089-16 (10) provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

2017 Middle School Percentage in the State	Identified as lowest 5% by NDE N/A		Not identified			
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
NDE-Validated Graduation Rate			N/A	N/A	N/A	N/A

OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS							
Total Student Enrollment [as of first day of school] = 498							
Gender		Ethnicity/Race					
Female	Male	White	Black	Hispanic/Latino	Asian	Mixed Race	Other
241	257	42	253	143	10	45	5
Special Populations				Students on Waitlist			
Students w/disabilities (number)	ELLs (number)	Homeless Students (number)	Free/Reduced Lunch Eligibility (number)	Number of Students on Waitlist		Percentage of Waitlist Students w/Preference Status	
48	75	23	498	0		0	
Staff Retention				Discipline Data			
Number of Instructional Staff	Total Number of Staff	Percentage returning staff 2018-19	Percentage returning staff 2019-20	Number of out of school suspensions		Number of expulsions	
26	47	53	72.3	1		0	
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct.1]							
2014 – 2015		2015 – 2016		2016 – 2017		2017 – 2018	
18		25.8		19.9		26.6	
				2018 – 2019			
				20			

ACADEMIC PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings			
2019	Good Standing	Notice of Concern	Notice of Breach
2018	Good Standing	Notice of Concern	Notice of Breach
2017	Good Standing	Notice of Concern	Notice of Breach
2016	Good Standing	Notice of Concern	Notice of Breach
2015	Good Standing	Notice of Concern	Notice of Breach

FINANCIAL PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings			
2019	Good Standing	Notice of Concern	Notice of Breach
2018	Good Standing	Notice of Concern	Notice of Breach
2017	Good Standing	Notice of Concern	Notice of Breach
2016	Good Standing	Notice of Concern	Notice of Breach
2015	Good Standing	Notice of Concern	Notice of Breach

ORGANIZATIONAL PERFORMANCE

SPCSA Authority Organizational Programmatic Audit Findings			
2019	Good Standing	Notice of Concern	Notice of Breach
2018	Good Standing	Notice of Concern	Notice of Breach
2017	Good Standing	Notice of Concern	Notice of Breach
2016	Good Standing	Notice of Concern	Notice of Breach

2015	Good Standing	Notice of Concern	Notice of Breach
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NEXT CHARTER TERM

Projected Enrollment & Grade Spans for next charter term <i>(pending any subsequent expansion amendment that requires Authority Board approval)</i>						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Planned Total Enrollment	525	550	565	580	590	600
Planned Grade Spans	K-8	K-8	K-8	K-8	K-8	K-8

I certify that the governing body of this charter school has voted that the school and its staff will adhere to the renewal process expectations outlined in the Renewal Guidelines. The information provided in this charter renewal application is true and correct. I also certify that the governing body of this charter school understands that any academic, financial, or organizational performance data collected during the period of the current charter term which is analyzed and reported following a renewal vote may be considered by the Authority in making performance and accountability decisions in the subsequent charter term.

Signature of Head of School: _____

Date: _____

Signature of President/Chair of Governing Body: _____

Date Governing Body voted to approve application for renewal: _____

August '20						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '20						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October '20						
S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	ER	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	ER	ER	30	31

November '20						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '20						
S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	ER	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '21						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



School Calendar 2020-2021

First Day of Classes

Labor Day—NO SCHOOL
Professional Development—NO SCHOOL

Professional Development—Early Release
First Quarter Ends
Parent/Teacher Conferences—Early Release
Nevada Day—NO SCHOOL

Veteran's Day—NO SCHOOL
Thanksgiving Break—NO SCHOOL

Professional Development
Early Release (Middle School ONLY)
Second Quarter Ends—Early Release
Winter Break—NO SCHOOL

School Resumes
Martin Luther King Jr. Day—NO SCHOOL
Professional Development—NO SCHOOL

Presidents' Day—NO SCHOOL

Third Quarter Ends
Professional Development—NO SCHOOL
Spring Break—NO SCHOOL

Professional Development—Early Release

Early Release (Middle School ONLY)
Fourth Quarter Ends
Last Day of School—Early Release

Contingency Days

August 10

September 7
September 16

October 7
October 9
October 28 & 29
October 30

November 11
November 23-27

December 2
December 16 & 17
December 18
Dec 21-Jan 1

January 4
January 18
January 27

February 15

March 5
March 10
March 29-April 2

April 14

May 18-20
May 21
May 21

May 24-26

February '21						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March '21						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April '21						
S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	ER	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '21						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	ER	22
23	24	25	26	27	28	29
30	31					

Calendar Codes

- First & Last Day of School
- No School
- Early Release (MS ONLY)
- ER Early Release Days (ALL)

