

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



## 2021 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For Additional Instructions, please see the [Amendment Application Guidance Document](#)

For the: **Quest Academy**

Date Submitted: May 2nd, 2022

Current Charter Contract Start Date: July 1st, 2020

Charter Contract Expiration Date: June 30th, 2023

Key Contact: Janelle Veith

Key Contact title: Principal

Key Contact email and phone: [j.veith@questlv.com](mailto:j.veith@questlv.com), (702) 631-4751

Date of School Board approval of this application: March 15th, 2022

### Deadlines

	Spring Cycle	Fall Cycle
Notice <sup>1</sup> of Intent to submit Request for Charter Amendment (RFA)	No Later Than: March 1	No Later Than: September 1
Request For Amendment (RFA)	Due between April 1 – 15	Due between October 1 – 15
Board Meeting for Possible Action (tentative and subject to change)	June board meeting	December board meeting

*RFA application processing includes an initial high-level completeness check followed by an ongoing completeness check as specific, relevant sections of the application are reviewed in detail.*

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<sup>1</sup> Notice or Letter of Intent

This Request For Amendment (RFA) is submitted to request a contract amendment regarding the following (identify which RFA changes you are requesting approval for).

1. ☐ [Add Distance Education](#)
2. ☐ [Add Dual-Credit Program](#)
3. ☐ [Change Mission and/or Vision](#)
4. ☐ [Eliminate a Grade Level or Other Educational Services](#)
5. ☐ [EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO](#)
6. ☒ [Enrollment: Expand Enrollment in \*\*Existing\*\* Grade Level\(s\) and Facilities](#)
7. ☐ [Enrollment: Expand Enrollment in \*\*New\*\* Grade Levels](#)
8. ☐ [Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment](#)
9. ☐ [Facilities: Occupy New or Additional Facility](#)
10. ☐ [Facilities: Occupy a Temporary Facility](#)
11. ☐ [Facilities: Relocate or Consolidate Campuses](#)
12. ☐ [RFA: Transportation](#)
13. ☐ [Change of Incorporation Status](#)
14. ☐ [Other changes](#)

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## **Introduction**

The SPCSA seeks to continuously improve its processes and the quality of its services. Over the past few years we have, for example, been able to significantly reduce the amount of paperwork involved in the processing of Request For Amendment (RFA) Applications (RFAAs), primarily by separating primarily instructional and guidance information to a separate Technical Guidance document.

The SPCSA have now add a new, brief, simple guidance section to this application. This next section is designed to provide guidance and processing steps to schools for applying for most frequently requested RFA applications.

If you're submitting RFAs in one of these areas, the following guidance may help you prepare and process your application faster

The first three and the fifth may be handled in the Consent Agenda section of the board meeting, also.

## **Most Frequent Request For Amendment Applications**

Here are the four most frequently Request For Amendment (RFA) application types submitted to the Authority for approval by the SPCSA board. If you are requesting one of these RFA types, then you may follow the below described abbreviated process.

- 1. Dual credit RFA applications**
- 2. Distant education RFA applications**
- 3. Enrollment additions or contractions and grade expansions or contractions**
- 4. Facilities acquisitions or leases**
- 5. Lotteries and lottery changes**

Below are the processing requirements of the RFA types above. Complete the following check marked items (☒) from the overall application requirements list below. You do not need to respond to the unchecked areas.

### **Sections Required**

**The below focused requirements are only for schools seeking approval for the above RFA types. RFAs for Facility acquisitions or expansions have additional requirements described below:**

- ☒ Executive Summary
- ☐ Meeting The Need
  - ☒ Expansions to new grade levels or new campuses must complete the Meeting the Need section.
  - ☒ Lottery RFAs must include Meeting the Need section for relevant sections.

- ☐ Academic Plan (required if expanding to new grades that are currently not being offered)
- ☒ Financial Plan
  1. Not required for Dual Credit or Distance Education RFAs assuming fiscal cost impacts less than 5%.
  2. Enrollment RFAs: complete the tab labeled “General” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the RFA.
  3. Facility RFAs: complete the appropriate tab under the “**Facilities**” section below including the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the facility RFA.
- ☐ Operations Plan
- ☒ RFA Specific Sections (as applicable for your RFA, as opposed to General Sections). This includes completing the “**Facilities**” related RFA section below.

*All other amendment types require applicants to complete each applicable section below. Should you have questions, please reach out to Mike Dang for further guidance.*

## Section I: Standard RFA Requirements

### **A) EXECUTIVE SUMMARY**

**Required for all submissions. 4 Pages or less per RFA. If your RFA submission includes more than one requested change, this must be listed in the Executive Summary. Should you have questions, please contact Mike Dang.**

Provide a brief overview of your school, including:

1. Identification of the school, its location(s), enrollment(s)(most recent ADE quarter), brief history, brief description of its board members and key leadership team members
2. Statement and overview of the mission and vision
3. Specific statement of the request

(Example:) “The Board of the above named charter school, operating under a current contract with a start date of \_\_\_\_\_ and a six-year expiration date of \_\_\_\_\_ requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

- ☐ 1. Dual-Credit Programs
- ☐ 2. EMOs: Amend charter contract with an EMO or CMO
- ☐ 3. Enrollment: Expand or contract enrollment in existing grades and facilities
- ☐ 4. Enrollment: Expand enrollment in new grade levels
- ☐ 5. Enrollment: Eliminate a grade level or other educational services
- ☐ 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- ☐ 7. Facilities: Occupy additional sites
- ☐ 8. Facilities: Relocate or consolidate campuses
- ☐ 9. Facilities: Occupy a temporary facility
- ☐ 10. Other (specify): \_\_\_\_\_

(See full list above of RFA amendment types)

Quest Preparatory Academy is a K-8 charter school located in the northwest valley of Las Vegas. Its address is at 4025 N. Rancho Drive, Las Vegas, NV 89130. Quest’s average daily enrollment as of Q3 (Quarter 3) of the 2021-2022 school year is 465.76.

In 2008, Quest opened its first campus under the name of Imagine School in the Valle in the Durango YMCA, and was one of the only stand-alone charters in Nevada. Since opening its first school thirteen years ago, Quest has grown to serve one of the most diverse student bodies in Nevada. It prides itself in both the diversity of its student body and its status as one of the community eligible <sup>2</sup> charter schools in the state. Quest fulfills a unique role in the Nevada educational ecosystem, educating one of the most racially and socio-economically diverse student bodies in the area.

The current governing board has members that represent a wide expanse of experience in all required fields for a school governing board. As of February 2022, the governing board consists of five volunteer non-compensated members, including a Board Chair, a Vice Chair and a parent member that meets a minimum of every other month and follows Nevada state open meeting laws. The current board has a range

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<sup>2</sup> 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.

of experience that allows for proper oversight and includes a licensed educator with many years of education and educational leadership experience, two members with years of charter consulting experience, a member with marketing expertise, a private business owner and the Chief Operating Officer of a local hospital. The school leader, Janelle Veith, has led the school since the spring of 2016 as it implemented a school improvement effort and came out of receivership. Her background includes a Bachelor's in Elementary Education, K-6 teaching experience, curriculum and assessment, and a Master's in Educational Leadership.

The mission of Quest Preparatory Academy is to be “an academic institution that is dedicated to growth, perseverance, and academic achievement. We 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.” The vision of Quest is to be a school that “provides a uniquely designed, academically rigorous, caring and nurturing learning experience in a tuition-free, public school setting. We are a close-knit community of teachers, leaders, and families, committed to providing our diverse student population with the high-quality educational experience that they deserve.” Quest fulfills this mission and vision as a Leader in Me school.

The Board of the above named charter school, Quest Preparatory Academy, operating under a current contract with a start date of July 1st, 2020 and a three-year expiration date of June 30th, 2023 requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following:

### **Enrollment-contract enrollment in existing grades and facilities**

**The current contract states Quest’s enrollment for SY2223 to be 565 +/- 10%. Quest is requesting to amend it to 465 +/- 10% for the SY2223.**

- ☐ 1. Dual-Credit Programs
- ☐ 2. EMOs: Amend charter contract with an EMO or CMO
- ☒ 3. Enrollment: Expand or contract enrollment in existing grades and facilities
- ☐ 4. Enrollment: Expand enrollment in new grade levels
- ☐ 5. Enrollment: Eliminate a grade level or other educational services
- ☐ 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- ☐ 7. Facilities: Occupy additional sites
- ☐ 8. Facilities: Relocate or consolidate campuses
- ☐ 9. Facilities: Occupy a temporary facility
- ☐ 10. Other (specify): \_\_\_\_\_

Attach a copy of the document(s), including minutes, confirming approval of the RFA.

#### **4. A summary explanation of the reasons that the charter school is seeking to make this specific requested change.**

Quest is seeking this amendment because in Quest’s approved charter that began on July 1, 2020, the charter had the enrollment for 2022-2023 increasing to 565. After the enrollment lottery was held on March 7<sup>th</sup>, 2022, it was determined that an enrollment number more consistent with the previous years would be most beneficial for cohorts moving vertically as well as the capacity of the current school facility. The change will also allow for greater focus to be placed on the current student population and their academic growth as we emerge from the pandemic.

Quest’s enrollment has remained consistent over recent academic years. In 2018-2019 was 463, in 2019-2020 was 484, 2020-2021 was 486. This year Quest had 475. The 11 student drop this year is attributed to our first grade cohort. During the 2020-2021 school year, Quest offered in person kindergarten which resulted in a full cohort. Once CCSD schools reopened for full time in person this year, some of our students

in that cohort went back to CCSD due to transportation and convenience. With all cohorts moving up for the 2022-2023 school year Quest does not plan to add sections to those cohorts, resulting in a similar enrollment count. Quest is not decreasing enrollment, rather Quest is requesting to keep our current enrollment levels and not expand as was written in the current charter.

