

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2019 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For the: **Quest Preparatory Academy**

Date Submitted: April 26, 2019

Current Charter Contract Start Date: July 1, 2014

Charter Contract Expiration Date: June 30, 2020

Key Contact: Josh Kern

Key Contact title: Receiver

Key Contact email and phone: josh@thetensquaregroup.com

Date of School Board approval of this application: April 25, 2019

This Request For Amendment (RFA) is submitted to request a contract amendment regarding (place an "X" to the right of the specific RFA type(s) you are applying 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. [Other changes](#) ____

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Section I: Introduction

The mission of the State Public Charter School Authority (SPCSA) is to improve and influence public education in Nevada “by sponsoring public charter schools that prepare all students for college and career success and by modeling best practices in charter school sponsorship.” This mission includes assisting chartered public schools in making orderly enrollment, facility, financing and other changes to enable them to provide high-quality educational choices to students and their parents in Nevada.

As SPCSA public schools grow and progress they may wish to consider changes, additions or other improvements to their structure, facilities, legal relationships, school size or location(s). NRS 388A, NAC 388A and individual chartered public school contracts list various potential changes a school may consider making. These changes require that the school request and receive approval of the SPCSA Board to a Request For Amendment (RFA) before proceeding, except in the case of an emergency. The school must submit the RFA to the SPCSA describing the intended change and providing documentation to support approval of the requested change, to be confirmed by an amendment to the school’s charter contract signed by a representative of the board or the designee of the board.

These considered changes can be made through amendments to charter school contracts with the SPCSA, pursuant to NRS 388A.223 *et seq*, NAC 388A.305 *et seq*, and their respective Charter Contract. This Request For Amendment (RFA) application is provided by the SPCSA in fulfillment of its responsibility to develop a policy and procedure “for amending a written charter or charter contract and the criteria for determining whether a request for such an amendment will be approved....” NRS 388A.223. This RFA describes the “manner in which such procedures and criteria will differ if the sponsor determines that the amendment is material or strategically important.” NRS 388A.223.

This universal RFA application replaces all prior specific project RFA applications the SPCSA provided. It includes two sections. The first is a standard section which all RFA applicants must complete. It calls for general information about the school. The second section contains specific requests for supporting documentation to support the applicant’s request for specific contract amendments. Applicants need only submit one complete application for one or more amendments being recommended. That application should include supporting documentation for the general application section and specific supporting documentation for each specific amendment being requested.

Section II: Eligibility Requirements

To be eligible for consideration of approval of a contract amendment a school must submit a complete and accurate RFA, in accordance with the requirements and directions stated herein prior to the deadlines stated herein.

To be eligible to submit an amendment, the school must be in good standing in all three domains of the Authority’s academic, financial, and organizational performance frameworks and it must not be considered a low-performing school or otherwise ineligible according to any definition set forth in law or regulation. “All schools begin outside of the intervention ladder and are considered to be in Good Standing.” Charter School Performance Framework¹. Schools with questions about their eligibility should contact SPCSA staff.

¹ <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Performance%20Framework.pdf>

Ineligible schools may include, but are not limited to, those schools which operate an elementary, middle, or high school rated below the three star level; schools which operate an elementary, middle, or high school program that is a priority or focus school; schools which operate high schools with graduation rates below 60 percent; schools with compliance issues, including participation warnings or penalties on the Nevada School Performance Framework; and schools with financial framework deficiencies.

A school which does not have at least one independent financial audit and one year of academic performance data in the Nevada system of accountability is ineligible to apply for an expansion amendment unless the school was approved by the Authority as an EMO replication of a high performing charter school in another state or the operator applied as a CMO applicant and has replicated a high performing charter school model from another state. In such cases, the school will be required to submit updated academic, financial, and organizational performance data in all three domains from the replicated EMO school or CMO school network. In the event that the Authority mandates a system-wide assessment to supplement the statewide test and provide for additional data in the event of a testing irregularity or a change in state testing provider, schools should expect that data from that assessment will outweigh data provided from a school's internal assessment system.

All applications and the actions being requested for approval must be in compliance with NRS 388A, NAC 388A and all other relevant federal laws and regulations and SPCSA policy.

Schools with questions about eligibility should contact SPCSA staff for further clarification.

Section III: Amendment Types

NRS 388A, NAC 388A and individual chartered public school contracts list potential changes a school may consider making. The school must request and receive approval from the SPCSA Board of the Request For Amendment before the school may proceed with the intended change.

The following is a list of the RFA applications which are now being replaced by this universal RFA application. The approval for any material change considered for a school, including affecting facilities or operations, for which an express amendment was or was not earlier provided may now be handled through this single RFA application. Actions requiring an amendment to a charter school contract include those in the following list. Schools should contact the SPCSA if they are considering any change or addition to what was approved in their charter contract. For all RFAs, the General Section of this application must be completed according to the instructions herein. Specific RFA requirements for the below RFAs have specific requirements which must also be completed.

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. [Other changes requiring or not requiring approved RFAs:](#)
 - a. As described in NAC 388A.335 regarding a request for **an amendment not otherwise described**
 - i. If the governing body of a charter school wishes to amend its written charter or charter contract, as applicable, in **a way that is not described** in NAC 388A.310 to 388A.335.
 - ii. **Material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is material, the governing body must obtain approval from the sponsor before the amendment becomes effective.

- iii. **Nonmaterial amendment** to the written charter or charter contract, as applicable. 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.
- b. Other **non-amendment changes**. Pursuant to NAC 388A.340 the governing body of a charter school (1) shall notify the sponsor of the charter school not later than 10 days after the charter school makes any change to the mailing address, telephone number, facsimile number, articles of incorporation or bylaws of the charter school.

Applicants seeking more than one amendment may now use this RFA template and provide supporting documentation as requested in the general and applicable specific sections below.

The General Requirements Sections of this application describe general supporting documentation required for RFAs.

The Special Sections describe specific supporting documentation required for specific RFAs requested to enable specific changes being pursued by the school board.

For applicants seeking to make changes for which amendments are not listed above, contact SPCSA staff regarding what, if any, documentation may be required.

Section IV: Processing Schedule

RFA applications are processed according to the following schedule. Boards/Schools must submit their completed amendment request into the Charter Amendment section of Epicenter by 5:00 pm PT within the deadline schedule provided below for the relevant Spring or Fall application cycle.

If a below date falls on a federal or state officially recognized holiday, the submittal will be due no later than 5 p.m. Pacific Time on the first working day following said holiday.

Section V: Deadlines

	Spring Cycle	Fall Cycle
Notice² of Intent to submit Request for Charter Amendment (RFA)	Due between March 1 - 15	Due between September 1 - 15
Request For Amendment (RFA)	Due between April 1 – 15	Due between October 1 – 15
Board Meeting for Possible Action	June board meeting	December board meeting

Charter school expansion (i.e., additional campuses and/or grade levels) requests **must be submitted** at least 9 months prior to the proposed implementation. For example, a school wishing to expand in the 2020-2021 school year must submit an amendment to Authority staff no later than the fall cycle of 2019.

Section VI: Application Process

1. The school board determines that an applicable change is or may be required. The board may direct a representative of the school to contact the SPCSA to explain the potential change and request guidance or may direct a representative to prepare and submit a Notice of Intent and RFA including supporting documentation according to the deadlines set forth above.
 - a. Pursuant to NAC 388A.305(1) the “governing body of a charter school shall hold a public meeting that complies with the provisions of chapter 241 of NRS before the governing body submits to the sponsor of

² Notice or Letter of Intent

the charter school a written request for an amendment to its written charter or charter contract, as applicable, pursuant to NRS 388A.276. The governing body of a charter school may not request such an amendment unless a majority of members of the governing body vote to approve making the request.”

2. Applicant submits a timely submitted notice.
3. SPCSA transmits a confirmation of receipt of the NOI and may contact the applicant with any questions or comments.
4. Applicant submits a timely submitted and Request for Amendment (RFA) including all applicable requested supporting documentation.
5. SPCSA transmits a confirmation of receipt of the RFA and may contact the applicant with any questions or comments.
6. SPCSA staff, and potentially external reviewers, begin the completeness check process. SPCSA Staff may contact the applicant for more information, for more clarity, or to let the applicant know their application is insufficiently complete and cannot be processed at this time without substantial improvements to completeness, clarification or other aspects.
7. Staff transmits to applicant confirmation of completeness or determination that the RFA application is substantially incomplete so that it will not be processed at this time.
8. Upon confirmation of completeness, SPCSA staff, and potentially external reviewers, begin the review process of the RFA. SPCSA Staff may contact the applicant for further clarification and with requests for additional information or to explain issues with the RFA.
9. Staff will discuss with applicant SPCSA staff’s likely recommendation based on staff’s review and analysis of the RFA submitted. Applicant may determine if it wishes to proceed.
10. Staff will schedule a Board meeting date during which to present applicant’s RFA along with staff’s recommendation.
11. If the Agency Board approves the RFA, then staff will
 - a. work with the applicant to make the amendment changes to the contract and to secure an updated, mutually executed contract, to enable the school to proceed to implement the terms of the amendment.
 - b. implement the process to monitor the fulfillment of any conditions of the amendment, pursuant to the amended contract.
12. In the alternative, pursuant to NAC 388A.305(2) and except “as otherwise provided in NAC 388A.310 to 388A.335, inclusive, if the governing body of a charter school requests an amendment to its written charter or charter contract, as applicable, pursuant to NRS 388A.276, the sponsor of the charter school may authorize its staff to approve the amendment as the sponsor deems appropriate.” In such a case, staff will
 - a. work with applicant to make the amendment changes to the contract and secure an updated, mutually executed contract,
 - b. implement the process to monitor the fulfillment of any conditions of the amendment.

Applicants may contact the following SPCSA staff with any questions regarding this RFA Application.

1. Mike Dang, 702.486.8879, mdang@spcsa.nv.gov
2. Danny Peltier, 775-687-9178, dpeltier@spcsa.nv.gov
3. Mark Modrcin, 702-486-8271, mmodrcin@spcsa.nv.gov

Section VII: Application Instructions

Specifications

1. It is the responsibility of the applicant to ensure that the content is complete, detailed, and easily understood and followed by reviewers; external experts; and parents, families, and the general public.
2. Application responses made in this file should add no more than 50 pages to this approximately 40 page “core” application for a total of up to 90 pages—in addition to all required appendices/attachments.
3. RFA submittals must all be in an electronic format. The RFA “core” application must be in a searchable pdf format. (Do not print it to hard copy and scan it.) Site, architectural and similar plans which can only forward may be in the pdf format submitted to the applicant by their consultant or professional.

4. Leave the text of the questions in the document and add your responses following each question. This will facilitate reviews, document access (hyperlinked table of contents) and enable better public transparency.
5. Begin each major section (Executive Summary, Meeting the Need, Academic Plan, etc.) on a separate page.
6. All pages in the core application must remain consecutively numbered, as they are, in the footer and include the total number of pages, such as “Page 25 of 80.”
7. A RFA may not require all attachments described in this document. Place an “N/A” where appropriate—next to the respective “Attachment ___.” Do not leave them blank.
8. The name of each attachment, e.g. “Attachment 1,” etc. must be placed in the header of the first page and header/footer of remaining pages to facilitate review and navigation. Bookmarking individual sections and attachments in Acrobat is strongly encouraged to enhance readability and facilitate a thorough review.
9. Attachments may have independent page numbering.
10. The table of contents must identify the page number of each major section of the narrative and each required attachment—or simply respond within the MS Word version of this Application with its Table of Contents.
11. You do not need to try to fix the Microsoft Word formatting in this application if the formatting doesn’t automatically generate the correct or best font or outline number/letter when you enter text. As long as you include your response in the proper section we will ignore a misplaced outline number/letter.
12. References and citations should be placed in the footer.
13. If a particular question does not apply to your team or application, simply respond with a statement explaining why the question is not applicable AND including the term “not applicable” or “N/A” within the sentence.
14. All questions, including those identified as “Not Applicable” and tables not utilized must be left in the document. Tables which are accompanied with directions permitting the school to modify the number of rows and to customize the designated content may be changed as indicated.
15. Any budget or numerically oriented sheets must be submitted in a working Microsoft Office Excel file in addition to a pdf attachment.
16. When submitting resumes and biographies of proposed new board members and staff, label each document with the individual’s affiliation with the proposed school (board member, principal, teacher, etc.) and combine the files into a single converted PDF document.
17. Review all elements of your request for completeness before submitting. Incomplete requests will not be accepted, and schools are not able to amend, revise, or supplement their request after it has been submitted unless the SPCSA, at its sole discretion, requests additional information or the SPCSA board votes to reject the request and the applicant chooses to resubmit a revised request at a later date.
18. Schools are strongly encouraged to maintain final Microsoft Word versions of all written materials. In the event that a school elects to resubmit a request with additional content and documentation, the school will be expected to use the Track Changes function to identify any additions or deletions to the application. Specific format requirements for such resubmissions will be furnished to applicants upon request.
19. Applicants are reminded that all requests for facilities or enrollment expansion amendments are public records and are posted on the SPCSA web site. Once a request is approved, it is expected that the complete charter application and the approved amendments will be posted on the school’s web site or will otherwise be made available via electronic means upon request from any member of the public. To ensure the broadest range of accessibility for public documents, the SPCSA strongly encourages applicants to consult the Accessibility Guidance offered by our peer authorizer, the Massachusetts Department of Elementary and Secondary Education: <http://www.doe.mass.edu/nmg/MakingAccessibleDocuments.pdf> and <http://www.doe.mass.edu/nmg/accessibility.html>.

Applicants MUST submit amendment requests electronically in Epicenter, the statewide document management center for school submissions to the State Public Charter School Authority. All documents, other than budget documents and data submissions better suited to Excel, must be submitted as PDF documents. All PDF documents, other than those individual pages containing signatures or facilities documentation, must be submitted as converted (not scanned) documents.

Section VIII: Attachments for Applications

- 1) A letter (1-3 pages) approved and submitted by the governing body of the charter school clearly summarizing and explaining the RFA and the contract changes being requested, submitted with documentation (meeting minutes) showing the request was approved and submitted by the governing board of the charter school following a public meeting held pursuant to chapter 241 of NRS. Attached as Attachment 1
- 2) Letters of Community Support/Partnership N/A
 - a) May be scanned to PDF.
- 3) School and network leadership team job descriptions No change since most recent amendment.
- 4) Resumes for proposed school leader N/A. Attached as Attachment 2.
 - a) For RFAs where a new school leader would be installed
- 5) Student achievement data with NSPF rankings Attached as Attachment 3.
 - a) For the greater of the prior three, two, or one year(s), if available.
- 6) Competencies used for school leader selection N/A
 - a) For RFAs where a new school leader would be installed
- 7) Regional Director resume or job description N/A
 - a) Where applicable
- 8) CMO/Local Network organizational charts N/A
 - a) Where CMOs/EMOs are or will be involved
- 9) New Board Member Information Sheets N/A
 - a) For any current board members new since the opening or the last prior RFA
- 10) Incubation Year Planning Table N/A
 - a) For expansions into new facilities
- 11) EMO agreement documentation N/A
 - a) If school will contract with a non-profit or for-profit EMO for additional services or
 - b) This expansion will result in additional payments to an existing EMO
 - c) OR an assurance that the school is not contracting with an EMO
- 12) Operational execution plan N/A. No change since most recent amendment.
- 13) Budget narrative Attached as Attachment Attached as Attachment 4.
 - a) Include a description of planned/projected changes to enrollments with resulting budget impacts to revenues and expenses.
- 14) Financial Plan N/A. No change since most recent amendment.
 - a) Submit working Excel model showing budgeted new/marginal/additional revenue and expense changes contemplated from proposed changes as well as impacts on surplus/deficits and statement of position
 - b) Include copy of most recent annual budget submitted
- 15) Local Network Budget N/A
 - a) Where applicable
- 16) For schools which replicate an EMO or CMO model from another state which do not yet have Nevada performance data:
 - a) School performance data sheet and data from network's internal assessments demonstrating that the Nevada school is performing at a level similar to schools in other geographies. N/A
 - b) Historical financial documents for the entity including
 - i) audited financial records for the entity and, N/A
 - ii) if any of the schools operated by the management organization are technically separate entities,
 - (1) audited financials for each such school as well as any other campus by campus financial evaluations conducted by charter school authorizers. N/A

- c) At least three years of school financial audits are required for any school operating for three years or longer.

This may be provided in the format of your choosing. N/A

17) School Data Worksheet N/A.

Section IX: Elements of Successful RFAs

Successful amendment requests demonstrate the following characteristics:

Domain	Criteria
Organizational and Governance Accountability	Strong Governing Team that Significantly Exceeds Statutory Minimum Criteria with Proven Track Record of Transparently and Accountably Governing a Multi-Million Dollar Public Entity
Leadership	School and Network Leaders with Exemplary Track Record of Academic and Operating Results with Similar Model/Population Strong Operating Team with Proven Track Record of Transparently and Accountably Operating a Multi-Million Dollar Public Entity
Academic Accountability	Proven School Model With Proven Track Record of Producing 4/5 Star Results with Target Population
Fiscal Accountability	Strong School and Network Financial Model With Proven Track Record of Increasing Annual Fund Balances ³ Track Record of Clean Audits
Business Relationships	Transparent and Appropriate Client/Vendor Relationship with Any Identified Service Providers

³ Such fund balance increases are intended to track free cash on hand, and should be exclusive of any capital refresh, expansion, or bond-mandated reserves budgeted for and maintained by the school.

Section X: General Requirements Section

A) EXECUTIVE SUMMARY

4 Pages or less per RFA

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

Founded in 2008, Quest Preparatory Academy currently operates two schools. The main campus (known as the Northwest Campus) is located in the Centennial Hills area of Las Vegas at 4025 N. Rancho Drive and serves students in grades kindergarten through eight. The Alexander campus, located at 7550 W. Alexander Road, Las Vegas, NV, is currently home to Quest's kindergarten facility. This is the campus we are requesting to consolidate with the main campus.