176 Instructional Days

QUEST ACADEMY 2020-2021

Minutes Per Day

	Math	ELA
K	90	120
1	90	120
2	90	120
3	90	90
4	90	90
5	90	90
6	73	73
7	73	73
8	73	73

KINDERGARTEN

Time	Subject	Minutes
8:15 AM	Morning Roundtable	15
8:30 AM	ELA	120
10:30 AM	Lunch	30
11:00 AM	Math	90
12:30 PM	Specials	45
1:15 PM	Intervention	45
2:00 PM	Recess	15
2:15 PM	Sci/SS	45
3:00 PM	Dismissal	405

1ST GRADE

Time	Subject	Minutes
8:15 AM	Morning Roundtable	15
8:30 AM	Specials	45
9:15 AM	Intervention	50
10:05 AM	Science/SS	25
10:30 AM	Recess	15
10:45 AM	Lunch	30
11:15 AM	Math	90
12:45 PM	Recess	15
1:00 PM	ELA	120
3:00 PM	Dismissal	405

2ND GRADE

Time	Subject	Minutes
8:15 AM	Morning Roundtable	15
8:30 AM	Intervention	50
9:20 AM	Specials	45
10:05 AM	Sci/SS	40
10:45 AM	Recess	15
11:00 AM	Lunch	30
11:30 AM	Math	90
1:00 PM	ELA	120
3:00 PM	Dismissal	405

5TH GRADE DEPARTMENTALIZED			5TH GRADE DEPARTMENTALIZED				
Time	Subject	Minutes			(Math)	(ELA)	(Sci/SS)
8:15 AM	Rotation 1	85		Rotation 1 8:15-9:40 AM	Group A	Group B	Group C
9:40 AM	Rotation 2	85		Rotation 2 9:40-11:20 AM	Group C	Group A	Group B
11:05 AM	Recess	15		Rotation 3 11:50-1:20 PM	Group B	Group C	Group A
11:20 AM	Lunch	30					
11:50 AM	Rotation 3	90					
1:20 PM	Specials	45					
2:05 PM	Intervention	55					
3:00 PM	Dismissal	405					

MIDDLE SCHOOL

Period	Time	Minutes		Period	Time	Minutes
Advisory	8:30-9:00	30		Advisory	8:30-9:00	30
1st	9:00-9:48	48		1A	9:00-10:13	73
2nd	9:50-10:38	48		2A	10:15-11:28	73
3rd	10:40-11:28	48		4th	11:30-12:25	55
4th	11:30-12:25	55		Lunch	12:30-1:00	30
Lunch	12:30-1:00	30		5A	1:02-2:15	73
5th	1:02-1:50	48		6A	2:17-3:30	73
6th	1:52-2:40	48				
7th	2:42-3:30	48				

MIDDLE SCHOOL MASTER SCHEDULE

	6th			7th		8th		4th Period Electives		
	6A	6B	6C	7A	7B	8A	8B			
Advisory								Explorations	6th, 7th, 8th	Interventionists
8:30-9:00								Choir	6th, 7th, 8th	
1st	Math-Honors	ELA	Science	ELA	Math	Health	SS	Study Skills	6th, 7th, 8th	Sped Teacher
9:00-9:48								STeAM	6th and 7th	
2nd			SS	Math	ELA	Science	PE	Year Long PE	6th and 7th	
9:50-10:38	ELA-Honors	Math						Financial Literacy/DECA	7th and 8th	
3rd			PE			SS	Science		7th and 8th	
10:40-11:28								Student Aides	8th	
4th	See "4th Period Electives"			See "4th Period Electives"		See "4th Period Electives"		Yearbook/StuCo		
11:30-12:25										
LUNCH 12:30-1:00										
5th	Computer Lit.	Science	Math	SS	Life Skills	ELA	Math			
1:02-1:50										
6th	SS	PE		Science	SS	Math	ELA			
1:52-2:40			ELA							
7th	Science (Phalen)	SS		PE	Science					
2:42-3:30										

11 20

Period	Time	Minutes
1st	9:00-9:48	48
2nd	9:50-10:38	48
3rd	10:40-11:28	48
4th	11:30-12:25	55
Lunch	12:30-1:00	30
5th	1:02-1:50	48
6th	1:52-2:40	48
7th	2:42-3:30	48

Period	Minutes
1a	9:00-10:13
2a	10:15-11:28
4	11:30-12:25
Lunch	12:30-1:00
5a	1:02-2:15
6a	2:17-3:30

73
73
58
30
73
73

	Preps
1 Teacher 1	6A
2 Teacher 2	4
3 Teacher 3	5A
4 Teacher 4	4
5 Teacher 5	4
6 Teacher 6	4
7 Teacher 7	NA
8 Teacher 8	7
Teacher 9	
Specialists (ES)	