Another consideration in the amendment is regarding the capacity of the current school facility. Quest is located in a business park and must share the entrances and common travelways with others. Quest is mindful of traffic not impeding thoroughfares such as Rancho Drive and Alexander Road. Quest staggers drop off and pick up for Elementary and Middle school and even with that measure, a large increase in traffic would cause traffic concerns. Inside the facilities, classroom space is restricted as well. In the elementary school buildings all rooms are being utilized. In the middle school building, there are only 9 classrooms to support students. With social distancing and class size being on the forefront, an approved enrollment would be most beneficial.

Finally, keeping a consistent enrollment will allow for the academic, social, emotional, and academic growth of our students to remain at the forefront and the top priority. Emerging from the pandemic, all facets of student growth must be supported. Quest aims to provide high-quality instruction, scaffolds for learning gaps, and social emotional curriculum. Across the country, proficiency rates dropped and low income students were affected the most. Quest is a community eligible school with 100% Free and Reduced Lunch. By keeping our class sizes small and focusing on growth, Quest students will continue to improve.

5. Description of proposed target model and target communities

N/A

6. Statement of outcomes you expect to achieve across the network of campuses

N/A

7. Key components of your educational model for the expanded school

N/A

8. Describe the charter school's plan to ensure that proper restorative justice principles are practiced. Describe plans, including record keeping, to monitor for potential disproportionate discipline practices.

N/A

9. Describe the charter school's plan to ensure enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves. Include plans to close any proficiency gaps among diverse student groups (ex. race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.

N/A

10. The values, approach, and leadership accomplishments of your school or network leader and leadership team

N/A

11. Key supporters, partners, or resources that will contribute to your expanded school's success.

N/A

## ***NOTES***

1. **For all remaining General Requirements Sections:** Complete and submit all RFAs by answering remaining General Requirements Section questions.
2. **Indicate "No change" for any below requested response that has not changed from your charter school contract.**



3. Indicate “N/A” for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond “N/A” to any Specific Requirements RFA section for which they are not applying.
4. *If your school is seeking an amendment outside of the Fall or Spring Amendment Cycle, please include at the front of the application:*
  - a. *Letter from the Board chair requesting Good Cause Exemption;*
  - b. *Agenda for the Board Meeting where Board voted to request the Good Cause Exemption; and*
  - c. *The draft or approved minutes for the Board Meeting where the Board voted to request the Good Cause Exemption.*
5. To expand any closed section(s) below, put your cursor on the left side of a heading below and click the triangle ( ▲ ) left of that heading.

## **B) MEETING THE NEED**

N/A: This section does not pertain to our proposed amendment.

### **TARGETED PLAN**

- (1) **Identify the community you wish to serve** as a result of the expansion or RFA and describe your interest in serving this specific community.
- (2) **Explain how your expansion model or RFA, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.**

### **GROWTH RATE AND RATIONALE**

- (1) **Specifically identify the key risks associated with this growth plan** and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

Examples may include:

- a. Inability to secure facilities/facilities financing;
  - b. Difficulty raising philanthropic funding;
  - c. Insufficient talent pipeline/difficulty recruiting faculty;
  - d. Insufficient leadership pipeline/difficulty recruiting school leaders;
  - e. Misalignment between the founding school and leader and new campuses and leaders, and;
  - f. **Ambiguous student performance outcomes and the need to curtail expansion if performance drops.**
- (2) Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

### **PARENT AND COMMUNITY INVOLVEMENT**

- (1) **Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.**
- (2) **Describe how you will engage parents, neighborhood, and community members from the time that the application is approved** through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?
- (3) **Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles).** Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
- (4) **Discuss the community resources that will be available to students and parents at the expanded school.** Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and

scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as an **Attachment** \_\_, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

- (5) **Describe the school's ties to and/or knowledge of the target community.** How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?
- (6) **Identify any organizations, agencies, or consultants that are partners in planning and expanding the school,** along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

## **C) ACADEMIC PLAN**

N/A: This section does not pertain to our proposed amendment.

### **MISSION & VISION**

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

Explain whether the proposed mission and vision for the school/network is different from the existing school's mission and vision and how they differ. Describe the reasoning behind any modifications.

Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

### **CURRICULUM & INSTRUCTIONAL DESIGN**

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

#### **(1) Historical Performance**

- (a) Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
  - (i)** A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator's contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning's STAR, etc.). If provided, describe student performance on these metrics.
  - (ii)** *Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.*
- (b) Interventions:** Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

#### **(2) Academic Vision and Theory of Change**

- (a) Model Non-Negotiables:** What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.

#### **(3) Performance Management**

- a) Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
  - a.** What performance management systems, processes, and benchmarks will the school use to formally assess this progress?

- b. Explain how the school addresses underperformance and describe the corrective action plan procedures.
- b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.
  - c) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.
  - d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?
  - e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at [http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment Template.xlsx](http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment%20Template.xlsx)) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.
  - f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.
  - g) **Remediating Academic Underperformance:** Describe the school’s approach to help remediate students’ academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
  - h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students’ access to the general education curriculum in the least restrictive environment, and fulfill NV’s required Response to Intervention model.
  - i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?
  - j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school’s comprehensive strategy to ensure that all pupils are making accelerated academic progress.
  - k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

## SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.

- b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.
- c) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

## **DISTANCE EDUCATION**

(Distance Education Expansion Amendments)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its amendment request to the SPCSA.

For applicants who do not propose to offer a program of distance education or who already have approval to operate such a program, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

## **PRE-KINDERGARTEN PROGRAMS**

(All Operators Currently Operating or Proposing to Operate Pre-K)

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at [http://www.doe.nv.gov/Early\\_Learning\\_Development/](http://www.doe.nv.gov/Early_Learning_Development/). For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.

- (3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

## **HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS**

*(New High School Amendments Only)*

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For operators who do not propose to operate a high school program during the initial charter term or who already have approval to operate a high school, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

## **SPECIAL POPULATIONS**

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students:

SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

1. SPCSA schools are to ensure streamlined access for all students requiring special programs.
2. SPCSA schools develop programs to support the needs of their students.
3. SPCSA schools do not counsel or kick any students out.
4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.
5. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.
6. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.



## Special Education

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
- (2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?
  - a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
  - b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
- (3) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
  - a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.
- (4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
- (5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

## Staffing

How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

- (1) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?
- (2) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.
- (3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?
- (4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?



- (5) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

## **D) FINANCIAL PLAN**

**This section must be completed for all applications.**

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.

Quest currently uses Quickbooks to maintain all financial accounting records. This is managed in-house by the Controller. Payroll is outsourced through PayChex. This is processed by the Human Resources/ Payroll Manager and approved by the Controller and the Principal. The Controller and the Principal approve all expenses and contracts under \$20,000. The Board must approve contracts or transactions for \$20,000 and above. Federal and State purchasing laws are followed including obtaining at least three quotes for anything above a micro-purchase. The Controller and Principal are responsible for notifying the board if any contractor is not properly providing agreed upon contracted services.

- (2) Depending on the type of RFA requested, staff may require applicant to submit additional documentation regarding the potential fiscal impact of the proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.

See attached SYE 2023 Quest Academy Financial Performance Data for RFA document.

- (3) **Attachment 5.** Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
  - (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment: See Attachment 5.** Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
  - (b) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
  - (c) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
  - (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
  - (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (4) Submit a completed financial plan for the proposed school as an **Attachment. See Attachment 4** (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- (5) Submit, as an **Attachment: See Attachment 4**, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority

staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

- (6) Provide, as an **Attachment\_N/A\_\_**, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility. N/A: Quest does not have a CMO or EMO.
- (7) Complete the audit data worksheet in **Attachment\_N/A\_\_**. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment: N/A to this amendment**.
- (8) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school. N/A: This question is not currently applicable to our school site.
- (9) Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

Quest Academy currently occupies four buildings located at 4025 N. Rancho Drive in Las Vegas with an enrollment of approximately 460 students. Quest Academy is overseen by its Governing Board. The Governing board meets a minimum of Quarterly but currently has regularly scheduled bi-monthly meetings where all financials are presented by Quest staff and reviewed and approved by the Board. Quest Academy also is overseen by the State Public Charter School Authority (SPCSA) where all financials are reported by staff on a quarterly basis. Quest Academy is not run by a Charter Management Organization.

## **E) OPERATIONS PLAN**

N/A: This section does not pertain to our proposed amendment.

♦ **Indicate “No Change” to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.**

1. Historical performance
  - (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.
  - (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?
  - (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?
2. Organization governance structure & board development:
  - (a) Describe how the organization’s governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board’s roles and responsibilities, and the Board’s development priorities and (2) the Board’s relationship to individual campuses
  - (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.
  - (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.
  - (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.
3. Organization charts and decision-making authority:
  - (a) Provide the following organizational charts:
    - (i) Current
    - (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)
    - (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

The organization charts should represent all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider’s role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.*

4. Describe the proposed organizational model; include the following information:

- a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment**\_\_\_)
  - b) Resumes of all current leadership (provide as an **Attachment**\_\_\_).
  - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment**\_\_\_)
5. Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
    - (a) School leadership;
    - (b) School business operations and finance;
    - (c) Governance management and support to the Board;
    - (d) Curriculum, instruction, and assessment;
    - (e) At-risk students and students with special needs;
    - (f) Performance management; and
    - (g) Parent and community engagement.
  6. Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment**\_\_\_).
  7. Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.
  8. Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance?
  9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

#### **LEADERSHIP FOR EXPANSION**

- a) Describe the operator's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- b) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment**\_\_\_). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment**\_\_\_) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2022-23 school year, identify the regional leader (*Regional Director; Executive Director; etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2023-2024 school year and to add additional criteria to the pre-opening requirements for such campuses.