There are approximately 56 students enrolled at the Northwest Campus and approximately 535 students enrolled at the Alexander Campus.

Quest Academy is fortunate to have a Lead Administrator, Janelle Veith, who has 14 years of experience in education as an educator and administrator and a Receiver, Josh Kern, of the TenSquare Group, who is a nationally recognized leader in the charter school sector.

2. Statement and overview of the mission and vision

Quest's mission is to provide a quality Kindergarten through 8th grade educational program, accessible to all children regardless of economic status or ethnicity that ensures they have the necessary skills, knowledge, and confidence to succeed in the future. For that success, Quest believes in focusing on the development of the whole child. Children must have support for their physical, social, emotional, and academic growth. Academic growth is supported through teaching a shared knowledge of history, science, art, and music. Quest's vision is one where every student matters and there are high expectations for academic excellence.

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 July 1, 2014 and a six-year expiration date of June 30, 2020 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
- ☐ 3. Enrollment: Expand 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)

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

N/A. Quest is currently in receivership. As such, this RFA does not require board approval.

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

The consolidation makes financial and operational sense for Quest Preparatory Academy. We have determined that our current two campus model does not maximize the utility of our resources. After analyzing our enrollment projections, staffing models, and facilities plans, we have determined that a campus consolidation is the best way to increase our organizational efficiency.

Our Northwest Campus is currently underutilized. We are currently only serving approximately 535 students, but our campus can easily accommodate the existing population in addition to the 56 students who are enrolled at the Alexander Campus each year. We have analyzed enrollment projections through 2024-2025 and are confident that this will still be the case as Quest continues to grow.

The consolidation will also help to streamline our staffing model. Quest currently employs a Lead Instructor and Office Administrator at each of its two campuses. Through the consolidation, we can eliminate this staffing redundancy, increasing the amount of funds available for resources that will directly support our students.

Finally, we believe the consolidation will help us to ensure that Quest Preparatory Academy is united in the pursuit of our mission and vision. With all students and staff on one campus, we can work together more effectively and cohesively to pursue our academic goals.

5. Description of proposed target model and target communities

Quest Academy is proposing to consolidate the Alexander Campus into Quest's Northwest Campus. The Alexander Campus currently serves Kindergarten students only. Our goal is to have all current Kindergarten students at the Alexander Campus enroll in first grade at the Northwest Campus and remain a part of the Quest community. We also plan to offer seats in our Kindergarten program for all students who would have otherwise enrolled in the Alexander Campus for the 2019-2020 school year.

The SPCSA and Quest Academy can ensure that students attending the Alexander Campus can continue to take advantage of the SPCSA approved academic turnaround efforts and stability of the new Quest Northwest Campus through consolidation of the two campuses. We plan to continue serving the same student and family populations to whom we have become deeply committed over the years. We are not changing our target model and communities, but rather seeking to increase the effectiveness and efficiency of our operations.

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

Quest Preparatory Academy expects to achieve a long term, affordable, and educationally appropriate location for all Quest students. Our goal in this consolidation is to reduce operational costs, and enabling both the Northwest and Alexander student bodies to take advantage of the TenSquare performance turnaround efforts. The financial and academic stability associated with this consolidation is integral for the success of the Quest student body.

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

The key components of the consolidated campus will be the streamlined relocation of Quest instructional and support services, property and equipment, and consistency with Quest's education model. Quest implements curriculum choices that support the Nevada Academic Content Standards (NACS). Research-based best teaching practices are implemented, and teachers differentiate instruction to meet all students' needs. Quest Academy follows the rigorous Core Knowledge Sequence in grades K-8. The Core Knowledge Sequence provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education. Core Knowledge sets high expectations for all children that are achievable thanks to the cumulative, sequential way that knowledge and skills build. Quest Academy ensures that students gain knowledge in history, science, art, and music along with emphasizing critical thinking and problem solving. Core Knowledge is a coherent, knowledge rich curriculum that will empower our students to achieve success throughout life.

By following the NACS and implementing the Core Knowledge curriculum, students, parents, and staff work together toward common goals and ensured success. In addition to the Curriculum and textbook resources, teachers have the ability to incorporate other resources to enhance the learning environment for each and every student. Quest utilizes Go Math! for math instruction, Core Knowledge Language Arts for reading and writing instruction, and Discovery Education for science and social studies instruction. While the content of what is being learned is consistent within each grade level, the manner in which instruction is given varies according to the unique learning environment of each classroom. Through data-driven decision making, academic success is measured through concrete results and same-student learning gains.

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

Quest Academy is fortunate to have a Lead Administrator, Janelle Veith, who has 14 years of experience in education as an educator and administrator and a Receiver, Josh Kern, of the TenSquare Group, who is a nationally recognized leader in the charter school sector.

Administration Staff: Reports to and make recommendations to the Lead Administrator on matters related to the academic affairs of the school including but not limited to academic performance, testing, Special Education and ESL performance and compliance, conformity with state and/or district-mandated programs, and faculty performance and development.

Operations Manager: Oversee matters pertaining to Facility Management, Food Services, Maintenance, and support staff, including a cumulative 15 years of experience in logistics and relocation. Accountable for the school's short, medium, and long-range facilities plan through collaboration with the Administration, Finance, and other committees to develop facilities requirements and options and to present recommendations to the Receiver.

Parent Advisory Committee (PAC): Facilitates constructive communications between the Receiver, administration, employees, and Quest Academy's families.

Finance Committee: Oversees the financial affairs of the school and review and make recommendations to the Receiver about financial policies of Quest Academy.

While in receivership, Quest Academy has undergone not only a financial audit and reconstruction, but an Academic and Performance evaluation in which the entire leadership staff has been evaluated to identify strengths, challenges, and opportunities in the areas of school performance and student achievement; leadership; school culture; and curriculum, instruction, integration of technology, teacher coaching, and professional development. The outcome has produced a solid plan for providing a robust, focused and effective structure and through their assessments, guidance and support, we feel secure in our depth of leadership. TenSquare continues to provide excellent resources and training for employees and lead the way in the academic turn around process.

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

Quest Academy relies heavily on parent and community involvement to support our success, but the underlying infrastructure to provide a quality academic based education is already in the making with the full support of the SPCSA and the Receivership.

NOTE

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.**

B) MEETING THE NEED

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.

Quest Academy is committed to its students, staff and community and views this consolidation as an example of that dedication. We believe that the consolidation will help us to continue to provide a quality education and productive environment to our students and staff. We take pride in the fact that Quest Academy currently serves one of the most diverse student populations among Nevada State Public Charter Schools. The diversity of our community has strengthened our model, and we want to continue growing in this manner. We have provided an overview of Quest student demographics as Attachment 5 to demonstrate the diversity in which we take so much pride.

- (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.

SPCSA Mission – The SPCSA improves and influences public education in Nevada by sponsoring public charter schools that prepare all students for college and career success and by modeling best practices in charter school sponsorship.

The consolidation effort outlined in the following pages allows Quest to provide stability, uniform academic improvement, and consolidated support services to all of Quest’s students, as well as the district and the community, without displacing students to other schools. It also aligns with the mission of the SPCSA – by 1) allowing the school to make the academic changes that are necessary to prepare students for success and 2) offering an opportunity for SPCSA to model best practices in charter school sponsorship by facilitating Quest’s academic turnaround.

Nevada ranked 51st in the nation in Education Week’s 2017 Quality Counts review, placing increasing pressure on the state to fulfill the promise of improving educational opportunities for all its young people, especially those who the odds are often stacked against, including students who qualify for free and reduced priced meals and students of color.

Quest Academy schools educate one of the most diverse student populations amongst Nevada State Public Charter Schools, with a population that is far more diverse than the state or the county:

Table 1: Quest Enrollment by Demographics, compared to County and State Charters

	Asian	African American	Hispanic	White	Two + races	SPED	ELL	FRL
State Public Charters 2016- 17	7%	9%	26%	49%	8%	9%	5%	24.%
Clark County 2016-17	6%	14%	46%	28%	6%	12%	18%	70%
Alexander 2016-17	2%	37%	39%	14%	8%	4%	43%	45%
Northwest 2016-17	5%	28%	29%	27%	8%	13%	22%	26%

This proposal is designed to ensure that Quest’s very diverse student body has the opportunity to take full advantage of the academic turnaround approved by the SPCSA, enriching the education of all of Quest’s students.

GROWTH RATE AND RATIONALE

- (1) Describe the school’s six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).
 - a. Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.

Quest is currently seeking to consolidate its two existing campuses into one campus. By submitting this RFA, we are taking steps towards our goal is to strengthening our main campus to ensure the long term financial and operational viability of Quest Preparatory Academy. We do not currently have plans to expand beyond one campus.

- (2) 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;

N/A. Quest will not require additional financing or facilities to consolidate the campuses.

- b. Difficulty raising philanthropic funding;

The consolidation moves the current Alexander Campus furniture, fixtures, equipment (FFE) and personnel a total of 1.9 miles to the current Quest Academy main campus (the Northwest Campus) that has the additional space to support the influx of students and staff. The initial cost of relocating the FFE is outweighed by the cost savings that will be experienced by reduced leasing costs, utilities, building and janitorial maintenance, facility supplies, and administration costs.

- c. Insufficient talent pipeline/difficulty recruiting faculty;

N/A. Quest anticipates the relocation of current personnel from the Alexander Campus, and even anticipates the occurrence of annual turnover. The TenSquare Group, as part of the academic turnaround effort, is managing the recruitment, training, and retention of new employees that best suit the new academic model for open positions.

- d. Insufficient leadership pipeline/difficulty recruiting school leaders;

N/A. Quest Academy already employs leadership that will assume all responsibilities for the main campus following the proposed consolidation. The consolidation offers an increase in productivity for the current administration as they will be able to manage instruction for all grades at one location.

- e. Misalignment between the founding school and leader and new campuses and leaders, and;

N/A. Quest is consolidating its existing two campuses into one campus. The consolidation will eliminate the need for intercampus coordination, thus mitigating the risk of misalignment between leaders.

- f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

N/A. There are no current plans to expand and Quest Academy is currently being led through a long term Academic Turnaround Effort led by The TenSquare Group as approved by the SPCSA in a previous amendment application.

- (3) 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.

Quest Academy has overcome multiple challenges regarding facilities. Finding a stable, long term, affordable solution proved to be a challenge as we moved from location to location since 2008.

Quest Academy's Montecito campus was challenged by a short term lease and required an unanticipated move to a new location when it was discovered at a late date that the Landlord was not willing to renew the lease term.

In the search for a new campus, Torrey Pines unfortunately resulted in a facility that was unstable, unaffordable, educationally inappropriate, and embroiled in lawsuits. To mitigate those challenges, Quest Academy, in conjunction with parents, the Receivership, and our community, had defined very clear requirements in search of

the new location and its contractual obligations regarding the new facility. Our solution was a long term lease at the Northwest Campus in which any escalation in cost is tied directly to funding per pupil, the provision of permanent structures, and our assertion to maintain informed stakeholders.

We learned a great deal from the consolidation of the Bridger and Northwest Campus locations in 2018. We are confident that the Northwest Campus offers a stable, proper educational facility already leased by Quest Academy that is able to afford the influx of students and personnel required by the consolidation. The Northwest Campus is not being fully utilized at present and can accommodate the influx of students from the Alexander Campus. We are excited to build one strong, sustainable, and cohesive campus to serve students of all grade levels.

As Quest Academy has seen approximately one campus move each year since 2014, we have streamlined processes in place to facilitate the physical move, while the overarching guidance of TenSquare will assure the academic and administrative structure is maintained. We consider communication with parents, community, staff, students and the Authority our primary tool in making a consolidation as smooth as possible.

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.

The Alexander Campus serves Kindergarten students only. The consolidation will not impact current parents and families at the Alexander Campus, as they have always been planning to secure seats at a new school for 2019-2020, and these families will be guaranteed seats at the Northwest Campus. We have outlined our plans to engage the Northwest community in the proposed consolidation below. We are confident that Northwest families will welcome this change. Parents have expressed strong interest building a playground at the Northwest Campus, and the consolidation will free up funds that we intend to use to construct a playground, pursuant to parental requests.

- (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?

After receiving approval of the amendment to consolidate campuses, the administration team at Quest Academy plans to hold the following activities to provide information and to encourage the parents to ask questions and for the team to address any concerns, as well as to establish buy-in among families:

- a. Open House Events for Current and Prospective Quest Families: Quest families will be offered the opportunity to tour the Northwest campus during the planned Open House events and the summer of 2019. Families will also be able to meet administration and some of the staff members who will be at the events.
- b. Open Lines of Communication with Current and Prospective Quest Families: Quest Academy has designated people available to answer parents' questions or concerns. They will be available via phone during school hours, and via email. They are also available to answer questions when parents come in to see them at the front office.
- c. Up-to-Date School Relocation Information on Quest Academy's Website and Social Media account: Upon approval of the amendment to relocate, Quest also aims to update current and prospective Quest families on the relocation information via the school's website (www.questlv.com) and its Facebook page, where parents can also ask questions and get answers.

- (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.

Quest Academy has a Parent-Teacher Organization (PTO) whose members are actively involved in organizing and participating in school activities. They are also involved in reaching out to other parents to disseminate information regarding school events and any changes that may affect them and their students. Quest will engage parents and families through volunteer opportunities as they arise for the 2019-2020 school year.

- (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 N/A**, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

With already established partnerships and relationships, our students and parents have been afforded many great opportunities and resources from community organizations and businesses which include: field-trips, family dine-nights, family events, extracurricular activities (athletics, dance, art, music), local community events, assistance programs, camps, partnerships with neighboring local schools, and college programs.

It is our hope that in consolidating we will continue to grow and become even stronger members of the surrounding community. Quest will continue to seek opportunities to establish long-lasting relationships and partnerships with community stakeholders in the surrounding area. These stakeholders will include community organizations, businesses, and educational institutions as it relates to our school's core mission, vision, and supporting programs. The community partnerships and relationships that will be strengthened through the consolidation will provide students and parents with many more extraordinary opportunities to grow.

- (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?

Quest has established partnerships and relationships with community members for over 10 years. Our facilities have been made available for public use to local churches, after school clubs, vendors, and community organizations. In recent years we have learned that we must continue to make community engagement a priority with local organizations, surrounding neighborhoods, and look to establish an infrastructure to implement that commitment.

Quest faculty will continue to openly receive feedback from our students, parents, and community stakeholders. Quest will respond to questions and concerns through conversations, public forums, surveys and committees. Quest will communicate proactively with parents, community organizations, and businesses by using traditional and nontraditional communication tools and events. We will conduct regular monthly meetings with the school principal, keep the school webpage current, and utilize community events and social media (Facebook, etc.). Quest will plan community meetings and partnerships with local businesses, law enforcement, and other community groups. We will also attend community meetings to form relationships with residents of the surrounding area and help them better understand Quest and its relationship to the State Public Charter School Authority, students and community.

- (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.

Quest's Receiver and the Quest leadership team have been the primary collaborators in planning the consolidation of the campuses. Input will be received from faculty during staff meetings and from parents during public comment at open board meetings, through which attendees will have the opportunity to communicate support as well as discuss concerns and ask questions about the consolidation. Quest will continue to offer meaningful ways to involve faculty, students, parents, and community members to contribute to the campus development.

C) ACADEMIC PLAN

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?

The consolidation will not change the mission and vision of Quest Preparatory Academy in any way. We remain deeply committed to our mission of providing a quality Kindergarten through 8th grade educational program, accessible to all children regardless of economic status or ethnicity that ensures they have the necessary skills, knowledge, and confidence to succeed in the future. We believe that the consolidation will help us to ensure coherence of the mission and vision. With all of our students and staff located at one campus, we will be able to send clear consistent messages about our mission and seamlessly collaborate to work towards our goals.

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?

No change from our prior consolidation application.

(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.

No change from our prior consolidation application.

(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.

No change from our prior consolidation application.

- 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.

No change from our prior consolidation application.

- 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.

N/A. Quest does not have plans to operate a high school.

- d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?

No change from our prior consolidation application.

- 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) 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.

No change from our prior consolidation application.

- 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.

No change from our prior consolidation application.

- 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?

No change from our prior consolidation application.

- 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.

No change from our prior consolidation application.

- 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?

No change from our prior consolidation application.

- 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.

No change from our prior consolidation application.

- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

No change from our prior consolidation application.

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.

No change from our prior consolidation application.

- 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.

No change from our prior consolidation application.

- 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?

No change from our prior consolidation application.

DISTANCE EDUCATION

(Distance Education Expansion Amendments) N/A.

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.

N/A. Quest Preparatory Academy has no plans to offer distance education programs.

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/. 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.

N/A. Quest Preparatory Academy will not be offering pre-kindergarten programs.

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.

N/A. Quest Preparatory Academy will not be offering a high school program.

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.

No change from our prior consolidation application.

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?

No change from our prior consolidation application.

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.*

No change from our prior consolidation application.

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.
- (2) **Attachment 4.** 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 N/A**. 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.
- (3) Submit a completed financial plan for the proposed school as an **Attachment N/A** (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).
- (4) Submit, as an **Attachment N/A**, 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).

- (5) 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 is not affiliated with a CMO or EMO.

- (6) 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**.
- (7) 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.

No change since prior consolidation application.

- (8) 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.

No change since prior consolidation application.

E) OPERATIONS PLAN

- ♦ **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.

No change since prior application.

- (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?

No change since prior application.

- (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?

No change since prior application.

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

No change since prior application.

- (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.

No change since prior application.

- (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.

No change since prior application.

- (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.

The consolidation will not affect the composition of the Governing Board. At present, through the direction of the State Public Charter School Authority, the Quest Academy Governing Board has been disbanded and replaced by the SPCSA Receiver, Josh Kern of TenSquare. The Receiver will continue to oversee and support the leadership team throughout the consolidation.

Although currently under Receivership, Quest Academy supports a governance philosophy where the Board makes broad policies based on school obligations, mission, and goals, and where the Board provides oversight and governance, focusing on productivity and results. Quest Academy shall strive to have the Board bring value to the school through active participation and to sustain cooperation and harmony among the teachers and staff, key stakeholders and the community. Lastly, Quest Academy recognizes that the success of its school lies in part in its ability to govern with commitment and skill. Key stakeholder groups (including community groups, clubs, parent committees, etc.) shall act in an advisory capacity and not have a governance role. It should be noted, however, that recruitment efforts may include members of stakeholder groups onto the Board.

3. Organization charts and decision-making authority:

- (a) Provide the following organizational charts:

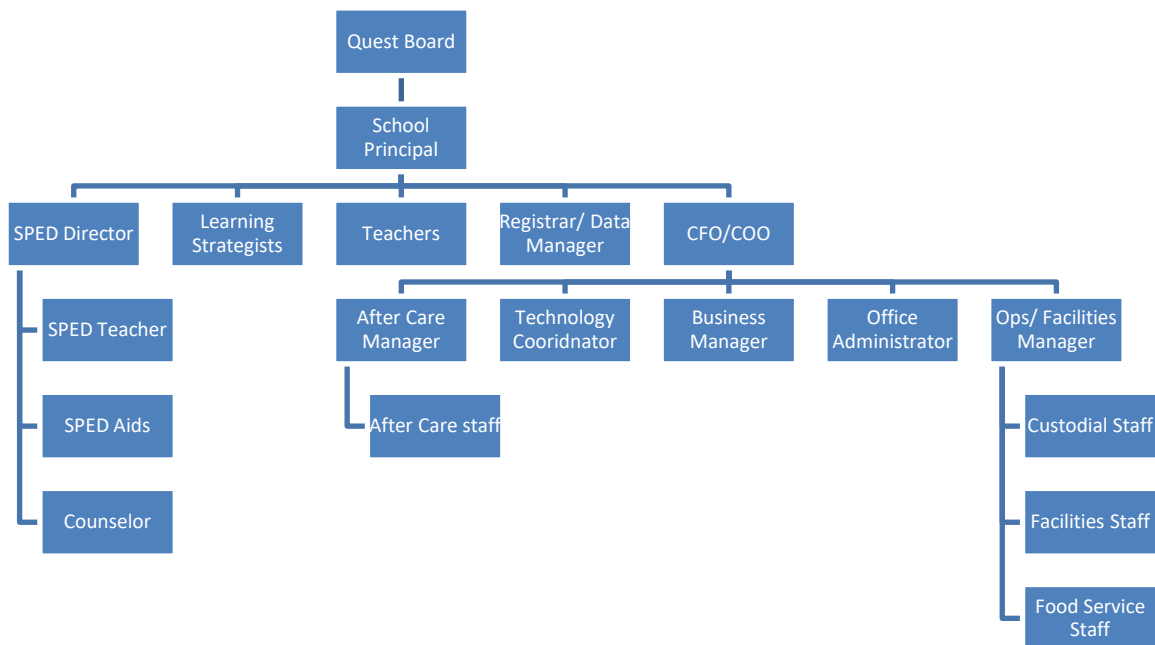
- (i) Current

- (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.*

Quest Academy’s proposed organizational structure for its single consolidated campus is outlined below. The Northwest and Alexander campuses will be merged into a single campus serving students in kindergarten through eighth grade.



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

- Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment N/A**) No change from prior application amendment.
- Resumes of all current leadership (provide as an **Attachment 2**)
- Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment N/A**)
N/A. We are not proposing to bring on new instructional leaders.

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:

- School leadership;
- School business operations and finance;
- Governance management and support to the Board;
- Curriculum, instruction, and assessment;
- At-risk students and students with special needs;
- Performance management; and
- Parent and community engagement.

Quest Academy is fortunate to have a Lead Administrator, Janelle Veith, who has 14 years' experience in education as an educator and administrator and a Receiver, Josh Kern, of TenSquare , who is a nationally recognized leader in the charter school sector.

Leadership Coaching and Support: Provided onsite to work with the Administrative Staff and provide continual growth and improvement techniques and guidance throughout academics.

Administration Staff: Reports to and make recommendations to the Lead Administrator on matters related to the academic affairs of the school including but not limited to academic performance, testing, Special Education and ESL performance and compliance, conformity with state and/or district-mandated programs, and faculty performance and development.

Operations Manager: Oversee matters pertaining to Facility Management, Food Services, Maintenance, and support staff, including a cumulative 15 years of experience in logistics and relocation. Accountable for the school's short, medium, and long-range facilities plan through collaboration with the Administration, Finance, PTO, and other committees to develop facilities requirements and options and to present recommendations to the Receiver.

Marketing Team: Develops fundraising strategies, promotional efforts, advertising, and outreach.

Parent Advisory Committee (PAC): Facilitates constructive communications between the Receiver, administration, employees, and Quest Academy's families.

Finance Committee: Oversees the financial affairs of the school and review and make recommendations to the Receiver about financial policies of Quest Academy.

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 N/A**).

No change from prior consolidation application.

7. Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.

No change from prior consolidation application.

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?

No change from prior consolidation application.

9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

While in receivership, Quest Academy has undergone not only a financial audit and reconstruction, but an Academic and Performance evaluation in which the entire leadership staff has been evaluated to identify strengths, challenges, and opportunities in the areas of school performance and student achievement; leadership; school culture; and curriculum, instruction, integration of technology, teacher coaching, and professional development. The outcome has produced a solid plan for providing a robust, focused and effective structure and through their assessments, guidance and support, we feel secure in our depth of leadership. Thus far, TenSquare has provided us with excellent resources and training for our employees.

2. 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.

N/A. We have no plans to expand and will not need to recruit or train new leaders.

- 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 N/A**). 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.

N/A. We have no plans to hire a regional director.

- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment N/A**) 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 2018-19 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 2018-19 school year and to add additional criteria to the pre-opening requirements for such campuses.

N/A. We have no plans to hire a regional director.

3. 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.

N/A. We plan to maintain a consistent staffing model over the next six years.

Sample Excerpt—Complete using Excel file

Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Management Organization Positions						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

4. 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.

N/A. We have no plans to expand and will not need to actively recruit new leaders and 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.

N/A. We have no plans to expand and will not need to develop a leadership pipeline.

- 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.

No change from prior consolidation application.

- 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?

No change from prior consolidation application.

- 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.

No change from prior consolidation application.

5. 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.

N/A. We currently have no plans to scale our model to new sites.

- 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.

N/A. Quest is not affiliated with a CMO or EMO that operates schools 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.

N/A. We are not opening any new campuses.

- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.

N/A. Quest is not affiliated with a CMO or EMO.

- 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** N/A. 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.

N/A. Quest is not affiliated with a CMO or EMO.

- 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.

No change from prior amendment application.

Function	Mgmt Org Decision-Making	Network Leader Decision-Making	Board Decision- Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				
Data Mgmt & 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 Mgmt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

6. 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.

- a. 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.

Quest Academy is not proposing an expansion, but a consolidation that will allow us to retain and support current students and families. Quest will continue to recruit and market in a variety of methods that will target students from all demographic and socio-economic areas. Some of these methods will include: participating in several community events throughout the city, posting ads on social media avenues such as Facebook and Pandora, mailing postcards to the surrounding area, passing out flyers on foot at local businesses and canvassing local neighborhoods. Additionally, we utilize a referral program for our current families and vendors to recruit new families. Quest has and will continue to adhere to the NRS 286.580 and SB208 regarding student recruitment as reflected in our profoundly diverse demographics and moderate percentage of special populations. We participate in the National School Lunch Program which allows us to reach out to families in poverty. We also provide tutoring to our English language learners and students in the academic intervention program, which allows us to reach out to academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

- b. 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.

Since its inception, Quest Academy has admitted students through a legitimate lottery process, wherein information regarding ethnicity, socio-economic, linguistic, and special needs are not factored. At the time of enrollment, information in relation to income is not requested, therefore, does not factor in to a student's admittance. Quest has always maintained an exceptionally diverse population in both ethnic and special population groups in comparison to current zoned schools as shown in the tables below. Our diversity has continued to be one of our biggest draws over the years when speaking with parents and community members. We also continue to attract new enrollment and retain current enrollment due to our small class size, family oriented program, standard uniform attire, and high academic standards. We have used many marketing methods over the years to include: mailers, highway billboards, community events, door hangers, promotional items, and social media. Our biggest marketing tool has consistently been word of mouth within the school community through current families and staff, which reflects highly on the quality of our educational program and overall school experience. Our retention rate in all groups is consistently high with the exception of the most recent year due to facility needs, therein resulting in the need for the consolidation, which will better suit the educational and safety needs of our students.

- c. 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 lottery⁴ 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.
7. Quest campuses currently represent their communicates and serve a higher at-risk population than other surrounding charter schools.

Name	American Indian %	Asian %	Hispanic %	Black %	White %	Pacific Islander %	Two or More Races %
Quest Academy	0.75	5	22.33	22.12	39.11	3.9	6.78
Eisenberg ES	-	3.61	36.45	14.78	34.15	-	8.37
Kahre ES	-	3.92	32.65	16.98	31.53	-	11.94
Leavitt MS	-	3.94	23.33	11.9	51	-	7.55
Tobler ES	-	3.61	48.11	14.6	25.26	-	6.19

⁴ 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.

- a. 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.

Our enrollment calendar for the first year was the 2008-2009 school year. Once we required the need for a lottery process, we began the open enrollment window during the entire month of February following the re-enrollment window for current students during the entire month of January. Once the open enrollment window is closed on the last day in February, the lottery is conducted on March 1st of each year. The lottery is conducted by randomly drawing numbers and assigning them to the applications received during the open enrollment window. Any applications that are received after the lottery is conducted will be added to the waiting list of the corresponding grade level on a first come, first serve basis.

- b. 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.

Our target re-enrollment for the upcoming school year has been 80%, which was determined as the average rate of retention over the last 9 years of existence. We expect the rate of return to increase from the last school year due to the increase in quality of the proposed educationally appropriate facility. Currently, 91% of students have indicated they will be returning for the 2018-2019 school year. Each year we expect the rate of return to increase by 2% until the facility's capacity is met. We have come to the determination of the rate based on historical data and the stability of a permanent facility. Please refer to the tables below based on the minimum, planned, and maximum projected enrollment at each grade level. The enrollment targets will be monitored closely by the Registrar and administrative team.

- c. 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?

Quest Academy will continue to incorporate special education trainings for staff members in order to ensure that they are knowledgeable in understanding and meeting the needs of the school's special education population. Members of Quest Academy's special education department, along with the administration team, are also available to assist and support staff members and parents who have questions or need any clarification about Quest's special education population and services provided to them.

- d. 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?

Since Quest is an established charter school, the student recruitment plan will continue as is it currently implemented. Quest utilizes social media, a website, and public events such as back to school fairs to sustain and increase enrollment. The marketing committee meets bi-monthly to discuss effective

strategies and organize activities and events. To backfill vacancies, the school will reach out to community groups, neighborhoods within a two mile radius of the school, and implement a referral program.

- e. Complete the following tables for the proposed school to open in 2019-20. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2019 and fall 2020.

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					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
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					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
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					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25
Pre-K						
K						
12						

Total						
-------	--	--	--	--	--	--

We are not proposing to open any new schools. However, we have provided a spreadsheet outlining our projected enrollment through 2024-2025 as Attachment 6.

- a. 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.

N/A. We are not proposing to open any new schools.

- b. 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.

N/A. We are not proposing to open any new schools.

- c. 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.

N/A. We are not proposing to open any new schools.

8. 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."

- a. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

No change from original application or most recent amendment. See attached.

- b. 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.

No change from original application or most recent amendment. See attached.

- c. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment N/A**). Please note that at least 75% of new board members for SY 2018-2019 must be identified at the time of the submission of the expansion request.

No change from original application or most recent amendment. See attached.

- d. Provide, as part of **Attachment N/A**, 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.

No change from original application or most recent amendment. See attached.

- e. 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?

No change from original application or most recent amendment. See attached.

- f. 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.

The amendment does not contemplate any new relationships that could pose actual or perceived conflicts of interest.

- g. 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?

No change from original application or most recent amendment. See attached.

- h. 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.

No change from original application or most recent amendment. See attached.

- i. 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 academic reports.

No change from original application or most recent amendment. See attached.

- j. 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.

No change from original application or most recent amendment. See attached.

- k. 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.

No change from original application or most recent amendment. See attached.

- l. 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?

No change from original application or most recent amendment. See attached.

Goal	Purpose	Outcome Measure

9. INCUBATION YEAR DEVELOPMENT

- a. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2017-2018) to ensure that the school is ready for a successful launch in fall 2018. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment N/A**.

N/A. We have no plans to open a new school.

- b. 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.

N/A. We have no plans to open a new school.

- c. 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.

N/A. We have no plans to open a new school.

10. 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).

N/A. Quest does not intend to amend an existing management contract or enter into a new management contract.

- a. How and why was the EMO selected?
- b. 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).
- c. 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.
- d. 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.
- e. Please provide the following in **Attachment N/A**:
 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 shorted 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.

N/A. Quest does not intend to amend an existing management contract or enter into a new management contract.

11. SERVICES

1. Provide **Attachment N/A** describing how the school leadership team will support operational execution.
2. 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.

No change from original application or most recent amendment.

3. 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

N/A. We are not seeking approval for any additional services.

4. 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.

No change from original application or most recent amendment.

5. 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.

No change from original application or most recent amendment.

6. 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.

No change from original application or most recent amendment.

7. Provide, as an Attachment N/A, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

No change from original application or most recent amendment.

12. ONGOING OPERATIONS

1. 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?

No change from original application or most recent amendment.

2. 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.

No change from original application or most recent amendment.

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 shorted 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, shorted 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 N/A** (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 N/A** 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 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.
8. 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**.

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) Letter from Board chair requesting Good Cause Exemption.
- 11) Agenda for Board Meeting Where Board Voted to Request Good Cause Exemption.
- 12) Draft or Approved Minutes for Board Meeting Where Board Voted to Request Good Cause Exemption.
- 13) Budget Narrative
- 14) School Budget
- 15) Network Budget
- 16) Historical Audits
- 17) 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 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.

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

Year						
Enrollment						

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

Year						
Enrollment						

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

For an RFA to accomplish this objective:

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

Facility RFAs

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

- Complete the general sections above and the general and specific facility sections below
- 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.
- 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.

9. 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.

10. 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.

11. 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.

As Quest Academy has seen approximately one campus move each year since 2014, we have streamlined processes in place to facilitate the physical move, while the overarching guidance of TenSquare will assure the academic and administrative structure is maintained. We consider communication with parents, community, staff, students and the Authority our primary tool in making a consolidation as smooth as possible.

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 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.

Quest Preparatory Academy does not plan to acquire any new school facilities. Quest Preparatory Academy will continue to maintain its Northwest campus. We are confident that the consolidation will secure the operational and financial viability of Quest Preparatory Academy, specifically the Northwest campus.

3. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, please provide:
 - 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. See Attachment 7.
 - 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. See Attachment 8.
 - c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement. See Attachment 8.

- d) 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 AND an assurance the school will submit final documentation in compliance with NAC 386.3265. See Attachment 9.
 - 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 10**.
 - a) A copy of the Certificate of Occupancy at Attachment 11.
 - b) 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 Attachment 12.
 - c) 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 386.3265 as Attachment 13.
2. 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: N/A.
- a) 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 386.3265 as an **Attachment N/A** 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 N/A**.
 - b) 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 386.3265 as an **Attachment N/A** 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 N/A**.
 - c) 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 386.3265 as an **Attachment N/A** 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 386.3265 as an **Attachment N/A**.
 - d) 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 386.3265 as an **Attachment N/A** 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 N/A**.
 - e) A detailed construction project plan and timeline, including a Gantt 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 386.3265 as an **Attachment N/A**.

- f) 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 386.3265 as an **Attachment** N/A.
 - g) 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 386.3265 as an **Attachment** N/A.
3. For schools which are seeking to occupy multiple facilities over several years, please 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. N/A. The school seeks to occupy one campus only.
- 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.
- N/A. Quest seeks to occupy one campus only.

- 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 386.3265 as part of an **Attachment** N/A. 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 386.3265 as part of **Attachment** N/A.
- N/A. Quest seeks to occupy one campus only.

4. Please include the organization's plans to finance these facilities, including:
- a) Indicate whether the school intends to finance these facilities through the Department of Business and Industry (B&I) or another bond conduit. If the school is not using the B&I conduit, please identify the proposed issuer of the bonds. Please provide a rationale for the selection of this issuer, and a comparative analysis with any other issuers considered by the school.

N/A. This proposed consolidation will reduce costs for Quest.

- b) Total project cost for each facility

N/A. Quest will not be incurring costs to acquire or expand a facility.

- c) Financing and financing assumptions

N/A. Quest will not be required to finance a new facility or the expansion of an exiting facility.

- d) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole.

No change.

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.
See letter provided as attachment 1.
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
Not applicable. Quest is currently under receivership. As such, board approval was not required.
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
Not applicable. Quest is currently under receivership. As such, board approval was not required.
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 386.3265. See Attachment 7.
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 386.3265. See Attachment 8.
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 386.3265. See Attachment 10.
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 386.3265 N/A. Quest is not acquiring a new facility.
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 386.3265 See Attachment 11.
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 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 386.3265. See Attachment 12.