#### **STAFFING**

- a) **Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file.** indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

Sample Excerpt—Complete using Excel file

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
<b>Management Organization Positions</b>						
<i>Complete this form using the Excel file</i>						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

## HUMAN CAPITAL STRATEGY

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. *Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.*

- a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.
- b) **Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:**
  - 1) How the school plans to identify leadership internally and externally;
  - 2) Who will be responsible for hiring leaders;
  - 3) Formal and informal systems that will prepare leaders for their responsibilities;
  - 4) The school's philosophy regarding internal promotions;
  - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
  - 6) Internal or external leadership training programs.
- c) **Professional Development:** Identify the school's plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.
- d) **Performance Evaluations and Retention:** Identify the school's approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?
- e) **Compensation:** Explain the board's compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

## SCALE STRATEGY

- a) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.
- b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.
- c) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.
- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.
- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment** \_\_\_\_\_. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.
- f) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Mgt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				
Data Mgt & Interim Assessments				
Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				



Development/ Fundraising				
Community Relations				
IT				
Facilities Mgt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

## STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

- g. Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.
- h. Provide a detailed discussion of the school's track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school's past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school's current zoned schools.
- i. Detail how the school's programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a



weighted lottery<sup>3</sup> which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

- j. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.
- k. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.
- l. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- m. Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?
- n. Complete the following tables for the proposed school to open in 2021-22. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2021 and fall 2022.

1) **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

**Sample Excerpt**

Grade Level	Number of Students				
	2022-23	20023-24	2024-25	2025-26	2026-27
Pre-K					
K					
1					
2...					
10					
11					
12					
Total					

2) **Planned Enrollment** (Must Correspond to Budget Worksheet Assumptions) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

**Sample Excerpt**

Grade Level	Number of Students				
	2022-23	20023-24	2024-25	2025-26	2026-27
		4			

<sup>3</sup> See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.

Pre-K					
K...					
12					
Total					

- 3) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment) ***Complete using Excel file “RFA Staffing and Enrollment Worksheets.”***

**Sample Excerpt**

Grade Level	Number of Students				
	2022-23	20023-24	2024-25	2025-26	2026-27
Pre-K					
K					
12					
Total					

- Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.
- Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.
- Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

## BOARD GOVERNANCE

**Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate “No change from original application or most recent amendment. See attached.”**

- Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
- Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment \_\_\_\_**). Please note that at least 75% of new board members for SY 2021-2022 must be identified at the time of the submission of the expansion request.

- r. Provide, as part of **Attachment** \_\_\_\_, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.
- s. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?
- t. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.
- u. Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?
- v. Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
- w. Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.
- x. Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.
- y. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.
- z. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure


#### **INCUBATION YEAR DEVELOPMENT** (for approved schools that have not yet opened)

- aa. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment** \_\_\_\_.
- bb. Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.
- cc. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

#### **SCHOOL MANAGEMENT CONTRACTS**

Indicate “Not Applicable” if the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO) or charter management organization (CMO).

- dd. How and why was the EMO or CMO selected?
- ee. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- ff. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- gg. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- hh. Please provide the following in **Attachment** \_\_\_\_:

1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
3. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
4. Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
5. Provide a brief overview of the EMO/CMO's history.
6. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shortened or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

## SERVICES

9. Provide **Attachment \_\_\_\_** describing how the school leadership team will support operational execution.
10. Provide narrative or evidence illustrating the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below.

11. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
  - i. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
  - ii. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
  - iii. Facilities maintenance (including janitorial and landscape maintenance)
  - iv. Safety and security (include any plans for onsite security personnel)
  - v. Other services
12. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.
13. Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.
14. Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.
15. Provide, as an Attachment\_\_\_\_, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

## ONGOING OPERATIONS

16. SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?
17. Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.



## Section II: SPECIFIC RFA SECTIONS

### **RFA: Academic Amendments**

#### **1. RFA: Add Distance Education**

- a. Executive Summary
  - i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.
  - ii. A list of the current school campuses
  - iii. Proposed model and target communities by zip code
  - iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
  - v. The key components of your educational model and how the distance education program aligns with the educational model.
  - vi. Key supporters, partners, or resources that will contribute to the distance education program
- b. Targeted Plan
  - i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
  - ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.
- c. Distance Education Requirements
  - i. Describe the system of course credits that the school will use.
  - ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
  - iii. Describe how the school will ensure students participate in assessments and submit coursework.
  - iv. Describe how the school will conduct parent-teacher conferences.
  - v. Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- d. Special Education
  - i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
  - ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- e. Scale Strategy
  - i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
  - ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.
- f. Student Recruitment and Enrollment
  - i. Explain the plan for student recruitment and marketing for the new distance education program that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

- ii. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting distance education applications and how long the window will last prior to conducting a lottery.
- iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?

g. Services

- i. Provide a description of how the school leadership team will support the distance education operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.
- ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

h. Financial

Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

## 2. RFA: Add Dual-Credit Program

Charter schools which would like to provide a program where a student may earn college credit for courses taken in high school must request this amendment by responding to the general sections of this RFA and the following specific program questions.

- a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- c. Discuss the scope of the services and resources that will be provided by the college or university.
- d. Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
- e. Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.
- f. Identify any employees of the college or university who will serve on the governing body of the charter school.

Provide as an **Attachment** \_\_\_\_, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

## 3. RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

- a. Complete and submit your RFA with the General application sections above completed.



- b. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- c. Indicate “N/A” for any below requested response that is not applicable to your request.

**4. RFA: Eliminate a grade level or other educational services**

For an RFA to accomplish this objective, pursuant to NAC 388A.325:

- a) Complete and submit your RFA with the General Requirements sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

**5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO**

**a) School Management Contracts**

1. RFAs for “entering into, amending, renewing or terminating a contract with an educational management organization” are processed pursuant to NAC 388A.575
2. Contracts with EMOs are regulated in part pursuant to NAC 388A.580.
3. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.
4. Please provide the EMO’s Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
5. How and why was the EMO selected?
6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.
7. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
8. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
9. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any other current or prospective vendor or contractor (including the landlord), prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
10. Provide a brief overview of the organization's history.
11. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shortened or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
12. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary

of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

13. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

#### **b) Financial Plan**

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
2. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.).
3. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.
4. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
5. Submit a completed financial plan for the proposed school as an **Attachment**\_\_\_\_ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
6. Submit, as an **Attachment**\_\_\_\_, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
7. Provide, as an **Attachment**\_\_\_\_, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school

authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

8. Complete the audit data worksheet in **Attachment** \_\_\_\_\_. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment** \_\_\_\_\_.

#### **Attachments Necessary for EMO Amendment**

- 1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
- 8) Documentation of Service Provider's non-profit or for-profit status
- 9) Documentation of Service Provider's authorization to do business in Nevada (e.g. current business license)
- 10) Budget Narrative
- 11) School Budget
- 12) Network Budget
- 13) Historical Audits
- 14) Audit Data Worksheet
  - (a) Academic Performance Worksheet
  - (b) Good Cause Exemption Letter
  - (c) A final crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.

## 6. RFA: Enrollment: Expand/Contract Enrollment In Existing Grade Level(s) And Facilities

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).

N/A: Quest is not proposing to expand. Quest is proposing to keep enrollment at approximately the current level.

- b. Please provide academic performance data broken down by subgroups. What is the school's assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?

N/A: Quest is not proposing to expand.

- c. Please provide an overview of discipline data, broken down by subgroup. What is the school's assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

Quest's Restorative Justice Policy can be found at

<https://www.questlv.com/quest-family-handbook-and-restorative-plan.html>

What is your current enrollment for the prior years in your current contract?

Year	2020-2021	2021-2022	N/A	N/A	N/A	N/A
Enrollment	486	475	N/A	N/A	N/A	N/A

SY 2122: 475

SY 2021: 486

SY 1920: 484

SY 1819: 463

What is your projected enrollment for the years for which you are requesting an expansion/contraction?

Year	2022-2023	N/A	N/A	N/A	N/A	N/A
Enrollment	465	N/A	N/A	N/A	N/A	N/A

## 7. RFA: Enrollment: Expand Enrollment in New Grade Level(s)

For an RFA to accomplish this objective:

- a) Complete and submit your RFA with the General application sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their capacity to execute the program they've proposed both based on the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics.

This amendment request form pre-supposes that the school plans to utilize the existing facility.

If the current facility requires no construction or renovation to accommodate the addition of these new grades, then provide a brief narrative at each attachment attesting to that fact. Each attestation must be signed by the chair of the governing body and the school leader, must be notarized, and must be remediated to be accessible pursuant to Section 508 of the Rehabilitation Act.

If the existing campus or campus(es) requires any construction or renovation after the date of submission of this request and prior to the commencement of instruction, then answer the applicable specific facility related section questions.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- b. Please provide academic performance data broken down by subgroups. What is the school's assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school's assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

## **8. RFA: Lottery: Change(s) in Charter Lottery Policy**

The SPCSA considers changes to the admission process for sponsored schools to be a material amendment to their charter contract.

To incorporate a weighted lottery program, a Request For Amendment must present, in at least three to five narrative pages, plus any spreadsheet, a description of the following:

1. The current academic model including current student demographics and academic performance, including performance by student group,
2. An updated Meeting the Need section noting relevant sections and changes. The projected impacts from the proposed weighted lottery on student demographics,
3. How the school will ensure strong academic results for all students, including any adjustments to the school model and/or staffing to account for expected changes in student demographics,
4. A summary of the current fiscal state of the school under the current model, such as by a copy of the current school budget, and
5. A summary of the projected fiscal impact to revenues, expenditures, reserves, and surplus (deficit).

Additionally, include a copy of the current lottery policy as well as a copy of the charter school board-approved, proposed weighted lottery policy.

The draft of your proposed lottery policy must include a thorough explanation/rationale for any adjustments to lottery priorities and/or weights. Proposed policies must demonstrate alignment to [NRS 388A.456](#) and/or [R131-16](#). If your

school/network is proposing a weighted lottery, please be sure to provide a thorough explanation for the proposed weighting system.