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 386.3265 See Attachment 13.
-

12. RFA: Transportation

1. See (NAC 388A.330(4))
2. Describe the school's plan for transportation. Be sure to include:
 - The number of students to receive transportation, including their grades
 - The hours transportation is to be provided
 - The physical location(s) proposed as pick-up and drop-off locations
 - The entity/vendor providing transportation
3. Provide a statement of assurance confirming that Somerset 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:
 - The proposed schedule for practicing student evacuation
 - 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.

13.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
 - c. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is material, the governing body must obtain approval from the sponsor before the amendment becomes effective.
 - d. 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.
3. **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.

Attachment 1- Letter to SPCSA

Attachment 1: Letter to SPCSA

Dear Ms. Feiden:

I am writing to notify the SPCSA that Quest intends to consolidate its Alexander Campus into Quest's Northwest campus. The Alexander Campus currently serves kindergarten students only. The Northwest Campus currently serves students in grades kindergarten through eight. The consolidation application is attached to this letter.

The consolidation makes financial and operational sense for Quest Preparatory Academy. We have determined that our current two campus model does not maximize the utility of our resources. After analyzing our enrollment projections, staffing models, and facilities plans, we have determined that a campus consolidation is the best way to increase our organizational efficiency.

Our Northwest Campus is currently underutilized. The Northwest Campus can easily accommodate the 535 students we are currently serving in addition to the 56 students who are enrolled at the Alexander Campus. We have analyzed enrollment projections through 2024-2025 and are confident that this will still be the case as Quest continues to grow.

The consolidation will also help to streamline our staffing model. Quest currently employs a Lead Instructor and Office Administrator at each of its two campuses. Through the consolidation, we can eliminate this staffing redundancy, increasing the amount of funds available for resources that will directly support our students.

Finally, we believe the consolidation will help us to ensure that Quest Preparatory Academy is united in the pursuit of our mission and vision. With all students and staff on one campus, we can work together more effectively and cohesively to pursue our academic goals.

We understand that the application was originally due on April 15, 2019, and we respectfully request a just cause exemption. As you are undoubtedly aware, charter school consolidations are incredibly complex, with significant academic, financial and legal implications for multiple stakeholder groups. Based on our experience with the Bridger consolidation last year, we understand the importance of moving through this process thoughtfully and meticulously to ensure we get things right. In this case, we had to make sure that the lien on the Alexander property would not impede our efforts to sell the facility before moving forward with our plans. Once we were confident that a sale would be feasible, we wanted to ensure that the Northwest facility would in fact be able to accommodate all former Alexander students. Therefore, we waited until accurate enrollment projections through 2024-2025 were available to confirm our belief that we would be able to continue serving all current Quest students for the foreseeable future. Those projections are included with our application. We appreciate your understanding of our request for a slightly extended timeline and look forward to working with you on this consolidation.

We are excited about the opportunity to pursue this new vision for Quest Preparatory Academy and we truly appreciate your support.

Best,

Josh Kern

Attachment 2- Principal Resume

SKILLS

Analyzing data to make informed instructional decisions to improve outcomes for students; Planning and facilitating professional development which lead to enhancements in the quality of instructional delivery

EDUCATION

Masters Degree: Educational Leadership | 12/2015 |
Arizona State University
 4.0 GPA

Bachelors Degree: Elementary Education | 05/2002 |
University of Alaska-Anchorage
 Major: Elementary Education
 Minor: Sociology
 Magna Cum Laude

EXPERIENCE

Principal | Quest Academy | 7/2016-present

Serving the needs of 500+ K-8 students and their families in a turnaround effort. Achieved gains in school performance on the 2018 Nevada School Performance Framework

Curriculum and Assessment Director | Quest Academy | 7/2015-6/2016

Develop, coordinate and facilitate sequencing of curriculum and implementation in instruction. Ensured compliance with mandated assessments and oversaw progress monitoring across four campuses..

Kindergarten Teacher | Founders Academy | 8/2014-6/2015

Provide students with appropriate learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth.

OBJECTIVE

To foster students' personal and intellectual growth so they are prepared to be productive citizens and lifelong learners. I believe children will rise to the level of expectation. Children have a right to learn and in that learning be successful.



J22sap@yahoo.com (850) 624-4877
 7602 Mount Princeton Street
 Las Vegas, NV 89166

ATHLETIC EXPERIENCE

Athletic Coordinator: Quest Academy

Surveyed students for athletic interests; created athletic committee; organized flag football, basketball, volleyball, track and field and soccer intramurals and competitive leagues. Created budgets and schedules.

2001 Verizon Academic-All American Volleyball Team

Coaching Experience

NSYSL Soccer Coach
 (2011, 2012, 2016-2018)

Attachment 2: Principal Resume

Vice Principal | Quest Academy | 10/2013-7/2014

Oversee curriculum and instruction for Kindergarten through eighth grade implementing the Common Core State Standards; assist principal with student discipline; coordinate testing; assist in fulfilling the school's mission

2nd Grade Teacher | Quest Academy | 8/2011-10/2013

Instructed students using the Common Core State Standards; served on school safety team as safety coordinator; co-wrote 21st Century Grant in 2012; provided professional development regarding the analysis of test scores and using them for instruction

Additional Experience

Anchorage School District, Alaska

6th Grade Teacher | Aurora Elementary | 8/2008-5/2010

4th Grade Teacher | Creekside Elementary | 8/2007-5/2008

Bay District Schools, Florida

1sGrade Teacher | Hiland Park Elementary | 9/2003-5/2007

Kindergarten Teacher | Springfield Elementary | 8/2002-6/2003

Bay County Junior Science Museum Instructor

High School Varsity Coach (2014)
High School JV Women's Volleyball
(2008-2010)

High School JV Women's Basketball
(2008-2010)

Club Volleyball Coach U-18 (2002)

U.A.A. Volleyball Camp Instructor
(1999-2001)

Attachment 3- Achievement Data

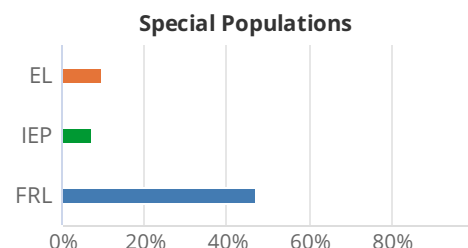
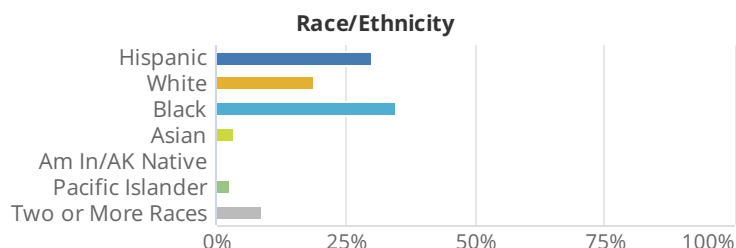
Attachment 3: Achievement Report

School Year 2017-2018 Nevada School Rating for Quest Academy Northwest



School Type: Charter SPCSA
 School Level: Elementary School
 Grade Levels: 0K-08
 District: State Public Charter School Authority
 Website: www.questlv.com

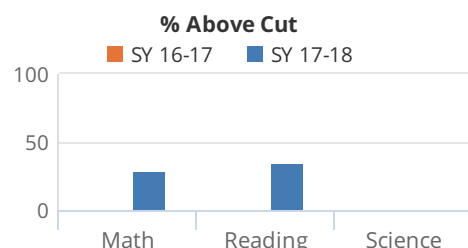
Total Index Score: 48.5
 School Designation:
 4025 N. Rancho Dr.
 Las Vegas, NV 89130
 Phone: 702-631-4751 x5



Academic Achievement



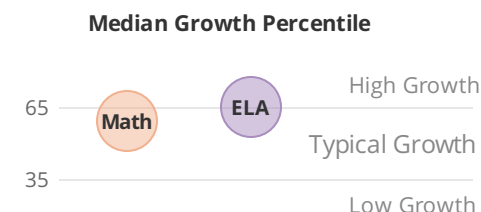
	% Above Cut	% District
Math CRT	29.0	52.8
ELA CRT	34.6	58.6
Science CRT	0	35.3
<i>Pooled Average</i>	28.2	52.9
Read by Grade 3	33.7	56.2



Student Growth



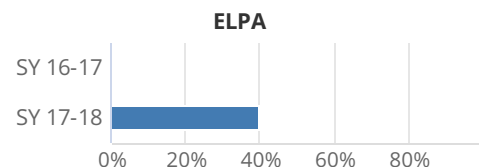
	% SY 17-18
Math CRT MGP	59.0
ELA CRT MGP	65.0
Math CRT AGP	26.7
ELA CRT AGP	55.4



English Language



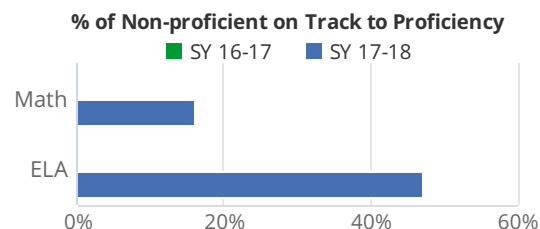
	% of EL Meeting AGP	% District
ELPA	40.0	42.5



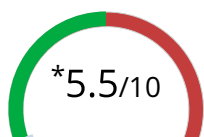
Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	16.1	
ELA CRT	47.1	

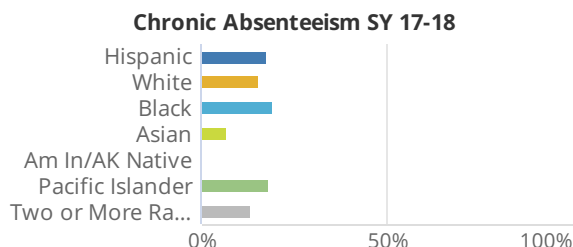


Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	17.5	10.1
	% Participation	Met Target
Climate Survey	94.5	YES



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	70	75.2	67.2	50	76.2	74.1	-	49.2	N/A
Black/African American	10.1	30.6	28.8	18.6	40.5	39.6	0	14.6	N/A
Hispanic/Latino	28.5	40.2	36.5	37.5	48	45.5	0	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	20	59	52.9	53.2	67.1	62.6	-	46.6	N/A
White/Caucasian	52.7	61.1	57.2	47.2	65	65.7	-	43.8	N/A
Special Education	15	29.2	24.8	30	29.3	26.3	-	19.4	N/A
English Learners Current + Former	41.4	37.4	32.4	41.4	38.9	38.4	-	15.2	N/A
English Learners Current	30	25.5		15	22.8		-	4.8	N/A
Economically Disadvantaged	27.2	33.1	35.7	36.3	40.4	44	0	17.3	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	14.2	34.2
Hispanic/Latino	50	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	44.4	62.6
Special Education	-	29.4
English Learners Current + Former	50	33
English Learners Current	-	21.8
Economically Disadvantaged	33.3	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	55	51	16.2	40.5
Hispanic/Latino	53	64.5	23.3	50
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	74.5	65	50	66.6
Special Education	69	73	30.7	53.8
English Learners Current + Former	49.5	74	27.7	61.1
English Learners Current	-	-	-	-
Economically Disadvantaged	56	65	25.5	53.4

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	18.5	39.2
Hispanic/Latino	13.6	40.9
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	-	54.5
Special Education	-	54.5
English Learners Current + Former	0	40
English Learners Current	-	-
Economically Disadvantaged	16.1	37.1

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	7.1	4.9
Black/African American	19.3	14.5
Hispanic/Latino	18	11.5
Pacific Islander	18.1	12.6
Two or More Races	13.5	9
White/Caucasian	15.8	9
Special Education	19.1	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	21.2	10.4
Economically Disadvantaged	21.5	15.9

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

2 Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

Attachment 4- Budget

Attachment 4 Budget

CHARTER SCHOOL BUDGET INSTRUCTIONS

Per NAC 387.720:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are then SUBMITTED by the Charter School Governing Body to NDE, Program Analyst - Fiscal Analysis Division - Legislative Counsel Bureau and the Charter School sponsor.

General Instructions:

The preferred method of submitting the Tentative and Final budgets to the NDE, is electronically.

The signed cover page (Form 1) for the final budget, can be scanned and sent electronically, faxed, or mailed.

Enter data in the yellow cells only.

FORM 1 COVER PAGE

- 1 Enter the name of the charter school in "Charter School - fill in the name of your school".
- 2 Enter the number of governmental fund types. You will most likely have one (General Fund) or two (also Special Education).
- 3 Enter the total estimated expenditures for governmental funds. This amount must agree with "TOTAL ALL EXPENDITURES" on Form 4 Expenses, page 11.
- 4 If you have a proprietary fund(s), enter the number of funds and estimated expenses. It is unusual for Charter Schools to have proprietary funds. This total must agree with "TOTAL EXPENSES" on Form 6 Proprietary, page 2.
- 5 Fill in the certification information on the lower left side of the page, prior to submitting the budget. Fill in the "Scheduled Public Hearing." information at the bottom page for the tentative budget.
- 6 Fill in the certification information on the lower portion of the page, including the board members, prior to submitting the final budget. The certification needs to be signed by the charter school principal or administrator and all members of the governing board.
- 7 Fill in the actual public hearing information under "Scheduled Public Hearing:" prior to submitting the final budget.

FORM 2 ENROLLMENT-DSA

- 1 Enter the weighted Average Daily Enrollments (ADE) for both "Actual Year Ending 06/30/XX" (columns D/F & H/J) for pre-K, Kindergarten, Elementary, Secondary, and Ungraded. As well as "Students transported into Nevada from out-of-state" and "Students transported to another state".
- 2 Enter the weighted ADE for "Estimated Year Ending 06/30/XX" for the budget submission year in #1-5, 7-8.
- 3 Enter the Hold Harmless amount in #10. As per SB508 (2015) hold harmless may only consider the prior year.
- 4 Enter the WEIGHTED estimated average daily enrollments based on School District of residence in #11. If the pupils only reside in one school district, enter the total number of students (WEIGHTED) next to that district. If they reside in more than one district, allocate the enrollment to the correct school districts. The rate for basic support will automatically calculate for you.
- 5 Enter an estimated "Outside Revenue" amount in #12. The prior year amounts are listed at the far right under #11 as a reference.
- 6 #13 will calculate based on the numbers you have provided for #1-12.
- 7 Enter the estimated dollar value of Special Education weighted funding anticipated to be received in FY20 (should be based upon FY19 funding).

FORM 3 REVENUES

- 1 Fill in the amounts of revenue for the prior fiscal year per revenue code in column (1) from your audited financial statements.
- 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 6 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance.
- 7 Column (2) will have the audited **ending** balance from column (1) as the budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 8 Check that the "TOTAL ALL RESOURCES" amounts are correct.

FORM 4 EXPENDITURES

- 1 Fill in the expenditure amounts, per program, in column (1) on pages 1-6, from your audited financial statements.
- 2 Fill in the expenditure amounts, per program, in column (2) on pages 1-6, from your current year estimates.
- 3 Fill in the expenditure amounts, per program, in column (3) on pages 1-6, based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 4 Fill in the expenditure amounts, per program, in column (4) on pages 1-6, based on the approved and adopted budget for the school year to begin July 1 for the final budget.

- 5 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (1) on pages 8-11 from your audited financial statements. Do not forget to include your charter school sponsorship fees.
- 6 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (2) on pages 8-11 for your current year expenditures. Do not forget to include your charter school sponsorship fees.
- 7 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (3) on pages 8-11 based on anticipated expenditures for the school year beginning July 1. Do not forget to include your charter school sponsorship fees.
- 8 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (4) on pages 8-11 based on the approved and adopted budget for the school year beginning July 1. Do not forget to include your charter school sponsorship fees.
- 9 Fill in the contingency amount under function 6300, if appropriate. Note that it is not to exceed 3% of all expenditures. This amount has been calculated for you at the bottom of page 11.
- 10 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of page 11. If you do not agree, please check that all revenue and expense items have been included on Forms 3 and 4.
- 11 If the ending balance is less than zero, please reallocate your expenditures and/or revenues. **We expect all charter schools to be fiscally responsible.** A positive ending balance is required unless prior arrangements have been made and approved by your sponsor AND the Deputy Superintendent of Business Support and Services.

FORM 5 EXPENDITURE SUMMARY

- 1 This form calculates the information from Forms 3 and 4. Please check the numbers to verify that they are correct.

FORM 6 PROPRIETARY OR ENTERPRISE

Form 6 is only filled out if you maintain proprietary or enterprise funds. This is unusual for charter schools.

- 1 Fill in the amounts of revenue per revenue code in column (1) from your audited financial statements.
 - 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
 - 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
 - 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.*
- 5 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance.
 - 6 Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
 - 7 Check that the "TOTAL ALL RESOURCES" amounts are correct.
 - 8 Fill in the expenditure amounts, per function, in column (1) from your audited financial statements.
 - 9 Fill in the expenditure amounts, per function, in column (2) from your current year estimates.
 - 10 Fill in the expenditure amounts, per function, in column (3) based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
 - 11 Fill in the expenditure amounts, per function, in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
 - 12 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of the page. If you do not agree, please check that all revenue and expense items have been included.

FORM 7 INDEBTEDNESS

Form 7 is only filled out if you currently have or anticipate loans.

- 1 Enter the fund which includes the indebtedness in column (1).
- 2 List each loan in column (1) under the appropriate fund.
- 3 Enter the type of loan in column (2). Choices 1-11 are listed at the upper right of the form.
- 4 Enter the term of the loan in number of **MONTHS** in column (3). Example 2 years = 24 months.
- 5 Enter the original amount of the loan (issue) in column (4).
- 6 Enter date of issue in column (5).
- 7 Enter date of final payment in column (6).
- 8 Enter the interest rate of the loan in column (7).
- 9 Enter the outstanding balance at the beginning of the current year in column (8).
- 10 Enter the amount of interest payable in column (9) for the budgeted year beginning July 1.
- 11 Enter the amount of principal payable in column (10) for the budgeted year beginning July 1.
- 12 Column 11 will calculate the total interest and principal payables for the budgeted year beginning July 1.

FORM 8 - TUITION AND TRANSPORTATION

FORM 8 is only filled out if you receive or pay tuition or transportation costs to another education entity.

- 1 Enter any tuition revenue received from NV individuals or NV school districts in column (1) under Revenue.

- 2 Enter the amount into the correct row, under column (1).
- 3 Enter any transportation revenue received from NV individuals or NV school districts in column (2) under Revenue. Enter the amount into the correct row, under column (2).
- 4 Enter any tuition revenue received from out-of-state individuals or out-of-state school districts in column (3). Enter the amount into the correct row, under column (3).
- 5 Enter any transportation revenue received from out-of-state individuals or out-of-state school districts in column (4). Enter the amount into the correct row, under column (4).
- 6 Enter tuition paid to Nevada school districts under object code 561, column (1), by program.
- 7 Enter transportation paid to Nevada school districts under object code 511, column (2), by program.
- 8 Enter tuition paid to out-of-state school districts under object code 562, column (3), by program.
- 9 Enter transportation paid to out-of-state school districts under object code 512, column (4), by program.
- 10 Totals will calculate.

FORM 9 FUND TRANSFERS

FORM 9 is filled out if you have more than one fund, and transfer funds from one fund to another.

- 1 In column (2) General Fund, list all funds with money transferred INTO the General Fund.
- 2 In column (3) General Fund, enter the amount of each transfer next to the fund listed in item #2.
- 3 In column (4) General Fund, list all funds RECEIVING General Fund transfers.
- 4 In column (5) General Fund, enter the amount of each transfer next to the fund listed in item #3.
- 5 In column (2) Special Revenue Fund, list all funds with money transferred INTO the Special Revenue Fund.
- 6 In column (3) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #2.
- 7 In column (4) Special Revenue Fund, list all funds RECEIVING Special Revenue Fund transfers.
- 8 In column (5) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #3.
- 9 The totals will calculate and should balance.

FORM 10 LOBBY EXPENSES

Form 10 is only filled out if you anticipate lobby expenses.

- 1 Item #1, enter the lobbying activity.
- 2 Item #2, enter the source of the funding.
- 3 Item #3, enter the anticipated costs for transportation.
- 4 Item #4, enter the anticipated costs for lodging and meals.
- 5 Item #5, enter the anticipated costs for salaries and wages.
- 6 Item #6, enter the anticipated costs for compensation to lobbyists.
- 7 Item #7, enter the anticipated costs for entertainment.
- 8 Item #8, enter the anticipated costs for supplies, equipment & facilities; other personnel and services spent in Carson City.
- 9 The total anticipated expenditures will calculate.
- 10 Enter the Entity involved in the lobbying effort.

Form 11 CASH FLOW

- 1 Enter basic revenue sources in the left column under "REVENUES, Type:".
- 2 Enter the anticipated cash flow, for each revenue source, per month. The totals will calculate.
- 3 Enter the total budgeted revenue per source under the column at the right "Final Approved Budget". The variance will calculate.
- 4 Enter the basic operating (object) categories in the left column
- 5 Enter the anticipated cash flow, for each expenditure category, per month. The totals will calculate.
- 6 Enter the total budgeted expenditures per category under the column at the right "Final Approved Budget". The variance will calculate.
- 7 In the bottom section, enter the opening cash balance as of July 1, in the "PROJECTED July" column, in the row "Begin Cash Balance (F/B)". The remaining balances will calculate as additional data is entered.

STEVE SISOLAK
Governor
JONATHAN P. MOORE, ED.D.
Acting Superintendent
of Public Instruction

STATE OF NEVADA



DEPARTMENT OF EDUCATION
Northern Nevada Office
700 E. Fifth Street
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(775) 687 - 9200
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SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway, Suite 221
Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702) 486-6450

Charter School Budget

Quest Preparatory Academy herewith submits the TENTATIVE or FINAL or AMENDED FINAL budget for the fiscal year ending June 30, 2020

This budget contains government fund types with estimated expenditures of \$
proprietary funds with estimated expenses of \$.

Per NAC 387.715:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are **SUBMITTED** by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, Josh Kern
(Print Name of Receiver)
(Signature of Receiver)

certify that all applicable funds and financial operations of this Local Government are listed herein

Signed

Dated: April 13, 2019

SCHEDULED PUBLIC HEARING:

Date and Time:

Publication Date

Place:

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL PRIOR YEAR ENDING 06/30/18	WEIGHTED ACTUAL CURRENT YEAR ADE ENDING 06/30/19	WEIGHTED ESTIMATED ADE - YEAR ENDING 06/30/20
1. Pre-kindergarten (NRS 387.123)	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0
2. Kindergarten	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0
Kindergarten	69 x 1 = 69.0	67 x 1 = 67.0	75 x 1 = 75.0
3. Elementary	<u> </u> 308	<u> </u> 301	<u> </u> 316
4. Secondary	<u> </u> 136	<u> </u> 130	<u> </u> 139
5. Ungraded	<u> </u>	<u> </u>	<u> </u> 0
6. Subtotal	<u> </u> 513.0	<u> </u> 498.0	<u> </u> 530.0
7. Students transported into Nevada from out-of-state	<u> </u>	<u> </u>	<u> </u> 0
8. Students transported to another state	<u> </u>	<u> </u>	<u> </u> 0
9. Total WEIGHTED enrollment	<u> </u> 513.0	<u> </u> 498.0	<u> </u> 530.0
10. Hold Harmless			<u> </u> 0

11. Basic support per pupil amount, Year Ending 06/30/20			5,781	
Actual 2019 per pupil amount used for budgeting purposes				Use rates below:
	WEIGHTED Est. SY19-20 ADE			Reference amounts for #12 Estimate: "Outside Revenue"
<u>School District</u>	2019	<u>Subtotal</u>		
Carson City	7,198	\$0		1,165.00
Churchill	7,223	\$0		1,213.00
Clark	5,781	\$3,063,930		1,082.00
Douglas	6,289	\$0		3,035.00
Elko	8,087	\$0		1,517.00
Esmeralda	21,365	\$0		8,329.00
Eureka	14,125	\$0		22,465.00
Humboldt	7,324	\$0		2,544.00
Lander	3,567	\$0		10,082.00
Lincoln	10,910	\$0		1,586.00
Lyon	7,513	\$0		938.00
Mineral	9,704	\$0		1,626.00
Nye	8,214	\$0		1,742.00
Pershing	9,316	\$0		2,587.00
Storey	7,718	\$0		8,459.00
Washoe	5,764	\$0		1,345.00
White Pine	8,035	\$0		2,196.00
Multidistrict	530.0	\$3,063,930	5,781	
12. Estimated "Outside Revenue" (Supplemental Support) per pupil		\$1,082		
This is the per pupil share of local taxes, etc, from the district.		chools		
13. Total basic support for enrollee including outside revenue			Total Weighted-#9 \$ 3,637,390.00	Hold Harmless-#10 \$ -
14. Estimated dollar value of special education weighted funding	224,516		\$224,516	
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			Total Weighted \$ 3,861,906.00	Hold Harmless \$ 224,516.00

Form 3	(1)	(2)	(3)	(4)	(4)
Quest Preparatory Academy	ACTUAL PRIOR	ESTIMATED	BUDGET YEAR	ENDING 06/30/20	AMENDED
REVENUE	YEAR ENDING	CURRENT	TENTATIVE	FINAL	FINAL
	06/30/18	06/30/19	APPROVED	APPROVED	APPROVED
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
Revenue from Local Govmt Units other than					
1200 School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income	6	15			
1600 Food Services		186,500			
1610 Daily Sales - Reimbursable Program	180,934	30,000	15,000		
1620 Daily Sales - Non-Reimbursable Progm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities	99,858	5,500	56,100		
1800 Community Service Activities	166,847		100,000		
1900 Other Revenues	34,292				
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1951 Charter School Fees portion of code 1951					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources			8,000		
TOTAL LOCAL SOURCES	481,937	222,015	179,100	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)	4,724,913	4,943,142	3,637,390		
3115 Special Ed portion of DSA	223,035	222,547	224,516		
3200 State Govt Restricted Funding	28,383		504,000		
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	4,976,331	5,165,689	4,365,906	0	0

Quest Preparatory Academy

Budget Fiscal Year 2019-2020

REVENUE	(1)	(2)	(3) (4)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/18	ESTIMATED CURRENT YEAR ENDING 06/30/19	BUDGET YEAR ENDING 06/30/20		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4000 FEDERAL SOURCES					
Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4100					
4103 E-Rate Funds					
Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4200					
4300 Restricted Grants-in-Aid Direct - Fed	115,070	118,870			
Restricted Grants-in-Aid Fed Govnt pass-thru the State			201,618		
4500					
Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4700					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	115,070	118,870	201,618	0	0
OTH ER FUN	(1)	(2)	(3) (4)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/18	ESTIMATED CURRENT YEAR ENDING 06/30/19	BUDGET YEAR ENDING 06/30/20		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
Premium of Discount on the Issuance of Bonds					
5120					
5200 Fund Transfers In					
Proceeds from the Disposal of Real or Personal Property					
5300					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
Amortization of Premium on Issuance of Bonds					
6200					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance	1,653,750	355,732			
Unreserved Opening Balance		16,000			
TOTAL OPENING FUND BALANCE	1,653,750	371,732	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	7,227,088	5,878,306	4,746,624	0	0

Budget Fiscal Year 2019-2020

Quest Preparatory Academy Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) BUDGET YEAR ENDING 06/30/20		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/18	ESTIMATED CURRENT YEAR ENDING 06/30/19	INITIATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries	2,013,133	1,549,227	1,349,066		
200 Benefits	538,421	202,639	556,631		
300/400/500 Purchased Services	487,027	13,764	65,000		
600 Supplies	129,876	166,023	96,269		
700 Property	134,602	9,977	45,334		
800 Other			30		
2100-2600, 2900 Other Support Services					
100 Salaries	1,093,668	568,668	550,611		
200 Benefits	252,503	74,396	227,014		
300/400/500 Purchased Services	1,707,811	2,361,474	1,027,785		
600 Supplies	188,524	157,523	127,219		
700 Property	26,707		14,326		
800 Other	102,026		6,509		
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	6,674,299	5,103,691	4,065,794	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

Quest Preparatory Academy

Budget Fiscal Year 2019-2020

Form 4 Expenditures

2/4/2019

Quest Preparatory Academy PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/18	(2) ESTIMATED CURRENT YEAR ENDING 06/30/19	(3) BUDGET YEAR ENDING 06/30/20		(5) AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries	138,220	205,501	196,460		
200 Benefits	38,300	26,880	76,748		
300/400/500 Purchased Services	49,857	132,977	64,523		
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	226,377	365,358	337,730	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/18	ESTIMATED CURRENT YEAR ENDING 06/30/19	BUDGET YEAR ENDING 06/30/20 TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/18	ESTIMATED CURRENT YEAR ENDING 06/30/19	BUDGET YEAR ENDING 06/30/20		AMENDED FINAL APPROVED
	TENTATIVE APPROVED		FINAL APPROVED		
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/20		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/18	ESTIMATED CURRENT YEAR ENDING 06/30/19	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
430 At Risk Education Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
430 Total At Risk Education Programs	0	0	0	0	0
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total Summer School for Other Inst Prog	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/18	ESTIMATED CURRENT YEAR ENDING 06/30/19	BUDGET YEAR ENDING 06/30/20 TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

Quest Preparatory Academy

Budget Fiscal Year 2019-2020

Form 4 Expenditures

2/4/2019

800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries			28,153		
200 Benefits			17,535		
300/400/500 Purchased Services					
600 Supplies			2,530		
700 Property			585		
800 Other			1,184		
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	49,988	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

Form 4 Expenditures

2/4/2019

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/18	ESTIMATED CURRENT YEAR ENDING 06/30/19	BUDGET YEAR ENDING 06/30/20		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/18	ESTIMATED CURRENT YEAR ENDING 06/30/19	BUDGET YEAR ENDING TENTATIVE APPROVED	06/30/20 FINAL APPROVED	AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2600 SUBTOTAL	0	0	0	0	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	0	0
3100 Food Service					
100 Salaries	102,036	62,001	59,250		
200 Benefits	74,355	8,120	27,610		
300/400/500 Purchased Services		139,136			
600 Supplies	150,021		123,644		
700 Property					
800 Other			441		
3100 TOTAL FOOD SERVICES	326,412	209,257	210,945	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/18	ESTIMATED CURRENT YEAR ENDING 06/30/19	BUDGET YEAR ENDING 06/30/20 TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

Quest Preparatory Academy

Budget Fiscal Year 2019-2020

Form 4 Expenditures

2/4/2019

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/20		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/18	ESTIMATED CURRENT YEAR ENDING 06/30/19	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION & CONSTR	0	0	0	0	0
5000 Debt Service			13,372		
000 TOTAL UNDISTRIBUTED EXPENDITURES	326,412	209,257	224,317	0	0
TOTAL ALL EXPENDITURES	7,227,088	5,678,306	4,677,829	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXXX XXXXXXXXXXXXXX XXXXXXXXXXXXXX	170,349	68,795		
8000 ENDING FUND BALANCE					
Reserved Ending Balance	0	29,651			
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	200,000	68,795	0	0
TOTAL APPLICATIONS	7,227,088	5,878,306	4,746,624	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXXXX	170,349	140,335	0	0
	Calculated Total Ending Fund Balance:	(0)	200,000	68,795	0	0

Quest Preparatory Academy

Budget Fiscal Year 2019-2020

Form 4 Expenditures

2/4/2019

TENTATIVE BUDGET 2019-2020		Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	1,899,677	783,645	1,382,472	4,065,794
200	Special	196,460	76,748	64,523	337,730
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School				0
600	Adult Education				0
800	Community Services	28,153	17,535	4,300	49,988
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		2,124,290	877,927	1,451,294	4,453,512
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	59,250	27,610	124,084	210,945
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			13,372	13,372
6300	Contingency				68,795
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		59,250	27,610	137,457	293,112
TOTAL ALL FUNDS TENTATIVE		2,183,540	905,537	1,588,751	4,746,624
FINAL BUDGET 2019-2020		Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET		0	0	0	0

FINAL AMENDED BUDGET - Estimate		Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL FINAL AMENDED BUDGET		0	0	0	0

Quest Preparatory Academy

Budget Fiscal Year 2019-2020

Form 6 Proprietary/Enterprise	(1)	(2)	(3) (4) BUDGET YEAR ENDING 06/30/20	
FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/18	ESTIMATED CURRENT YEAR ENDING 06/30/19	TENTATIVE APPROVED	FINAL APPROVED
EXPENSES				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0	0
2000 Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL SUPPORT EXPENSES:	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
4000 Facilities Acquisition & Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
5000 Debt Service				
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0	0	0
TOTAL EXPENSES	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	0	0

Quest Preparatory Academy

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11

- 1 - General Obligation Bonds
- 2 - G. O. Revenue Supported Bonds
- 3 - G. O. Special Assessment Bonds
- 4 - Revenue Bonds
- 5 - Medium-Term Financing

- 6 - Medium-Term Financing - Lease Purchase
- 7 - Capital Leases
- 8 - Special Assessment Bonds
- 9 - Mortgages
- 10 - Other (Specify Type)
- 11 - Proposed (Specify Type)

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2019	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/20		(11) (9) + (10) 6/30/2020 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
3303137	9	120	\$234,000	7/12/2012	7/5/2012	6.25%	\$172,315	\$13,372	\$7,137	\$20,509
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$234,000				\$172,315	\$13,372	\$7,137	\$20,509

Quest Preparatory Academy

Budget Fiscal Year 2019-2020

Form 7 INDEBTEDNESS

2/4/2019

Quest Preparatory Academy

REPORT FOR ALL FUNDS		2019-2020	FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
			(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
REVENUES	Revenue CODES	1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD	
Nevada Individuals	1310/1410					
Nevada School Districts	1321/1421					
Out-of-state Individuals	1310/1410					
Out-of-State School Districts	1331/1431					
		\$0	\$0	\$0	\$0	

		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
EXPENDITURES	Object Codes	561	511	562	512
100 - Regular Programs					
200 - Special Programs					
300 - Vocational Programs					
400 - Other PK-12 Programs					
500 - Nonpublic Programs					
600 - Adult Programs					
TOTALS		\$0	\$0	\$0	\$0

Quest Preparatory Academy

Budget Fiscal Year 2019-2020

Quest Preparatory Academy

FUND TRANSFERS 2019-2020 (1) FUND TYPE	TRANSFERS IN			TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT		(4) TO FUND	(5) AMOUNT
GENERAL FUND					
SUBTOTAL	0	0		0	0
SPECIAL REVENUE FUNDS					
SUBTOTAL	0	0		0	0
TOTAL TRANSFERS	0	0		0	0

Quest Preparatory Academy

Budget Fiscal Year 2019-2020

LOBBY EXPENSES 2019-2020

Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

1. Activity:

2. Funding Source:

3. Transportation \$

4. Lodging and meals \$

5. Salaries and Wages \$

6. Compensation to lobbyists \$

7. Entertainment \$

8. Supplies, equipment & facilities; other personnel and
services spent in Carson City \$

Total \$ -

Entity:

Lobbying Expense Estimate,

Quest Preparatory Academy

Budget Fiscal Year 2019-2020

School Name: Quest Preparatory Academy

Budget: Tentative

Select whether this budget is Tentative, Final or Amended from the drop down box in cell B2.