Provide a plan and timeline for communicating the proposed lottery changes to your charter school/network community. How will the charter/network ensure that prospective families are aware of these changes?

Attach a revised student enrollment form to be used under the proposed policy<sup>4</sup>.

### **Facility RFAs**

**9. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320)**

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- d. Provide a narrative explaining the proposed use of any savings generated through lower facilities occupancy costs.

**10. RFA: Occupy New or Additional Sites (NAC 388A.315)**

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

**11. RFA: Occupy a Temporary Facility**

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

**12. RFA: Relocate or Consolidate Campuses**

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

### **General Facility RFA requirements**

1. Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.
2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by

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<sup>4</sup> Note: if the charter/network is proposing a weighted lottery, additional information asked of students and families should be clearly labeled as optional.



the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.

3. List names and roles of any parties which could be deemed financially interested and describe the potential or actual interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.
4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of the most recent model for your school). Explain plans to address any pro forma rating declines—if any—to at least the below areas from implementation of the plan.
  - a) Current Ratio (CR)
  - b) Unrestricted Days Cash on Hand (UDCOH)
  - c) Cash Flow (CF)
  - d) Debt to Asset Ratio (D/A)
  - e) Debt (or Lease) Service Coverage Ratio (DSCR or LSCR)
5. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, provide only the relevant post construction, post renovation items described below:
  - a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.
  - b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
  - c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
  - d) A copy of the floor plan of the facility and all other documentation required pursuant to NAC 388A.315 ("Request to occupy new or additional facility"). Include notations of all included campus facilities with a table or statement describing **the square footage** of the facility AND an assurance the school will submit any final versions of the documentation called for here and in NAC 388A.315.
    - i) Include conditioned space square footage, total campus acreage acquired/ under control of the school. (**Do not simply refer** reviewers to architectural drawings which may or may not include specific dimensions.)
  - e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment**\_\_\_\_\_.
  - f) A copy of the Certificate of Occupancy at **Attachment**\_\_\_\_\_.
  - g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment**\_\_\_\_\_.
  - h) The most recent project schedule showing milestone dates including Temporary and Final Certificates of Occupancy, other governmental permits, waivers, modifications or variations which may be required and their planned approval dates.
    - i) If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate "N/A"...If the school is managing the tenant improvements, then provide documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315388A.315 as an **Attachment**\_\_\_\_\_.
    - j) A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.
6. If a proposed facility has **NOT** been identified or the proposed facility **requires any construction or renovation** prior to the commencement of instruction, please provide:

- d) Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment**\_\_\_\_ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as an **Attachment**\_\_\_\_\_.
- e) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment**\_\_\_\_ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment**\_\_\_\_\_.
- f) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment**\_\_\_\_ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 388A.315 as an **Attachment**\_\_\_\_\_.
- g) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment**\_\_\_\_ OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment**\_\_\_\_\_.
- h) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment**\_\_\_\_\_.
- i) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment**\_\_\_\_\_.
- j) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315 as an **Attachment**\_\_\_\_\_.
- k) The organization's plans/methods to finance these facilities, including:
  - i) Whether the school is seeking:
    - (1) ☐ A loan (CDFI or other),
      - (a) ☐ For Construction financing,
      - (b) ☐ For Permanent financing,
      - (c) ☐ Refinancing
    - (2) ☐ Bond Financing,
      - (a) ☐ For Construction financing,
      - (b) ☐ For Permanent financing,



- (c) ☐ Refinancing
  - (d) ☐ Tax-exempt
  - (e) ☐ Rated
  - (f) ☐ Privately placed
- (3) Identification and description of bond instrument terms, including a schedule showing planned face amount, years/term to maturity, coupon/interest rate(s).
- (4) A schedule of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
- b) Comparison schedule/table (using SPCSA MS Excel file to be completed and returned in working MS Excel file format) showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).
- c) What is the required “breakeven” enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., “Breakeven Enrollment to Planned Enrollment is 380/420, or 90%”)?
- i) State the planned total classroom student capacity of the new facilities (e.g., “24,750 sqft total planned for up to 450 students at 55 square feet per pupil”).
- d) Will the financing/refinancing trigger any prepayment penalties? ☐ Yes, ☐ No.
- i) If “Yes”, describe the amount.
- e) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction? ☐ Yes, ☐ No. If so, please identify the parties and describe the interest(s).
- f) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
- g) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant’s facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.
- h) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.
- i) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.
- j) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.
- k) A copy of the school’s traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.
7. For schools which are seeking to occupy multiple facilities over several years, list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
- a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
  - b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and

inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of an **Attachment** \_\_\_\_\_. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of **Attachment** \_\_\_\_\_.

### **Facility RFA Attachments required**

1. A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
2. Agenda for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
4. If a facility has been identified, the physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility OR, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
6. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth **in square feet** OR, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
7. If a facility has been identified, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school OR a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
8. Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315

9. Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315.
10. Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315

### 13. ☐ **RFA: Transportation**

1. See (NAC 388A.330(4))
2. Describe the school's plan for transportation. Be sure to include:
  - o The number of students to receive transportation, including their grades
  - o The hours transportation is to be provided
  - o The physical location(s) proposed as pick-up and drop-off locations
  - o The entity/vendor providing transportation
3. Provide a statement of assurance confirming that the Charter School has met all vehicle regulations for the state.
4. Describe how the school and/or transportation vendor will comply with NRS 386.815 regarding operating a school bus for extended periods of time (as necessary).
5. Describe how the school and/or transportation vendor will comply with NRS 386.820, specifically:
  - o The proposed schedule for practicing student evacuation
  - o A description of the bus safety program
6. Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in NRS 386.825. Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
7. Confirm that the school meets the safety standards and requirements as outlined in NRS 386.830 – NRS 386.840 as well as any additional local and federal requirements.

### 14. ☐ **Change of incorporation status**

The notice of intent and the RFA must include a description of the type of nonprofit status being sought, e.g., Nevada nonprofit and/or IRC 501(c)(3) nonprofit, and an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

### 15. **RFA: Other Changes**

#### 1. **For certain other RFA requests**

- a. See NAC 388A.330
- b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in NAC 388A.310 to 388A.335, inclusive.

#### 2. **For all other RFA requests not otherwise described**

- a. See NAC 388A.335
- b. Complete all applicable sections above, general and specific

3. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is “material or strategically important”, pursuant to NRS 388A.223, the governing body must obtain approval from the sponsor before the amendment becomes effective.

- a. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

**4. Nonmaterial amendments**

- a. NAC 388A.335(2)
- b. For all other RFA requests not otherwise described in NAC 388A.335
- c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.



## NOTICE OF PUBLIC MEETING

### QUEST ACADEMY GOVERNING BOARD MEETING AGENDA

4025 N. Rancho Drive  
Las Vegas, Nevada 89130  
702-631-4751

<http://www.questlv.com/quest-board-information.html>

**Tuesday, March 15<sup>th</sup>, 2022 at 6:00 PM Pacific Time (US and Canada)**

**Quest Governing Board Meeting**

**Join Microsoft Teams Meeting**

**Join on your computer or mobile app**

[Click here to join the meeting](#)

**Or call in (audio only)**

[+1 929-352-3458,,330498045#](#) United States, New York City

Phone Conference ID: 330 498 045#

This public meeting will be conducted in accordance with Nevada's Open Meeting Law, NRS 241.020, and pursuant to requirements of Assembly Bill 253, the Quest Academy Governing Board's meeting will be held virtually with no physical location. A member of the public may hear, observe, participate in, and provide public comment at the meeting throughout the remote technology system. Quest Academy's website, [www.questlv.com](http://www.questlv.com), posts the notice of the meeting and supporting materials for the meeting. The public body can utilize the web-based link to attend the remote meeting live. If members of the public experience technical difficulties, they may utilize the phone number provided on this agenda to call in. Quest Academy is not required to provide any attendee with technical support that addresses individual hardware, software, or other technical issues unique to the attendee.

Below is an agenda of all items to be considered. Unless otherwise stated, items may be taken out of the order presented on the agenda at the discretion of the chairperson.

Time for public comment will be provided at the beginning of the meeting before any items on which action may be taken are heard by the public body and again before the adjournment of the meeting. See NRS 241.020(2)(d)(3)(I). A time limit of three (3) minutes, subject to the discretion of the Governing Board Chair, will be imposed on public comments in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available to the Governing Board. Persons may not allocate unused time to other speakers. To ensure the public has notice of all matters the Governing Board may choose not to respond to public comments to avoid the appearance of deliberation on topics not listed for action on the agenda. Public comment may be submitted in writing at [j.jones@questlv.com](mailto:j.jones@questlv.com), and any such public comment received prior to the meeting will be provided to the Governing Board and included in the written minutes of the meeting.



Forum restrictions and order of business: The viewpoint of a speaker will not be restricted, but reasonable restrictions may be imposed upon the time, place and manner of speech. Irrelevant and unduly repetitious statements and personal attacks that antagonize or incite others are examples of public comment that may be reasonably restricted. Reasonable efforts will be made to accommodate physically handicapped persons desiring to attend the meeting.