Projected Cash Flow

Projected Cash Flow

2019-2020	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	TOTAL PROJECTED BUDGET	TOTAL REVENUES FROM FORM 3	VARIANCE
REVENUES															
DSA (Basic Support)	255,328	255,328	255,328	255,328	255,328	255,328	255,328	255,328	255,328	255,328	255,328	255,328	3,063,930		
DSA Sponsorship Fee	4,547	4,547	4,547	4,547	4,547	4,547	4,547	4,547	4,547	4,547	4,547	4,547	54,561		
State Special Ed	18,710	18,710	18,710	18,710	18,710	18,710	18,710	18,710	18,710	18,710	18,710	18,710	224,516		
IDEA - Early Childhood (Part C)															
IDEA - Special Education (Part B)	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000		
Title I	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	310,000		
Title II	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	24,395		
Title III	769	769	769	769	769	769	769	769	769	769	769	769	9,223		
Bully Prevention (SB504)															
Pre K															
E-Rate Funds															
Gifted and Talented															
SPCSA Charter Loan															
Daily Sales & NSLP	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000		
District Activities & Comm Svc	13,008	13,008	13,008	13,008	13,008	13,008	13,008	13,008	13,008	13,008	13,008	13,008	156,100		
SB390 and RBG3	13,083	13,083	13,083	13,083	13,083	13,083	13,083	13,083	13,083	13,083	13,083	13,083	157,000		
Local Sources	667	667	667	667	667	667	667	667	667	667	667	667	8,000		
DSA Outside Support	47,788	47,788	47,788	47,788	47,788	47,788	47,788	47,788	47,788	47,788	47,788	47,788	573,460		
Total Revenues	400,099	400,099	400,099	400,099	400,099	400,099	400,099	400,099	400,099	400,099	400,099	400,099	4,801,185	4,746,624	54,561
Total Revenues Y-T-D	400,099	800,198	1,200,296	1,600,395	2,000,494	2,400,593	2,800,691	3,200,790	3,600,889	4,000,988	4,401,086	4,801,185			
Percent of Revenues Y-T-D	8.33 %	16.67 %	25.00 %	33.33 %	41.67 %	50.00 %	58.33 %	66.67 %	75.00 %	83.33 %	91.67 %	100.00 %			
EXPENDITURES															
Salaries	181,962	181,962	181,962	181,962	181,962	181,962	181,962	181,962	181,962	181,962	181,962	181,962	2,183,540		
Benefits	75,461	75,461	75,461	75,461	75,461	75,461	75,461	75,461	75,461	75,461	75,461	75,461	905,537		
Purchased Services	96,442	96,442	96,442	96,442	96,442	96,442	96,442	96,442	96,442	96,442	96,442	96,442	1,157,307		
Supplies	29,138	29,138	29,138	29,138	29,138	29,138	29,138	29,138	29,138	29,138	29,138	29,138	349,662		
Other	5,701	5,701	5,701	5,701	5,701	5,701	5,701	5,701	5,701	5,701	5,701	5,701	68,410		
Debt	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	13,372		
Total Expenditures	389,819	389,819	389,819	389,819	389,819	389,819	389,819	389,819	389,819	389,819	389,819	389,819	4,677,829	4,746,624	(68,795)
Total Expenditures Y-T-D	389,819	779,638	1,169,457	1,559,276	1,949,095	2,338,914	2,728,733	3,118,552	3,508,371	3,898,191	4,288,010	4,677,829			
Percent of Expenditures Y-T-D	16.67 %	16.67 %	25.00 %	33.33 %	41.67 %	50.00 %	58.33 %	66.67 %	75.00 %	83.33 %	91.67 %	100.00 %			
Net Change	10,280	10,280	10,280	10,280	10,280	10,280	10,280	10,280	10,280	10,280	10,280	10,280	123,356		123,356
Net Change Y-T-D	10,280	20,559	30,839	41,119	51,398	61,678	71,958	82,238	92,517	102,797	113,077	123,356			
Percent of Net Change Y-T-D	8.33 %	16.67 %	25.00 %	33.33 %	41.67 %	50.00 %	58.33 %	66.67 %	75.00 %	83.33 %	91.67 %	100.00 %			

Projected Cash Balance

Projected Cash Balance

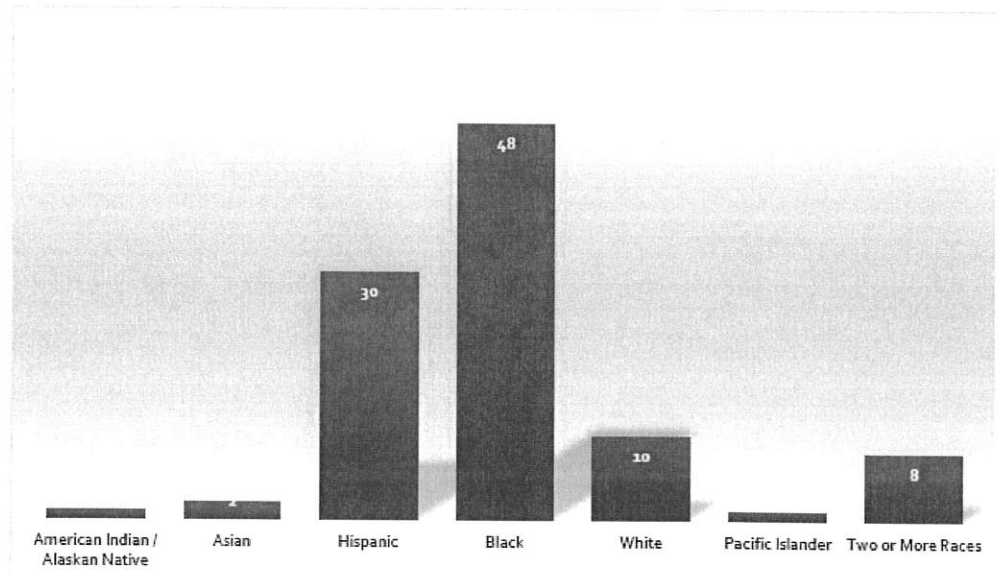
	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	TOTAL PROJECTED BUDGET
Net Change in Cash (F/B)	10,280	10,280	10,280	10,280	10,280	10,280	10,280	10,280	10,280	10,280	10,280	10,280	123,356
Begin Cash Balance(F/B)		10,280	20,559	30,839	41,119	51,398	61,678	71,958	82,238	92,517	102,797	113,077	
End Cash Balance (F/B)	10,280	20,559	30,839	41,119	51,398	61,678	71,958	82,238	92,517	102,797	113,077	123,356	123,356

Attachment 5- Quest student demographics

Attachment 5 Quest Demographics

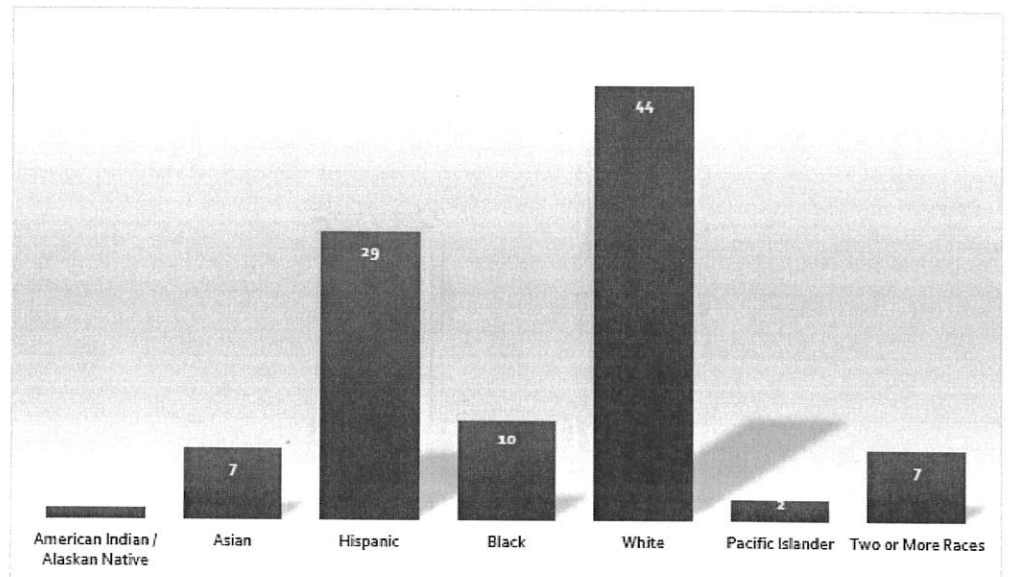
Quest Academy Demographics

Ethnicity	Percentage
American Indian / Alaskan Native	1
Asian	2
Hispanic	30
Black	48
White	10
Pacific Islander	1
Two or More Races	8



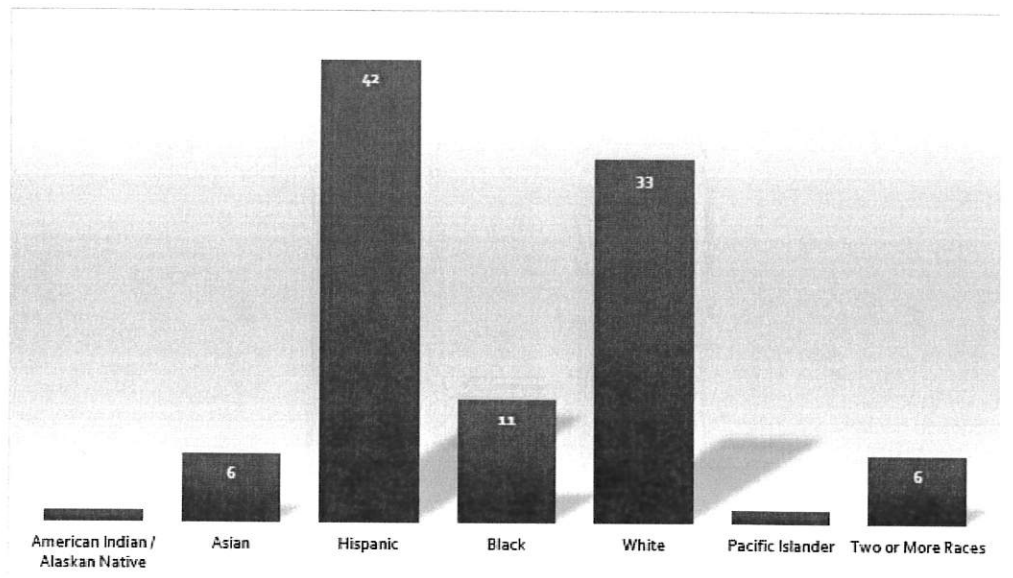
State Charter Demographic

Ethnicity	Percentage
American Indian / Alaskan Native	1
Asian	7
Hispanic	29
Black	10
White	44
Pacific Islander	2
Two or More Races	7



Nevada Demographics

Ethnicity	Percentage
American Indian / Alaskan Native	1
Asian	6
Hispanic	42
Black	11
White	33
Pacific Islander	1
Two or More Races	6

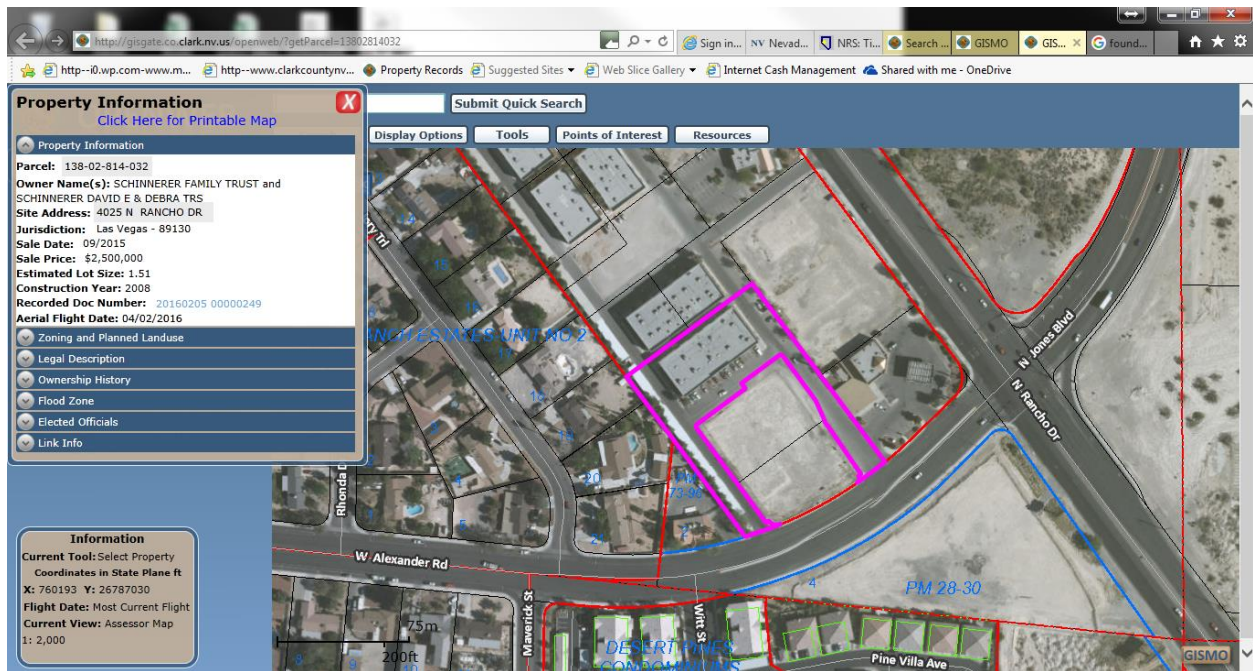


Attachment 6- Projected enrollment

Attachment 6: Quest Projected Enrollment						
Grade Level	Number of Studnet					
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	60	65	65	65	65	65
1	65	65	65	65	65	65
2	58	60	60	60	60	60
3	56	60	60	60	60	60
4	56	60	60	60	60	60
5	72	55	60	60	60	60
6	75	70	65	70	70	70
7	50	70	70	65	70	70
8	40	50	70	70	65	70
Total	532	555	575	575	575	580

Attachment 7- Parcel map

Attachment 7: Parcel Map



Attachment 8- Lease

NEVADA COMMERCIAL LEASE

This Lease Agreement (the "LEASE") is entered into on this the 22nd day of March 2017, by and between: DAVID E. SHINNERER AND DEBRA SHINNERER, TRUSTEES OF THE SCHINNERER FAMILY TRUST, (hereinafter called "LESSOR"), and QUEST PREPARATORY ACADEMY, a Nevada state sponsored charter school (hereinafter called "LESSEE").

For valuable consideration, the receipt and sufficiency of which is hereby acknowledged, LESSOR and LESSEE do hereby covenant, contract and agree as follows:

1. PREMISES AND TERM: LESSOR, hereby leases to LESSEE for the term commencing on the 1st day of August 2017 and ending on the 31st day of July 2027 (the "Term") the following described premises, located in 4025 N. Rancho, Las Vegas, Clark County, Nevada:

The real property located at 4025 N Rancho Drive, Las Vegas, Nevada, and identified as Clark County Assessor Parcel 138-02-814-032, together with all buildings and improvements located thereon and all appurtenant rights therein (hereinafter called the "Premises" or "Leased Premises").

LESSEE shall have the right to occupy the Premises on July 1, 2017 with Rent due in full on July 1, 2017, or LESSEE shall pay a prorated amount for whatever days LESSEE occupies property in the month of July 2017.

LESSEE'S obligations hereunder are contingent upon LESSEE obtaining to its reasonable satisfaction prior to the commencement date hereof: (a) all government permits and authorizations to operate a charter school at the Premises, including the approval by the Nevada State Public Charter School Authority of a charter amendment permitting LESSEE to relocate to the Premises and enter into the Lease; (b) Founders Academy vacating the Premises; (c) a leasehold title policy for the Premises subject only to such exceptions acceptable to LESSEE; (d) in the event there is a deed of trust or similar encumbrance on the Premises, a non-disturbance agreement from the lender in form and substance reasonably acceptable to LESSEE providing for the terms set forth in Section 31; and (e) lease agreements for the properties at 4035, 4055, and 4145 N. Rancho Drive. In addition, LESSEE may terminate this Lease at any time prior to March 15, 2017 in the event LESSEE is not satisfied with its due diligence review of the Premises.

2. RENEWAL: LESSEE shall have the right to extend or renew the Lease for two (2) additional terms of five (5) years each upon the same terms and conditions of this Lease. LESSEE shall deliver to LESSOR notice of its election so to extend the Term or any extension Terms not later than one hundred eighty (180) days prior to the end of the Term or extension Term.

3. RENT: The LESSEE covenants to pay to LESSOR as Rent the sum of \$12,801.45 per month, (hereinafter the "Rent"), in advance without demand on or before the first day of each month commencing on the commencement date of the Lease. LESSEE shall pay one month's rent upon execution of this Lease, which amount shall be applied to the first payment of Rent due under this Lease (or returned to LESSEE if the conditions to this Lease are not satisfied). The Rent shall adjust upward by the lesser of 3% per year or the annual percentage increases in per pupil funding for Clark County, Nevada published by the State of Nevada (the "State"). For example, if the State funding remained constant for 5 years but then experienced a 5% increase at the end of year 5, there would be no increase for the 5 years and the rent for year 6 would be increased by 3% (the lesser of 3% or the increase in that year) and remain at such amount until there were a further increase in the State funding. Alternatively, if the State funding increased by 2% at the end of year five, the rent for year 6 would increase by 2% (the lesser of 3% or the increase in that year). Any decrease in State funding will not reduce the amount of Rent, but any future increase in such

funding shall be measured from the amount of the funding prior to such reduction rather than the reduced amount. Any adjustment of Rent shall be effective on the first day of the first month of each anniversary date of the Lease following any event that causes the adjustment of Rent, including during any extension Term. It is hereby stipulated between the parties that the amount of Base Annual Rent payment required by the LESSEE pursuant to this Lease has been reduced in an amount which is at least equal to the amount of the tax that would have been imposed if the Property were not exempt from real property tax. In the event that real property taxes are assessed to the Property, Landlord shall be responsible for them.

NRS 361.096 Exemption of certain property leased or rented to charter school. All real and personal property that is leased or rented to a charter school is hereby deemed to be used for an educational purpose and is exempt from taxation.

4. **COMMON AREA MAINTENANCE COSTS:** LESSEE shall have responsibility for operation and maintenance of all Common Areas of the Premises other than to the extent maintained by the Rancho Alexander Business Park Association. LESSEE shall pay its costs and expenses incurred in owning, operating, maintaining, repairing or otherwise associated with the Property ("Common Area Maintenance Costs") except for charges and assessments by the Association, which shall be paid by LESSOR.

5. **LATE CHARGES:** LESSEE shall pay a late charge in the amount of 10% of the outstanding delinquent balance for any payment of the rent not made within 10 days after the due date to cover the extra expense involved in handling late payments, but not more than \$1,280 for anyone month. This charge is in addition to any other rights or remedies of the LESSOR.

6. **UTILITIES:** LESSEE shall pay all charges for utilities other than water and sewer which are to be paid by LESSOR as part of the assessments by the Association. On failure of LESSEE to pay the utilities when due, LESSOR shall enforce payment in the same manner as rent in arrears.

7. **CONDITION OF PREMISES; USE OF PREMISES:** LESSOR agrees that LESSEE, upon paying the rent and on performing all terms of this Lease, shall peaceably enjoy the Leased Premises during the term of this Lease. By occupying the Leased Premises as a Lessee, or installing fixtures, facilities, or equipment or performing finished work, LESSEE shall be deemed to have accepted the same and to have acknowledged that the Premises are in the condition required by this Lease. Notwithstanding the foregoing, at the commencement of the Term the Premises shall be in good repair and in a reasonable clean and rentable condition with all property of any former tenant removed. In addition, all mechanical equipment must be in operating condition at the commencement of the Term and LESSOR agrees to make necessary repairs to the Premises as are described in an inspection report to be obtained by LESSEE at LESSEE's cost prior to the commencement date of the Lease.

LESSEE acknowledges that LESSEE has examined and knows the condition of the Leased Premises, and except for the requirements of the foregoing paragraph, has received the same in good order and repair, and agrees:

- (a) To use these Leased Premises only for the lawful day to day activities of the Quest Academy Charter School. LESSOR may grant a license to the LIVING GRACE FOURSQUARE CHURCH to use certain areas of the Premises after hours and on weekends in a manner that does not materially interfere with the use of the Premises by LESSEE in accordance with

terms and conditions reasonably acceptable to LESSEE and LESSOR may retain any amounts paid by LIVING GRACE FOURSQUARE CHURCH for such license.

- (b) To surrender the Leased Premises to LESSOR at the end of the Term or any renewal without the necessity of any notice from either LESSOR or LESSEE to terminate the same, and LESSEE hereby expressly waives all right to any notice which may be required under any laws now or here after enacted and in force.
- (c) To surrender possession of these Leased Premises at the expiration of this Lease without further notice to quit, in as good condition as reasonable use will permit.
- (d) To keep the Premises in good condition and repair at LESSEE's own expense, except repairs which are the duty of LESSOR.
- (e) To perform, fully obey and comply with all ordinances, rules, regulations and laws of all public authorities, boards and officers relating to the use of the Premises.
- (f) Not to make any occupancy of the Leased Premises contrary to law or contrary to any directions, rules, regulations, regulatory bodies, or officials having jurisdiction or which shall be injurious to any person or property.
- (g) Not to permit any waste or nuisance.
- (h) Not to use the Leased Premises for living quarters or residence.

LESSEE shall pay (a) for any expense, damage or repair occasioned by the stopping of waste pipes or overflow from bathtubs, closets, washbasins, basins or sinks, and (b) for any damage to window panes, window shades, curtain rods, wallpaper, furnishings, or any other damage to the interior of the Leased Premises.

Any signs placed upon or about such Leased Premises shall, upon the end of the Term of the Lease or upon the earlier termination, be removed by LESSEE, and LESSEE shall repair any damage to the Leased Premises which shall be occasioned by reason of such removal.

At all times, LESSEE shall keep the sidewalks, if any, in front of or adjoining the Leased Premises clean and in a sightly and sanitary condition.

All repairs, except those specific repairs set forth below which are the responsibility of the LESSOR, shall be made by the LESSEE at its own expense. If the LESSOR pays for the same or any part thereof, LESSOR shall be reimbursed by LESSEE for such amount.

The LESSOR shall be responsible for making only the following repairs [check those that apply]:

[x] structural repairs to exterior walls, structural columns and structural floors and roof which collectively enclose the Premises (excluding, however, storefronts) and other items of a capital nature, and

[x] replacement of HVAC units.

LESSEE shall give LESSOR notice of the necessity for such repairs and that such repairs did not

arise from nor were they caused by the negligence or willful acts of LESSEE, its agents, concessionaires, officers, employees, licensees, invitees, or contractors.

8. **FIXTURES AND TRADE FIXTURES.** LESSEE shall make no changes, improvements, alterations, or additions to the Leased Premises, other than non-structural changes within the interior of the Premises, unless such changes, improvements, alterations, or additions: (a) are first approved in writing by LESSOR; (b) are not in violation of restrictions placed thereon by the investor financing the construction of the building; and (c) will not materially alter the character of such premises and will not substantially lessen the value of the Leased Premises. LESSOR may not unreasonably withhold or delay approval, and if there is a dispute as to reasonableness, it shall be determined by arbitration.

All improvements made by LESSEE to the Premises which are so attached to the Premises that they cannot be removed without material injury to the Premises, shall become the property of LESSOR upon installation. Not later than the last day of the Term, LESSEE shall, at LESSEE's expense, remove all of LESSEE's personal property and those improvements made by LESSEE which have not become the property of LESSOR, including trade fixtures, cabinetwork, movable paneling, partitions, and the like; repair all injury done by or in connection with the installation or removal of such property and improvements; and surrender the Premises in as good condition as they were at the beginning of the Term, reasonable wear, and damage by fire, the elements, casualty, or other cause not due to the misuse or neglect by LESSEE or LESSEE's agents, employees, visitors, or licensees, excepted. All property of LESSEE remaining on the Premises after the last day of the Term of this Lease shall be conclusively deemed abandoned and may be removed by LESSOR, and LESSEE shall reimburse LESSOR for the cost of such removal.

9. **SECURITY DEPOSIT:** LESSOR shall, upon execution hereof, pay a security deposit in the sum of \$12,800, which sum shall be held by the LESSOR as security for the full faith and performance by LESSEE of all of the terms, covenants and conditions of this Lease by LESSEE. LESSOR shall place cash deposit in an interest-bearing account inuring to the benefit of LESSEE.

The security deposit shall be held, applied to damages or rent and returned to LESSEE all in accordance with the laws of the state where the Leased Premises are located and in force at the time of execution of this Lease.

10. **NO LESSOR'S LIEN:** LESSOR waives any right to any lien on property on or to be brought on the Premises.

11. **DEFAULT:** Each of the following shall be deemed an Event of Default:

- (a) Default in the payment of Rent or other payments hereunder.
- (b) Default in the performance or observance of any covenant or condition of this Lease by the LESSEE to be performed or observed.
- (c) Permanent abandonment of the premises by LESSEE.
- (d) The filing or execution or occurrence of:
 - i. Filing a Petition in bankruptcy by or against LESSEE.
 - ii. Filing a petition or answer seeking a reorganization, arrangement, composition, readjustment, liquidation, dissolution or other relief of the same or different kind under any provision of the Bankruptcy Act.

- iii. Adjudication of LESSEE as a bankrupt or insolvent: or insolvency in the bankruptcy equity sense.
- iv. An assignment for the benefit of creditors whether by trust, mortgage, or otherwise.
- v. A petition or other proceeding by or against LESSEE for, or the appointment of, a trustee, receiver, guardian, conservator or liquidator of LESSEE with respect to all or substantially all its property.
- vi. A petition or other proceeding by or against LESSEE for its dissolution or liquidation, or the taking of possession of the property of the LESSEE by any governmental authority in connection with dissolution or liquidation. Notwithstanding the foregoing, Landlord acknowledges that the Tenant is currently subject to a receiver appointed by the Nevada State Public Charter School Authority and that no receiver, trustee or other authority appointed by or at the request of the Nevada State Public Charter School Authority shall constitute an event of default under this Lease.

12. **NOTICE OF DEFAULT:** The parties are desirous of giving one another fair notice of any default before termination or other action under this Lease requiring such notice. In the event of an act of default with respect to any provision of this Lease, neither party can institute legal action with respect to such default without first complying with the following conditions:

- (a) Notice of such event of default must be in writing and must either be hand delivered, mailed to the other party by U.S. Certified Mail, return receipt requested, or if unable to provide notice by these methods, if notice is from LESSOR to LESSEE by posting the notice on the front door of the Leased Premises;
- (b) Such written notice shall set forth the nature of the alleged default in the performance of the terms of this Lease and shall designate the specific paragraph(s) therein which relate to the alleged act of default;
- (c) Such notice shall also contain a reasonably understandable description of the action to be taken or performed by the other party in order to cure the alleged default and the date by which the default must be remedied, which date can be not less than thirty (30) days, or such longer period as reasonably necessary to cure such default so long as LESSEE is making reasonable efforts to cure such default (five (5) business days for a default in the payment of money) from the date of mailing the notice of default. If LESSEE is not reasonably able to remedy the breach, LESSEE may avoid termination by authorizing LESSOR to enter and remedy the breach at the LESSEE'S expense. If breach cannot be remedied, LESSOR may terminate the Lease.

13. **TERMINATION:** Upon occurrence of any Event of Default, and after proper notice of default has been given, LESSOR may, at its option, in addition to any other remedy or right given hereunder or by law; Give notice to LESSEE that this Lease shall terminate upon the date specified in the notice, which date shall not be earlier than 5 days after mailing or delivery of such notice.

The foregoing provisions for the termination of this Lease shall not operate to exclude or suspend any other remedy of the LESSOR for breach, or for the recovery of said Rent for the full term.

14. **ACCELERATION:** LESSEE expressly agrees and understands that upon LESSOR'S termination of this Lease, the entire remaining balance of unpaid Rent for the remaining term of this Lease shall ACCELERATE, whereby the worth at the time of the award of the entire sum less the amount of loss of Rent that LESSEE proves could have been reasonably avoided shall become immediately due, payable, and collectable. The phrase 'worth, at the time of award' as used above, will be computed by discounting that amount at the discount rate of the Federal Reserve Bank of San Francisco at the time of award plus one percent (1%). To the extent allowed by law, LESSOR may hold the portion of LESSEE'S security deposit remaining after reasonable cleaning and repairs as a partial offset to satisfaction of the accelerated Rent.

15. **REPOSSESSION:** Upon termination of this Lease as provided herein, or pursuant to statute, or by summary proceedings or otherwise, the LESSOR may enter forthwith, without further demand or notice to LESSEE, and resume possession of the Leased Premises. In no event shall such re-entry or resumption of possession or re-letting as hereafter provided be deemed to be acceptance or surrender of this Lease or a waiver of the rights or remedies of LESSOR hereunder.

16. **DEFAULT BY LESSOR:** In the event of any default by LESSOR, LESSEE, before exercising any rights that it may have at law to cancel this Lease, must first send notice by registered or certified mail, or hand delivery, to LESSOR, and shall have offered LESSOR Five (5) days in which to correct and cure the default or commence a good faith effort to cure such default.

17. **RELETTING AFTER TERMINATION:** Upon termination of this Lease in any manner above provided, LESSOR shall use reasonable efforts to relet the Premises.

18. **DAMAGES:** Upon termination of this Lease in any manner above provided, or by summary proceedings or otherwise, LESSEE shall pay to LESSOR without demand or notice the following:

- (a) All Rent and other payments accrued to the date of such termination and a proportionate part of the rent otherwise payable for the month in which such termination occurs.
- (b) All accelerated Rent pursuant to Section 14 and other payments to be due under the terms of this Lease to the extent Lessor has not been able to offset same by reletting the Premises.
- (c) The costs of making all repairs, alterations and improvements required to be made by LESSEE hereunder, and of performing all covenants of LESSEE relating to the condition of the Premises during the Term and upon expiration or sooner termination of this Lease, such costs to be deemed prima facie to be the costs estimated by a reputable architect or contractor selected by LESSOR or the amounts actually expended or incurred thereafter by LESSOR.
- (d) The reasonable attorneys' fees and other costs.

19. **EXCLUSIVITY OF LESSOR'S REMEDIES:** The receipt of Rent after default, or after judgment or after execution, shall not deprive the LESSOR of other actions against the LESSEE for possession or for Rent or for damages, and all such remedies are non-exclusive and can be exercised concurrently or separately as LESSOR desires.

20. **LESSOR NOT LIABLE FOR INJURY OR DAMAGE TO PERSONS OR PROPERTY:** The LESSOR shall not be liable for any injury or damage to any person or to any property at any time on said Premises or building from any cause whatever that may at any time exist from the use or condition of the Premises or building from any cause, during the Term or any renewal of this Lease

unless caused by the negligence or misconduct of LESSOR.

21. **TAXES:** Property taxes on the Leased Premises shall be responsibility of LESSEE. However, as per NRS 361.096 PROPERTY TAXES ARE NOT CURRENTLY ASSESSED ON THIS PROPERTY VIA THE STATE OF NEVADA. LESSEE Agrees to complete any documentation required by Clark County or the State of Nevada to assist Lessor in obtaining TAX ABATEMENT. Taxes on the personal property of Lessee shall be the responsibility of LESSEE. All other taxes shall be the responsibility of the party incurring same.

22. **RIGHT OF RE-ENTRY:** LESSOR shall have the right, by itself or agent or with others, to enter the Premises at reasonable hours and with reasonable notice to LESSEE to examine or exhibit the Premises, or to make such repairs and alterations as shall be deemed necessary for the safety and preservation of the building, to inspect and examine, to post such notices as LESSOR may deem necessary to protect LESSOR against loss from liens of laborers, materialmen or others, and for the purpose of permitting or facilitating LESSOR's performance of its obligations hereunder, or for any other reasonable purpose which does not material diminish LESSEE's enjoyment or use of the Leased Premises.

23. **HOLDOVER:** If LESSEE shall holdover after the expiration of the Term hereof, with the consent of LESSOR, express or implied, such tenancy shall be from month to month only, at a rate of 10% over and above Base Rent, and not a renewal hereof; and LESSEE agrees to pay Rent and all other charges as provided herein, and also to comply with all covenants of this Lease for the time LESSEE holds over. LESSEE shall be entitled to possession until LESSOR has given LESSEE thirty (30) days' notice that such month to month tenancy shall be terminated; otherwise, notice is only required as hereinafter provided as notice of default.

If LESSEE shall hold over without the consent of LESSOR, express or implied, then LESSEE shall be construed to be a Lessee at sufferance at 125% the Rent herein provided, prorated by the day until possession is returned to LESSOR. LESSEE'S holding over beyond the expiration of the notice period of a lawful Notice of Termination constitutes holding over without the consent of the LESSOR, and LESSEE shall be construed to be a Lessee at sufferance, at double the Rent herein provided, prorated by the day until possession is returned to LESSOR, without limitation to LESSOR'S remedies and rights of recovery under applicable law.

24. **NATURE OF RELATIONSHIP BETWEEN PARTIES:** The sole relationship between the parties created by this agreement is that of LESSOR and LESSEE. Nothing contained in this Lease shall be deemed, held, or construed as creating a joint venture or partnership between the parties.

25. **RIGHT OF LESSOR TO PAY OBLIGATIONS OF LESSEE TO OTHERS:** If LESSEE shall fail or refuse to pay any sums due to be paid by it under the provisions of this Lease, or fail or refuse to maintain the Leased Premises or any part thereof as herein provided, then, and in such event, LESSOR, after 10 days' notice in writing by LESSOR to LESSEE, shall have the right to pay any such sum or sums due to be paid by LESSEE and to do and perform any work necessary to the proper maintenance of the Leased Premises; and the amount of such sum or sums paid by LESSOR for the account of LESSEE and the cost of any such work, together with interest on such amount at the rate of 10% per annum from the date of payment by LESSOR until the repayment to LESSOR by LESSEE, shall be paid by LESSEE upon demand in writing. The payment by LESSOR of any such sum or sums or the performance by LESSOR of any such work shall be prima facie evidence of the necessity for such work.

26. **MECHANICS AND OTHER LIENS IMPOSED BY LESSEE:** LESSEE shall keep the

Leased Premises and the improvements at all times during the term free of mechanics and materialmen's liens and other liens of like nature, other than liens created and claimed by reason of any work done by or at the instance of LESSOR, and at all times shall fully protect and indemnify LESSOR against all such liens or claims and against all attorneys' fees and other costs and expenses growing out of or incurred by reason or on account of any such liens or claims. Should LESSEE fail to fully discharge any such lien or claim, LESSOR, at its option, may pay the same or any part thereof, and LESSOR shall be the sole judge of the validity of such lien or claim.

All amounts so paid by LESSOR, together with interest thereat the rate of 10% per annum from the time of payment by LESSOR until repayment by LESSEE, shall be paid by LESSEE upon demand, and if not so paid, shall continue to bear interest at the aforesaid rate, interest payable monthly, as additional rent.

27. **CONDEMNATION CLAUSE:** In the event that all or a part of the Premises is taken by eminent domain or conveyed in lieu of eminent domain, if the Leased Premises cannot reasonably be used by LESSEE for their intended purpose, then, at the election of LESSEE this Lease will terminate effective as of the date that the condemning authority shall take possession of the same. In the event LESSEE does not elect to terminate the Lease the proceeds of such condemnation shall first be used to repair or replace any changes or damages to the Premises resulting from the condemnation. Rent shall be equitably abated to reflect any diminution in the LESSEE'S ability to use the Premises for its intended purpose.