### **Agenda**

1. Call to Order, Roll Call, and Pledge
2. Public Comment #1. *Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The Governing Board Chair may allow additional public comment at her discretion. Public Comment #2 will provide an opportunity for public comment on any matter not on the agenda.*

**Action Items:** The Governing Board will hold discussion on the following items. Action may or may not be taken on these items. When applicable, supporting documentation will be provided to the public and be available at <http://www.questlv.com/quest-board-information.html>

3. Consent Agenda
  - a. Approval of January 18<sup>th</sup>, 2022 meeting minutes  
Will Batista, Governing Board Chair. ***For Possible Action***
4. Academic Report: Leadership Staff will provide information related to the academic state of the school.
  - a. Academic update
  - b. SPCSA Site Evaluation
  - c. Updated Quest's Path Forward plan
  - d. Projected Enrollment for 2022-2023 and potential charter amendment request-for possible action
  - e. 2022-2023 School Year Calendar-for possible actionJanelle Veith, School Leader. ***Information/Discussion/Action***
5. Financial Report: Leadership Staff will provide information related to the financial state of the school.
  - a. Financial update
  - b. Teacher Salary Schedule: School Year 2022-2023-for possible action
  - c. Preliminary Budget: School Year 2022-2023-for possible actionRichard McNeel, Controller. ***Information/Discussion/For Possible Action***





6. Facilities Report: Leadership Staff will provide information related to the school facilities to include:
  - a. New A/C maintenance contract-for possible action
  - b. Playground: general update and review of proposal for the field-for possible actionRichard McNeel, Controller. **Information/Discussion/action**
7. Purchase of Additional Laptops  
Richard McNeel, Controller. **Information/Discussion/For Possible Action**
8. Governing Board Calendar-School Year 2022-2023  
Will Batista, Governing Board Chair. **For Possible Action**
9. Public Comment #2. *Public comment will be taken during this agenda item on any matter not on the agenda. See NRS 241.020(d)(3). No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments.*

#### 10. Adjournment

\*This notice and agenda have been posted on or before 5:30 p.m. on the third working day before the meeting. In accordance with section 241.020 (2)(c)(2) of the Nevada Revised Statutes, the agenda items are subject to action and disposition by the Quest Academy Preparatory Education Governing Board, unless the agenda item specifically indicates otherwise. In accordance with NRS 241.020 this agenda closes three (3) days prior to the meeting date and has been posted on the Quest Academy website at <http://www.questlv.com/quest-board-information.html> and at the following locations:

1. Name: Jean Jones, Quest NW 4025 N. Rancho Dr. LV, NV 89130,  
Position: Human Resource, 702-631-4751 Date: 3/10/2022 Time: 8:00 am
2. Name: Savannah Gooding, 4075 N. Rancho Dr. Position: MS Receptionist,  
Date: 3/10/2022 Time: 8:00 am
3. Walmart Super Center, 3041 N. Rainbow, Las Vegas, NV 89128 (702) 656-0199,  
Date: 3/10/2022 Time: 8:30 am, **Community Board**
4. Quest Preparatory Academy Website <http://www.questlv.com>
5. <https://notice.nv.gov/>





**GOVERNING BOARD MEETING MINUTES**  
**4025 N. Rancho Drive**  
**Las Vegas, NV 89130**  
[www.questlv.com](http://www.questlv.com)

**Microsoft Teams Meeting Tuesday, March 15, 2022 at 6:00 PM**

In compliance with the Governor's Emergency Directives related to COVID-19, the January 18, 2022 Meeting of the Quest Academy Governing Board was conducted virtually and livestreamed.

**BOARD MEMBERS PRESENT (via video)**

Will Batist, President  
Edward Jimenez, Treasurer  
Lynn Hanrahan, Secretary  
Matt Frye, Member (arrived at 6:10)

**ABSENT**

Kelle Snow, Member

**QUEST LEADERSHIP STAFF PRESENT (via video)**

Janelle Veith, Principal  
Rich McNeel, Controller  
Jackie Working, Student Support Director  
Jean Jones, Human Resources

**Agenda Item 1: Ceremonial Items: Call to order, Roll Call, and Pledge of Allegiance**

President Batista called the meeting to order at 6:07 pm and Secretary Hanrahan called roll with attendance as reflected above.

**Agenda Item 2: Public Comment #1**

There were no public comments.

**Agenda Item 3: Approval of the January 18, 2022 meeting minutes**

President Batista asked if there were any corrections needed on the minutes presented

*Motion: Member Hanrahan made a motion to approve the January 18, 2022 Board Meeting Action Minutes. Member Jimenez seconded the motion. There was no further discussion. The motion carried unanimously.*

**Agenda Item 4: Academic Report**

Principal Veith provided information including (a) SBAC interims. Results show an upward trend; (b)SPCSA Site Evaluation: took place on March 10 and included strengths and challenges for Quest; (c) Quest's Path Forward Plan; (d) Projected Enrollment: must stay within 10% above and below the approved enrollment target. Request by Ms. Veith to amend the projected enrollment to 465.

*Discussion: President Batista: can we expand the lower grade numbers. Principal Veith: Facilities would allow for that. Several challenges include: staffing (shortage of teachers),*



*retention (keeping students), traffic pattern, new kindergarten age (Sept. 30 to first day of school, vertical movement of cohorts*

*President Batista: Can we change it once the amendment has been filed? Principal Veith: yes, same process. Member Jimenez: if enrollment is down does that affect our budget and how does it affect programs? Principal Veith: money based on ADA – students in seats. Mr. McNeel: will not affect current programs.*

*Motion: Member Jimenez made a motion to approve submitting amending the enrollment projection to 565 for SY2223. Member Frye seconded the motion. There was no further discussion. The motion carried unanimously.*

(e) Calendar 2022-2023. Principal Veith presented the next school year calendar. Start date is August 8. Spring Break is March 13-17. This is in alignment with CCSD.

*Motion: Member Hanrahan made a motion to approve the 2022-2023 school calendar. Member Jimenez seconded the motion. There was no further discussion. The motion carried unanimously.*

### **Agenda Item 5: Financial Report**

Rich McNeel, Controller, provided (a) financial update; (b) teacher salary schedule; (c) preliminary budget.

(b) teacher salary schedule: added a step; overall 1% increase.

*Discussion: Member Jimenez asked if this would affect teacher retention; Mr. McNeel: Yes, it isn't ideal. Members Jimenez and Batista wanted to know how many positions would be affected if they did a 1.4% COLA. Mr. McNeel stated he would do the math. Jean Jones, Human Resources, stated she would be glad to meet with the board to discuss the salary scale. She needs to have agreements out to the teachers so there is a time line for this issue. President Batista asked Member Frye if he would be willing to take a look at the salary schedule to see if there was some way to increase teachers' salaries making sure Quest was able to stay in budget. Member Frye said he would. President Batista asked that administration look at what 11.4 would look like and how that might affect academics or other areas.*

*Motion: Member Hanrahan made a motion to approve the 2022-2023 teacher salary schedule as presented. Member Frye seconded the motion. There was no further discussion. The motion carried unanimously.*

(c) Preliminary budget: Mr. McNeel provided information on revenue assumptions, expenditure assumptions, risks, opportunities, cash flow projection, and fund balance

*Motion: Member Hanrahan made a motion to approve the 2022-2023 tentative budget as presented. Member Jimenez seconded the motion. There was no further discussion. The motion carried unanimously.*

### **Agenda Item 6: Facilities Report**

Rich McNeel, Controller, gave information on the (a) A/C maintenance contract (under \$20,000) and (b) Playground

*No action required.*



#### **Agenda Item 7: Purchase of Additional Laptops**

*No action required.*

#### **Agenda Item 8: Governing Board Calendar 2022-2023**

President Batista provided dates for the Governing Board. Those dates are: July 19, 2022, September 20, 2022, November 15, 2022, January 17, 2023, March 21, 2023, May 16 2023. He also suggested that time will change to 5:30 beginning with the next meeting in May of 2022.

*Motion: Member Jimenez made a motion to approve the dates for the Governing Board for the 2022-2023 school year and changing the time beginning immediately to 5:30 pm. Member Hanrahan seconded the motion. There was no further discussion. The motion carried unanimously.*

#### **Agenda Item 9: Public Comments**

There were no public comments

#### **Agenda Item 10: Adjournment**

President Batista adjourned the meeting at 7:47 pm.

CHARTER SCHOOL ANNUAL FINANCIAL PERFORMANCE REVIEW REPORT						PRE-RELEASE	
Quest Academy						BETA VERSION	
School Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
From To	2014	2015	2016	2017	2018	2019	2020
	2015	2016	2017	2018	2019	2020	2021
	Actual	Actual	Actual	Actual	Actual	Actual	Actual

**School Name** Quest Academy Enter school name

**Independent Auditor** Heather Gretch Name of auditor  
RubinBrown, LLC Name of auditing firm  
702-878-9788 Phone number  
5851 W. Charleston Blvd. Street, Suite  
Las Vegas, NV 89146 City, State, Zip

<b>First Contract, First Year of operations</b>	<b>Fall 2008</b>	First contract, first year of operations (before first renewal sought).
	<b>Spring 2009</b>	
<b>Current Contract First Year of operations-or year 0</b>	<b>Fall 2014</b>	Note: School is starting w/year 0 (prior year w/ASD)
	<b>Spring 2015</b>	First year of operation with the current charter contract (including renewals).

#### Key

Enter required data in yellow cells: This data is for operations focused measuring. Accrual basis

Enter required data in bluecells: For capital, bond, facility measuring, such as modified accrual numbers.

<b>Meets Standards</b>	<b>MS</b>	<b>Falls Far Below Standards</b>	<b>FFBS</b>
<b>Does Not Meets Standards</b>	<b>DNMS</b>		

### SCHOOL FINANCIAL PERFORMANCE DATA

<b>ENROLLMENT</b>	% Chg Enrol-->	(23%)	(40%)	6%	(31%)	(3%)	0%
Actual Enrollment	1,460	1,130	676	719	497	484	486
Projected Enrollment	1,850	1,392	1,235	830	737	606	485
% Projected	79%	81%	55%	87%	67%	80%	100%
Comments							

### SOURCE: STATEMENT OF ACTIVITIES (ACCRUAL INFORMATION)

<b>SELECT REVENUES</b>	% Chg Rev St-->	2%	(13%)	(37%)	(6%)	(19%)	(1%)
Revenues-State	\$9,180,947	\$9,347,249	\$8,173,191	\$5,136,092	\$4,811,738	3,917,201	\$3,879,220
Revenues-Federal	7,673	-	-	251,595	-	424,488	489,749
Revenues-Local	-	-	-	-	-	-	-
Donations/Fundraising	-	-	-	-	-	110,557	3,957
Revenues - Other	78	11	13	328,208	202	7,498	230,226
<b>Total Revenue</b>	\$9,188,698	\$9,347,260	\$8,173,204	\$5,715,895	\$4,811,940	\$4,459,744	\$4,603,152
Comments: Rev/Exp'							

<b>SELECT EXPENSES</b>	% Chg Ed Prog-->	(21%)	(50%)	(13%)	(6%)	(21%)	(14%)
Educational Programs	10,022,518	7,900,796	3,983,797	3,473,045	3,250,394	2,581,755	\$2,210,370
EMO/CMO, ESP	-	-	-	-	-	-	-
Support Services (Gen & Admin)	-	3,323,107	2,660,738	2,004,787	1,487,223	1,346,344	1,180,140
Support Services, Other	-	1,613,047	1,123,135	1,408,133	1,102,262	1,225,762	1,070,215
Other Expenses	-	610,448	424,253	1,714,914	138,843	181,056	215,676
<b>Total Expenses, Operating</b>	\$10,022,518	\$13,447,398	\$8,191,923	\$8,600,879	\$5,978,722	\$5,334,917	\$4,676,401

#### Detail already included in the above Total Expenses

Interest Expense	81,532	35,251	-	-	-	12,657	5,854
Interest Expense (Capital/Bldg)	12,997	13,254	13,169	12,112	11,388	12,657	-
<b>Total Interest Expense</b>	\$94,529	\$48,505	\$13,169	\$12,112	\$11,388	\$25,314	\$5,854

Capital Lease Expense + Principa	-	-	-	-	-	-	-
Operating Lease Expense	1,409,161	565,440	208,654	407,159	611,486	609,456	607,424
Depreciation Expense	234,513	275,763	132,173	123,298	104,709	81,942	11,220
Amortization Expense	-	-	-	-	-	-	-

Total Expenses, Operating	\$10,022,518	\$13,447,398	\$8,191,923	\$8,600,879	\$5,978,722	\$5,334,917	\$4,676,401
Prior Period Adjustment			\$8,696,746	\$23,204			
Net Surplus (Deficit)	\$(833,820)	\$(4,100,138)	\$8,678,027	\$(2,861,780)	\$(1,166,782)	\$(875,173)	\$(73,249)

Adjustments to Net Surplus (Deficit)							
Change in Deferred Outflows		\$(44,010)	\$8,002,674	\$(2,424,210)	\$(1,658,915)	\$(1,703,584)	\$(1,705,655)

CHARTER SCHOOL ANNUAL FINANCIAL PERFORMANCE REVIEW REPORT						PRE-RELEASE	
Quest Academy						BETA VERSION	
School Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
From	2014	2015	2016	2017	2018	2019	2020
To	2015	2016	2017	2018	2019	2020	2021
	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Change in Net Pension Liability		3,844,301	1,174,533	(2,771,052)	(1,134,754)	(1,441,381)	(642,661)
Change in Deferred Inflows		\$(166,847)	\$103,345	\$1,449,350	\$436,101	\$552,788	\$(467,921)
Net Pension Liability Expense	(213,290)	3,721,464	(6,724,796)	1,102,508	960,262	814,991	595,073
Adjusted Net Surplus (Deficit)	\$(1,047,110)	\$(378,674)	\$1,953,231	\$(1,759,272)	\$(206,520)	\$(60,182)	\$521,824

CHARTER SCHOOL ANNUAL FINANCIAL PERFORMANCE REVIEW REPORT						PRE-RELEASE	
Quest Academy						BETA VERSION	
School Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
From To	2014	2015	2016	2017	2018	2019	2020
	2015	2016	2017	2018	2019	2020	2021
	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Other financing sources	-	-	-	-	-	-	-
Capital Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Expenditures Paid with Bond Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NOTICES							
Debt Default	No	No	No	No	No	No	No
Facility Lease Default	No	No	No	No	No	No	No
Other Legal/Financial Notices							
SOURCE: STATEMENT OF NET POSITION (ACCRUAL INFORMATION)							
SELECT ASSETS	% Chg C-Un-->	2424%	197%	(55%)	(35%)	(49%)	104%
Cash, Unrestricted	\$20,390	\$514,620	\$1,529,503	\$681,060	\$442,513	\$223,890	\$456,344
Cash, Restricted	-	-	-	-	-	-	-
Cash equivalents, Restricted	-	-	-	-	-	-	-
Cash equivalents, unrestricted	-	-	-	-	-	-	-
Total Cash & Equivalents	\$20,390	\$514,620	\$1,529,503	\$681,060	\$442,513	\$223,890	\$456,344
Total Cash & Eq' (Unrestr'd)	\$20,390	\$514,620	\$1,529,503	\$681,060	\$442,513	\$223,890	\$456,344
Proceeds from Bonds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	% Chg AR-->	(6%)	(45%)	(91%)	41%	690%	14%
Accounts Receivable	1,076,542	1,014,414	554,900	49,490	69,566	549,891	626,183
Other Current Assets	138,478	49,565	294,000	70,063	73,343	56,996	45,342
Total Current Assets	\$1,235,410	\$1,578,599	\$2,378,403	\$800,612	\$585,422	\$830,777	\$1,127,869
Current Assets (Operating)	\$1,235,410	\$1,578,599	\$2,378,403	\$800,612	\$585,422	\$830,777	\$1,127,869
Comments: Assets							
Non Current Assets, Facilities	1,947,838	1,073,561	739,433	591,035	491,892	438,482	30,923
Non Current Assets, Other, Net	14,951	15,575	2,916	196,785	82,123	30,923	36,907
Total Assets	\$3,198,199	\$2,667,735	\$3,120,752	\$1,588,432	\$1,159,437	\$1,300,182	\$1,195,699
Deferred Outflows	\$933,871	\$889,861	\$8,892,535	\$6,468,325	\$4,809,410	\$3,105,826	\$1,400,171
SELECT LIABILITIES							
Current Liabilities	% Chg AP-->	(37%)	103%	174%	(6%)	(21%)	(65%)
Accounts Payable	\$427,243	\$271,219	\$550,698	\$1,510,425	\$1,412,478	1,121,966	\$390,328
Capital leases, current	172,097	338,376	-	-	-	-	-
Notes/bonds/Debt, current	127,866	6,866	8,065	7,979	8,561	236,084	500,000
Other Current Liabilities	1,530,784	2,195,963	727,719	-	-	-	274,986
Current Liabilities	\$2,257,990	\$2,812,424	\$1,286,482	\$1,518,404	\$1,421,039	\$1,358,050	\$1,165,314
Comments: Liabilities							
Noncurrent Liabilities							
Outstanding Loans	Yes	Yes	Yes	Yes	Yes	Yes	No
Long-term Liabilities	-	-	-	-	-	-	-
Bond Debt & Capital Lease Bal'	580,999	200,542	191,032	179,358	169,655	433,571	-
Other NonCurrent Liabilities	399,252	73,456	108,703	115,408	-	-	-
Net PERS Pension Liability	5,501,949	9,346,250	10,520,783	7,749,731	6,614,977	5,173,596	4,530,935
Total Non-Current Liabilities	6,482,200	9,620,248	10,820,518	8,044,497	6,784,632	5,607,167	4,530,935
Total Liabilities	\$8,740,190	\$12,432,672	\$12,107,000	\$9,562,901	\$8,205,671	\$6,965,217	\$5,696,249
Total Liabilities (Operating)	2,657,242	2,885,880	1,395,185	1,633,812	1,421,039	1,358,050	1,165,314
Deferred Inflows	\$1,626,398	\$1,459,551	\$1,562,896	\$3,012,246	\$3,448,347	\$4,001,135	\$3,533,214

CHARTER SCHOOL ANNUAL FINANCIAL PERFORMANCE REVIEW REPORT					PRE-RELEASE			
Quest Academy					BETA VERSION			
School Years		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	From	2014	2015	2016	2017	2018	2019	2020
	To	2015	2016	2017	2018	2019	2020	2021
		Actual	Actual	Actual	Actual	Actual	Actual	Actual

#### Net Position (Per Annual Independent Audit)

Net Position (Beg' of Yr)	\$(5,400,678)	\$(6,234,498)	\$(10,334,636)	\$(1,656,609)	\$(4,518,389)	\$(5,685,171)	\$(6,560,344)
Change in Net Position	\$(833,820)	\$(4,100,138)	\$8,678,027	\$(2,861,780)	\$(1,166,782)	\$(875,173)	\$(73,249)
Net Position (End of Yr)	\$(6,234,498)	\$(10,334,636)	\$(1,656,609)	\$(4,518,389)	\$(5,685,171)	\$(6,560,344)	\$(6,633,593)
Calculated							
Net Position (Beg' of Yr)	\$1,007,088	\$(40,022)	\$(418,696)	\$1,534,535	\$(224,737)	\$(431,257)	\$(491,439)
Change in Net Position	\$(1,047,110)	\$(378,674)	\$1,953,231	\$(1,759,272)	\$(206,520)	\$(60,182)	\$521,824
Net Position (End of Yr)	\$(40,022)	\$(418,696)	\$1,534,535	\$(224,737)	\$(431,257)	\$(491,439)	\$30,385
Reconciliation							
Annual independent audit	\$(6,234,498)	\$(10,334,636)	\$(1,656,609)	\$(4,518,389)	\$(5,685,171)	\$(6,560,344)	\$(6,633,593)
Plus NPL adjustment	\$6,194,476	\$9,915,940	\$3,191,144	\$4,293,652	\$5,253,914	\$6,068,905	\$6,663,978
Minus calculated net position	\$(40,022)	\$(418,696)	\$1,534,535	\$(224,737)	\$(431,257)	\$(491,439)	\$30,385
Should equal zero	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

#### Notes:

I certify that to the best of my knowledge the information entered above is correct.

Submitter's em address

Name of submitter

Title

Date prepared & Phone #

Emailing this document to the SPCSA from an authorized school board chairperson or vice-chairperson will count as a signature.

### FINANCIAL PERFORMANCE MEASURES, METRICS, RATINGS

#### Near Term Measure 1

##### 1 Current Ratio (CA/CL) (MS >=1.1 or...)

r 98	Total Current Assets (Operating)	\$1,235,410	\$1,578,599	\$2,378,403	\$800,612	\$585,422	\$830,777	\$1,127,869
r 114	Total Current Liabilities (Operating)	2,257,990	2,812,424	1,286,482	1,518,404	1,421,039	1,358,050	1,165,314
	<b>Current Ratio</b>	<b>0.55 x</b>	<b>0.56 x</b>	<b>1.85 x</b>	<b>0.53 x</b>	<b>0.41 x</b>	<b>0.6 x</b>	<b>1.0 x</b>
			Pos Chg	Pos Chg	Neg	Neg	Pos Chg	Pos Chg
	<b>Ratings</b>	<b>FFBS</b>	<b>FFBS</b>	<b>MS</b>	<b>FFBS</b>	<b>FFBS</b>	<b>FFBS</b>	<b>DNMS</b>

#### Notes

					717,792	835,617	527,273	37,445
					(869,632)	(977,720)	(663,078)	(153,976)

#### Near Term Measure 2A

##### 2A Unrestricted Days Cash On Hand (>= 60 days, unless...)

r 90	Unrestricted Cash	\$20,390	\$514,620	\$1,529,503	\$681,060	\$442,513	\$223,890	\$456,344
r 51	Total Expenses, Operating	10,022,518	13,447,398	8,191,923	8,600,879	5,978,722	5,334,917	4,676,401
r 60	Total Depreciation	234,513	275,763	132,173	123,298	104,709	81,942	11,220
r 61	Total Amortization	-	-	-	-	-	-	-
	Total Expenses, Net	\$9,788,005	\$13,171,635	\$8,059,750	\$8,477,581	\$5,874,013	\$5,252,975	\$4,665,181
	Average Daily Expenses	\$26,816	\$36,087	\$22,082	\$23,226	\$16,093	\$14,392	\$12,781
	<b>UDCOH</b>	<b>0.8 Days</b>	<b>14.3 Days</b>	<b>69.3 Days</b>	<b>29.3 Days</b>	<b>27.5 Days</b>	<b>16 Days</b>	<b>36 Days</b>
			Pos Chg	Pos Chg	Neg	Neg	Neg	Pos Chg
	<b>Trend</b>	<b>-</b>	<b>Pos Chg</b>	<b>Pos Chg</b>	<b>Neg</b>	<b>Neg</b>	<b>Neg</b>	<b>Pos Chg</b>
	<b>Ratings</b>	<b>n/a</b>	<b>FFBS</b>	<b>MS</b>	<b>-</b>	<b>DNMS</b>	<b>DNMS</b>	<b>MS</b>

#### Notes

#### Near Term Measure 2B (For Information purposes)

##### 2B Unrestricted Days Cash On Hand--w/Accounts Receivables (Information only measure)

r 63	Unrestricted Cash & AR	\$1,096,932	\$1,529,034	\$2,084,403	\$730,550	\$512,079	\$773,781	\$1,082,527
r 75	Total Expenses, Operating	10,022,518	13,447,398	8,191,923	8,600,879	5,978,722	5,334,917	4,676,401
r 61	Total Depreciation	234,513	275,763	132,173	123,298	104,709	81,942	11,220
	Total Amortization	-	-	-	-	-	-	-
	Total Expenses, Net	\$9,788,005	\$13,171,635	\$8,059,750	\$8,477,581	\$5,874,013	\$5,252,975	\$4,665,181
	Average Daily Expenses	\$26,816	\$36,087	\$22,082	\$23,226	\$16,093	\$14,392	\$12,781
	<b>UDCOH</b>	<b>40.9 Days</b>	<b>42.4 Days</b>	<b>94.4 Days</b>	<b>31.5 Days</b>	<b>31.8 Days</b>	<b>54 Days</b>	<b>85 Days</b>
			Pos Chg	Pos Chg	Neg	Pos Chg	Pos Chg	Pos Chg
	<b>Trend</b>	<b>-</b>	<b>Pos Chg</b>	<b>Pos Chg</b>	<b>Neg</b>	<b>Pos Chg</b>	<b>Pos Chg</b>	<b>Pos Chg</b>
	<b>Ratings</b>	<b>n/a</b>	<b>MS</b>	<b>MS</b>	<b>DNMS</b>	<b>MS</b>	<b>MS</b>	<b>MS</b>

#### Notes

#### Near Term Measure 3

##### 3 Enrollment Variance (Adopted June 2021)

r 38	Actual Enrollment	1,460	1,130	676	719	497	484	486
r 39	Projected Enrollment	1,850	1,392	1,235	830	737	606	485



CHARTER SCHOOL ANNUAL FINANCIAL PERFORMANCE REVIEW REPORT						PRE-RELEASE		
Quest Academy						BETA VERSION		
School Years		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	From	2014	2015	2016	2017	2018	2019	2020
	To	2015	2016	2017	2018	2019	2020	2021
		Actual	Actual	Actual	Actual	Actual	Actual	Actual
Forecast Accuracy		79%	81%	55%	87%	67%	80%	100%
Ratings		FFBS	FFBS	FFBS	DNMS	FFBS	FFBS	MS

CHARTER SCHOOL ANNUAL FINANCIAL PERFORMANCE REVIEW REPORT					PRE-RELEASE			
Quest Academy					BETA VERSION			
School Years		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	From	2014	2015	2016	2017	2018	2019	2020
	To	2015	2016	2017	2018	2019	2020	2021
		Actual	Actual	Actual	Actual	Actual	Actual	Actual

Near Term Measure 4

#### 4 Notices

Debt Default (n/a if no debt)	No	No	n/a	n/a	n/a	n/a	n/a
Facility Lease Default	No	No	n/a	n/a	n/a	n/a	n/a
Other Legal/Financial Notices	0						

Sustainability Measure 1

#### 5 Total Margin (Not in default and not delinquent w/debt syruyps)

Current Year Net Surplus	\$(1,047,110)	\$(378,674)	\$1,953,231	\$(1,759,272)	\$(206,520)	\$(60,182)	\$521,824
Current Year Total Revenue	9,188,698	9,347,260	8,173,204	5,715,895	4,811,940	4,459,744	4,603,152
Current Year Margin	(11.4)%	(4.1)%	23.9%	(30.8)%	(4.3)%	(1.3)%	11.3%

	3 Year	3 Year	3 Year	3 Year	3 Year	3 Year
Surplus	\$527,447	\$(184,715)	\$(12,561)	\$(2,025,974)	\$255,122	
Revenue	\$26,709,162	\$23,236,359	\$18,701,039	\$14,987,579	\$13,874,836	
Aggregated 3 Year Margin	2.0%	(0.8)%	(0.1)%	(13.5)%	1.8%	
Ratings	DNMS	DNMS	MS	FFBS	FFBS	FFBS

Sustainability Measure 2

#### 6A Debt to Asset Ratio (W/facilities, bonds. W/o Net Pension Liability...)

Total Debt	3,238,241	3,086,422	1,586,217	1,813,170	1,590,694	1,791,621	1,165,314
Total Assets	\$3,198,199	\$2,667,735	\$3,120,752	\$1,588,432	\$1,159,437	\$1,300,182	\$1,195,699
Debt to Asset Ratio	101.3%	115.7%	50.8%	114.1%	137.2%	137.8%	97.5%
Ratings	FFBS>100%	FFBS>100%	MS<90%	FFBS>100%	FFBS>100%	FFBS>100%	DNMS

#### 6B Debt to Asset Ratio (W/O facilities, bonds. W/o Net Pension Liability...)

Total Debt (Operating)	2,657,242	2,885,880	1,395,185	1,633,812	1,421,039	1,358,050	1,165,314
Total Assets (Operating)	\$3,198,199	\$2,667,735	\$3,120,752	\$1,588,432	\$1,159,437	\$1,300,182	\$1,195,699
Debt to Asset Ratio	83.1%	108.2%	44.7%	102.9%	122.6%	104.5%	97%
Ratings	MS<90%	FFBS>100%	MS<90%	FFBS>100%	FFBS>100%	FFBS>100%	-90%, <=100%

Sustainability Measure 3

#### 7 Cash Flow

Total Cash Balance	\$20,390	\$514,620	\$1,529,503	\$681,060	\$442,513	\$223,890	\$456,344
Multi Year Cash Flow (3 yr)			\$1,509,113	\$166,440	\$(1,086,990)	\$(457,170)	\$13,831
One Year Cash Flow (1 yr)		\$494,230	\$1,014,883	\$(848,443)	\$(238,547)	\$(218,623)	\$232,454
One Year Cash Bal Chg	-	Pos Chg	Pos Chg	Neg Chg	Pos Chg	Pos Chg	Pos Chg
Ratings	-	MS	MS	DNMS	FFBS	FFBS	MS

Sustainability Measure 4

#### 8 Debt and/or Lease Service Coverage Ratio (MS >=1.1)

Net Income (aka Net Surplus)	\$(1,047,110)	\$(378,674)	\$1,953,231	\$(1,759,272)	\$(206,520)	\$(60,182)	\$521,824
Depreciation	234,513	275,763	132,173	123,298	104,709	81,942	11,220
Interest Expense	94,529	48,505	13,169	12,112	11,388	25,314	5,854
Capital Lease Expense	-	-	-	-	-	-	-
Operating Lease Expense	1,409,161	565,440	208,654	407,159	611,486	609,456	607,424
Amortization	-	-	-	-	-	-	-
NI b4 DIA	\$691,093	\$511,034	\$2,307,227	\$(1,216,703)	\$521,063	\$656,530	\$1,146,322
Annual Principal	\$127,866	\$6,866	\$8,065	\$7,979	\$8,561	\$236,084	\$500,000
Interest Expense	94,529	48,505	13,169	12,112	11,388	25,314	5,854
Facility/Capital Lease Expense	-	-	-	-	-	-	-
Operating Lease Expense	1,409,161	565,440	208,654	407,159	611,486	609,456	607,424
Debt (& Lease) Service	\$1,631,556	\$620,811	\$229,888	\$427,250	\$631,435	\$870,854	\$1,113,278

DSCR or LSCR ***	0.42	0.82	10.04	(2.85)	0.83	0.75	1.03
Ratings	DNMS<1.1	DNMS<1.1	MS>=1.1	DNMS<1.1	DNMS<1.1	DNMS<1.1	DNMS<1.1

Year 8	Year 9	Year 10
2021	2022	2023
2022	2023	2024
Budget	Budget	Budget

(5%)	0%	-%
463	463	
509	463	
91%	100%	-%

(4%)	1%	-%
\$3,725,642	\$3,744,275	\$ -
1,081,449	928,144	-
-	-	-
84,005	84,005	-
524,000	-	-
\$5,415,096	\$4,756,424	\$ -

7%	(5%)	-%
\$2,373,560	\$2,251,324	\$ -
-	-	-
936,006	920,291	-
1,191,426	1,203,119	-
353,547	354,342	-
\$4,854,539	\$4,729,076	\$ -
-	-	-

-	-	-
\$ -	\$ -	\$ -

		-
633,305	645,758	-
24,564	22,514	-
		-

\$4,854,539	\$4,729,076	\$ -
\$560,557	\$27,348	\$ -

\$ -                      \$ -                      \$ -

Year 8	Year 9	Year 10
2021	2022	2023
2022	2023	2024
Budget	Budget	Budget
-	-	-
\$ -	\$ -	\$ -
-	-	-
\$560,557	\$27,348	\$ -

<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
2021	2022	2023
2022	2023	2024
<b>Budget</b>	<b>Budget</b>	<b>Budget</b>
-	-	-
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -

<b>No</b>	<b>No</b>	<b>No</b>
<b>No</b>	<b>No</b>	<b>No</b>

39%	4%	-%
\$634,603	\$661,951	\$ -
-	-	-
-	-	-
\$634,603	\$661,951	\$ -
<b>\$634,603</b>	<b>\$661,951</b>	<b>\$ -</b>
\$ -	\$ -	\$ -

(50%)	2%	-%
313,092	319,354	
102,339	102,339	
\$1,050,034	\$1,083,644	\$ -
\$1,050,034	\$1,083,644	\$ -

24,926	72,922	-
29,579	30,454	-
\$1,104,539	\$1,187,020	\$ -

\$1,400,171	\$1,400,171	\$ -
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10%	1%	-%
\$429,361	\$433,655	\$ -
-	-	-
-	-	-
84,236	135,075	-
\$513,597	\$568,730	\$ -

No	No	No
-	-	-
-	-	-
-	-	-
4,530,935	4,530,935	-
4,530,935	4,530,935	-
\$5,044,532	\$5,099,665	\$ -
513,597	568,730	-

\$3,533,214	\$3,533,214	\$ -

<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
2021	2022	2023
<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Budget</b>	<b>Budget</b>	<b>Budget</b>

\$(6,633,593)	\$(6,073,036)	\$(6,045,688)
\$560,557	\$27,348	\$ -
<b>\$(6,073,036)</b>	<b>\$(6,045,688)</b>	<b>\$(6,045,688)</b>

\$30,385	\$590,942	\$618,290
<b>\$560,557</b>	<b>\$27,348</b>	<b>\$ -</b>
<b>\$590,942</b>	<b>\$618,290</b>	<b>\$618,290</b>

<b>\$(6,073,036)</b>	<b>\$(6,045,688)</b>	<b>\$(6,045,688)</b>
\$6,663,978	\$6,663,978	\$ -
<b>\$590,942</b>	<b>\$618,290</b>	<b>\$618,290</b>
<b>\$ -</b>	<b>\$ -</b>	<b>\$(6,663,978)</b>


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\$1,050,034	\$1,083,644	\$ -
513,597	568,730	-
<b>2.0 x</b>	<b>1.9 x</b>	<b>-</b>
<i>Pos Chg</i>	<i>Neg</i>	-
MS	MS	-

\$634,603	\$661,951	\$ -
4,854,539	4,729,076	-
24,564	22,514	-
-	-	-
\$4,829,975	\$4,706,562	\$ -
\$13,233	\$12,895	\$ -
<b>48 Days</b>	<b>51 Days</b>	<b>-</b>
<i>Pos Chg</i>	<i>Pos Chg</i>	-
MS	MS	-

\$947,695	\$981,305	\$ -
4,854,539	4,729,076	-
24,564	22,514	-
-	-	-
\$4,829,975	\$4,706,562	\$ -
\$13,233	\$12,895	\$ -
<b>72 Days</b>	<b>76 Days</b>	<b>-</b>
<i>Neg</i>	<i>Pos Chg</i>	-
MS	MS	-

463	463	-
509	463	-

Year 8	Year 9	Year 10
2021	2022	2023
2022	2023	2024
Budget	Budget	Budget
91%	100%	-%
DNMS	MS	-



<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
2021	2022	2023
<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Budget</b>	<b>Budget</b>	<b>Budget</b>

n/a	n/a	n/a
n/a	n/a	n/a


\$560,557	\$27,348	\$ -
5,415,096	4,756,424	-
<b>10.4%</b>	<b>0.6%</b>	<b>0.0%</b>

<b>3 Year</b>	<b>3 Year</b>	<b>3 Year</b>
\$1,022,199	\$1,109,729	\$ -
\$14,477,992	\$14,774,672	\$ -
<b>7.1%</b>	<b>7.5%</b>	<b>0.0%</b>
<b>MS</b>	<b>MS</b>	-


513,597	568,730	-
\$1,104,539	\$1,187,020	\$ -
<b>46.5%</b>	<b>47.9%</b>	<b>0.0%</b>
<b>MS&lt;90%</b>	<b>MS&lt;90%</b>	-

513,597	568,730	-
\$1,104,539	\$1,187,020	\$ -
<b>46%</b>	<b>48%</b>	<b>0%</b>
<b>MS</b>	<b>MS</b>	-

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\$634,603	\$661,951	\$ -
<b>\$410,713</b>	<b>\$205,607</b>	<b>\$ -</b>
<b>\$178,259</b>	<b>\$27,348</b>	<b>\$ -</b>
<i>Neg Chg</i>	<i>Neg Chg</i>	-
<b>MS</b>	<b>MS</b>	-

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\$560,557	\$27,348	\$ -
24,564	22,514	-
-	-	-
-	-	-
633,305	645,758	-
-	-	-
\$1,218,426	\$695,620	\$ -
\$ -	\$ -	\$ -
-	-	-
-	-	-
633,305	645,758	-
\$633,305	\$645,758	\$ -
<b>1.92</b>	<b>1.08</b>	-
<b>MS&gt;=1.1</b>	<b>DNMS&lt;1.1</b>	-

## **Quest Academy Budget Narrative to Accompany Quest's Request for Amendment Application Spring 2022**

Quest Academy is submitting a Request for Amendment of our current Charter in order to align our projected enrollment number in the approved charter document of 565 for SY2022-2023 with more realistic projections based on actual enrollment history. Quest is currently projecting 463 in enrollment for SY2022- 2023 which is based on current actuals as of Q3 SY2021-2022 of 463.85 when averaged across three Quarters. This is a reasonable projection based on the hold-harmless provision.

- A) Anticipated funding sources for SY2022-2023 totaling \$4,756,424.00 –
  - i. General Funds from the Nevada Distributive account Pupil Centered Funding Plan projected at \$3,744,275.00 which includes \$151,541.00 in State Special Education Funding.
  - ii. Federal Funds projected at \$722,238.00, including Title IA, Title IIA, Title IVA, SPED IDEA Part B, NSLP and Breakfast Program revenue.
  - iii. ESSER Relief funds that are one-time in nature totaling \$205,906.00.
  - iv. Local Funds projected at \$84,005.00 which includes local fundraising and local After School Care revenue.
  
- B) Anticipated Expenditures for SY2022-2023 totaling \$4,729,076.00.
  - i. Personnel Expenditures for SY2022-2023 are based on current staff and known departures for positions that will not be replaced based on smaller enrollment and less ESSER Relief funds than in SY2021-2022. Staff is budgeted at 44.20 FTE's in SY2022-2023 compared to 47.50 FTE's in SY2021-2022. This represents a decrease in 1.3 Support staff, and 2.0 teaching staff. There is a 1.0% COLA built in for all support staff and the top of the teaching scales.
  - ii. non-Personnel Expenditures are down slightly from FY2021-2022 because of some items that were purchased in SY2021-2022 that were one-time in nature. All other expenses were based on the current year run rates with a COLA built in of ~1.0% with costs.
  
- C) Contingency Plan to meet Financial Needs if revenues fall short: Quest constantly monitors enrollment, revenues, cash flow and expenses to avoid any surprises. Quest is always ready to make difficult decisions if enrollment or revenues fall short. Quest has also been able to build a reserve in the last few fiscal years in case a small dip into reserves is necessary with board approval.

- D) Cash Flow Contingency if State revenue is paid late or if there are revenue shortfalls- As mentioned in item C, Quest constantly monitors cash flow so that we can anticipate any cash flow issues. None are projected for the near future; however, Quest stands ready to make difficult decisions if the need arises due to cash flow issues. This would include delaying vendor payments or possibly seeking a credit facility if the need is particularly dire.
- E) Cash Flow Contingency due to Philanthropic Revenue Shortfall- Quest relies on fundraising revenue only to the extent that it is intended to cover extra-curricular activities. Essentially, if the fundraising doesn't occur, then the extra-curricular activity does not happen. No other philanthropic revenue is assumed.