28. **FIRE CLAUSE:** The LESSEE agrees to notify LESSOR of any damages to the Leased Premises by fire or other hazard and also of any dangerous or hazardous condition within the Leased Premises immediately upon the occurrence of such fire or other hazard or discovery of such condition.

Upon occurrence of a fire, repairs shall be made by LESSOR (to the extent of insurance proceeds and applicable deductibles) as soon as reasonably may be done unless the costs of repairing the Premises exceed 25% of the replacement cost of the building in which case the LESSEE may, at its option, terminate this Lease by giving LESSOR written notice of termination within 30 days of the date of the occurrence.

If the LESSEE does not terminate this Lease pursuant to the paragraph above, then LESSOR has 30 days after the date of occurrence to give written notice to LESSEE setting forth its unqualified commitment to make all necessary repairs or replacements, the projected date of commencement of such repairs, and the LESSOR'S best good faith estimate of the date of completion of the same.

If the LESSOR fails to give such notice, or if the date of completion is more than 90 days after the date of the occurrence, then the LESSEE may, at its option, terminate this Lease and the LESSOR will be obliged to refund to the LESSEE any rent allocable to the period subsequent to the date of the fire.

Rent shall be equitably abated during any time the LESSEE is unable to use all or any part of the Demised Premises as the result of a fire or other hazard.

29. **WAIVER OF NONPERFORMANCE:** Failure of the LESSOR to exercise any of its rights under this Lease upon nonperformance by the LESSEE of any condition, covenant or provision herein contained shall not be considered a waiver, nor shall any waiver of nonperformance of any such condition, covenant or provision by LESSOR be construed as a waiver of the rights of the LESSOR as to any subsequent defective performance or nonperformance hereunder.

30. **PAROL EVIDENCE CLAUSE:** This instrument constitutes the final, fully integrated expression of the agreement between LESSOR and the LESSEE, and it cannot be modified or amended in

any way except in writing signed by the LESSOR and LESSEE.

31. SUBORDINATION: This Lease is subordinate to the lien of all present or future mortgages (provided that each mortgagee will execute and deliver to LESSEE a Non-disturbance, Attornment and Subordination Agreement stating (in addition to other reasonable terms, if any) in substance that if LESSEE is not in material default hereunder that remains uncured past applicable notice and cure periods, the right of possession of LESSEE to the Premises will not be affected or disturbed by any mortgagee in the exercise of any of its rights under a mortgage or the note secured thereby, and any sale of the Premises pursuant to the exercise of any rights and remedies under a mortgage or otherwise will be made subject to LESSEE's right of possession to the Premises under this Lease) that affect the Leased Premises and to all renewals, modifications, replacements and extensions of this Lease. This clause shall be self-operative but, in any event, LESSEE agrees to execute promptly and deliver any estoppel certificate or other assurances that LESSOR may request in furtherance of this provision.

32. INSURANCE: LESSEE shall, during the entire term of the Lease keep in full force and effect a policy of public liability insurance with respect to the property and the business operated by LESSEE including Workers Compensation for all employees working on premises. Such coverage shall include a broad form general liability endorsement. The liability insurance shall be in an amount not less than \$1,000,000 dollars per occurrence or such greater amount that LESSOR may reasonably from time to time require and shall name LESSOR and each Mortgagee as additional insured. The liability insurance shall be on a comprehensive form and shall cover all hazards related to any work performed by any such contractor on the premises. The policy shall contain a clause that the LESSEE will not cancel or change the insurance without first giving the LESSOR ten (10) days prior written notice.

LESSEE shall during the term hereof, at its' sole expense, provide and keep in force insurance on the building against loss or damage by fire and extended coverage, in an amount equal to one hundred percent (100%) of the full insurable value, which insurance shall be placed with an insurance company or companies reasonable acceptable to LESSOR and licensed to do business in the state wherein lay the Leased Premises. The term "full insurable value" shall mean actual replacement value of the building (exclusive of costs of excavation, foundations and footing below ground level). The insurance required under this paragraph shall be carried in the name of the LESSOR and LESSEE and shall provide that any proceeds thereunder shall be paid to LESSOR and LESSEE and any applicable mortgage holder, according to their respective interests.

Duplicate originals or certificates of insurance of the policies provided shall be furnished by LESSOR LESSEE to each other and shall contain an agreement by the insurer that such policy or policies shall not be canceled without at least ten (10) days prior notice to the LESSOR and LESSEE.

33. NOTICES. All notices and communications concerning this Lease shall be mailed to the parties at the following addresses:

LESSOR Schinnerer Family Trust
 David and Debra Schinnerer
 30936 Cartier Drive
 Rancho Palos Verdes, CA 90275

LESSEE Quest Academy
 4025 N. Rancho Dr.
 Las Vegas, Nevada 89130

34. **SALE BY LESSOR:** In the event of a sale or conveyance by LESSOR of all or part of the Leased Premises, the same shall operate to release LESSOR from any future liability upon any of the covenants or conditions, express or implied, herein contained in favor of LESSEE, and in such event, LESSEE agrees to look solely to the responsibility of the successor in interest of LESSOR in and to this Lease. This Lease shall not be affected by any such sale, and LESSEE agrees to attom to the purchaser or assignee. LESSEE agrees to permit LESSOR, at any time within 60 days prior to the expiration of this Lease, to place upon or in the window of the Leased Premises any usual or ordinary For Rent or similar sign and to allow prospective lessees, applicants or agents of the LESSOR to enter and examine the Leases Premises during the last 60 days of the term hereof, and to permit LESSOR or LESSOR 's agents, at any time during the term hereof, to conduct prospective purchasers through the Leased Premises during reasonable business hours.

35. **COURT ACTION, ATTORNEY'S FEES AND COSTS.** If, upon failure of either party to comply with any of the covenants, conditions, rules or regulations of and in this leased, and suit should be brought for damages on account, or to enforce the payment of Rent herein stipulated, or to recover possession of the Premises or to enforce any provision hereof, the losing party agrees to pay to the prevailing party reasonable costs and expenses incurred in prosecuting these suits.

36. **ASSIGNMENT AND SUB-LEASE:** The LESSEE hereby agrees not to assign this Lease voluntarily or involuntarily, nor to sub-lease the Premises or any part of the Leased Premises, without the written consent of the LESSOR, which consent will not be unreasonably withheld or delays. All rights and liabilities herein given to or imposed upon either of the parties shall extend to the heirs, executors, administrators, successors and assigns of such party.

37. **INTERPRETATION:** Whenever any word is used in this agreement in the masculine gender, it shall also be construed as being used in the feminine and neuter genders, and singular usage shall include the plural and vice versa, all as the context shall require.

38. **MODIFICATION:** Any modification or amendment off this agreement shall be in writing and shall be executed by all parties.

39. **SEVERABILITY CLAUSE:** If term, covenant, condition, or provision of this Lease is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions shall remain in full force and effect and shall in no way be affected, impaired, or invalidated.

40. **LAW TO APPLY:** This Lease shall be construed under and in accordance with the laws of the State of Nevada. Those laws shall govern every aspect of the enforcement of this Lease.

41. **ADDENDUMS:** The following addendums are attached to this Lease and shall be initialed by the parties. (Check all that apply or check none)

() Option to Purchase

() Arbitration Agreement

() Other: _____

(x) None

42. **OTHER PROVISIONS:** LESSOR represents that that the Premises has the necessary zoning and government Special Use Permits for the operation of a school facility. LESSOR also represents

that there is no pending foreclosure action against the Premises and that it has not filed for bankruptcy protection. LESSOR further represents that LESSOR has sole fee simple title to the Premises, and has full authority to perform this Lease and there is no mortgage or other lien encumbering the Premises except as disclosed to LESSEE, and no third party has any right, title or interest adverse to LESSEE's right, title and interest hereunder in or to the Premises;

LESSOR covenants and agrees that Tenant will have the peaceful and quiet possession and enjoyment of the Premises, for the conduct of its business operations during the Lease Term, without hindrance by Landlord or any party whatsoever.

LESSOR acknowledges that LESSEE's use of the Premises is dependent upon being able to operate the Premises as a charter school. In the event the Premises cannot be legally used for a charter school or LESSEE's charter for operation of a charter school is terminated for any reason, LESSEE shall have the right to terminate this Lease by giving LESSOR written notice of such election, with such written notice to state the effective date of termination.

All documents such as schedules, exhibits and like documents are incorporated herein and shall be initialed by all parties. If LESSEE is a corporation, each person executing this Lease represents and warrants that he is duly authorized to execute and deliver this Lease on behalf of the corporation. Those persons further represent that the terms of this Lease are binding upon the corporation.

In Witness Whereof, the undersigned LESSOR and LESSEE execute this Lease to be effective as of the day and date first above written.


LESSEE(s)




Signature

Signature

LESSOR(s)

 6-12-18

Signature

 6-12-18

Signature

Attachment 9- Floor plan

FOR LEASE

Charter School Buildings

4025, 4035, 4075, 4145 N. Rancho Dr

Las Vegas, NV 89130



THE PARK:

The Founders Academy Charter School has established in the Rancho Alexander Business Park. The available buildings total 47,568 SF of useable space. Three of the four buildings are built out into class room settings and accommodate grades K-12. Portions of the buildings are used for Elementary, Middle School and High School kids. The opportunity to move into a turn-key set up is ideal for any Charter School starting out in Las Vegas. This is a sub-lease of the existing facilities with a anticipated occupancy for the 2017/18 school year. This is a unique opportunity to get in and start to establish a new school and or for an existing facility to expand.

FEATURES:

- For Lease: (4) buildings totaling 47,568 SF
- Lease Rates Per Building Differ as each has different ownership groups
- Building Info:
 - 4025 N. Rancho Dr: 13,765 SF at \$1.40/SF Plus CAM
 - 4035/4039 N. Rancho Dr : 13,765 SF at \$1.60/SF CAM
 - 4075 N. Rancho Dr: 9,258 SF at \$1.10/SF Plus CAM
 - 4145 N. Rancho Dr: 10,780 SF at \$.94/SF Plus CAM
- Buildings accommodate K-12 grades
- Incubator for a successful Charter School
- Great location for permanent or incubator Charter School
- Currently 4145 Rancho is being used as a Gymnasium



ALBRIGHT & ASSOCIATES, LLC
Commercial Real Estate Services
3658 N Rancho Dr # 101
Las Vegas, NV 89130
www.albrightcallister.com

The information above has been obtained from sources we deem reliable and is submitted subject to errors, omission and changes. While we do not doubt its accuracy, we have not verified it and make no guarantee warranty or representation about it. The recipient prior to lease, purchase, exchange or execution of legal documents should verify all information.

Douglas Albright
Broker
douglasalbright@gmail.com
Office: 702-732-1000

Bryan Houser
Senior Associate
bhouser@ac-ny.com
Fax: 702-395-9462

FOR LEASE

Charter School Buildings

4025, 4035, 4075, 4145 N. Rancho Dr

Las Vegas, NV 89130

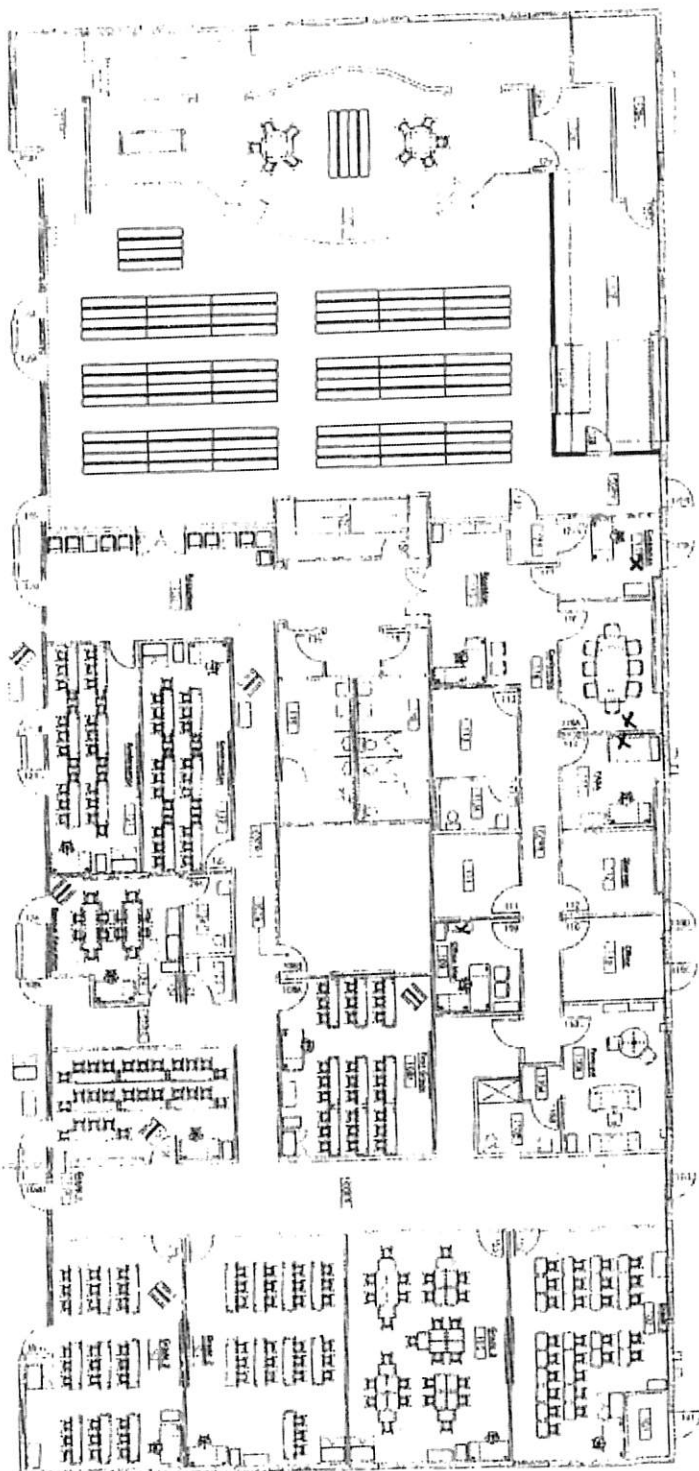


Reflective Build Out:

4025 Rancho:

Floor Plan

13,765 SF



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Broker
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Bryan Houser
Senior Associate
bhouser@aac-nv.com

Fax: 702-395-9462

FOR LEASE

Charter School Buildings

4025, 4035, 4075, 4145 N. Rancho Dr

Las Vegas, NV 89130

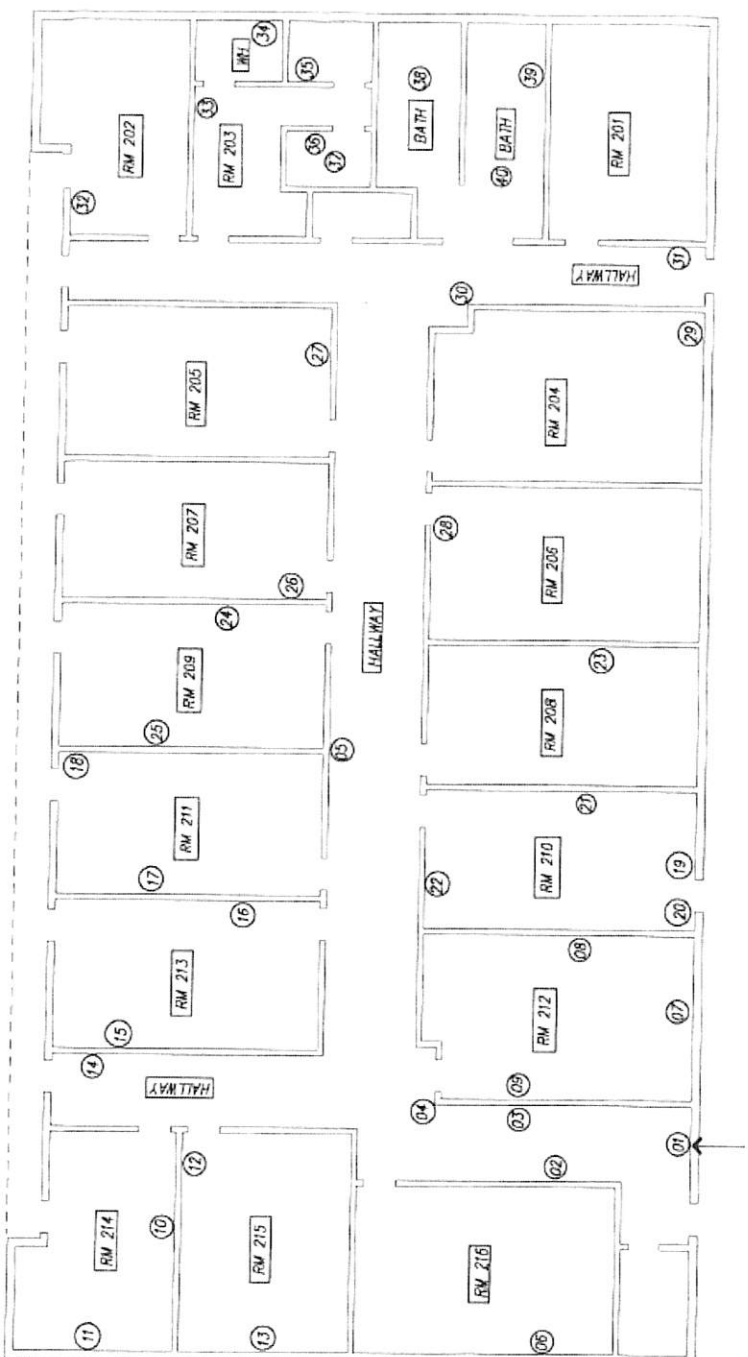
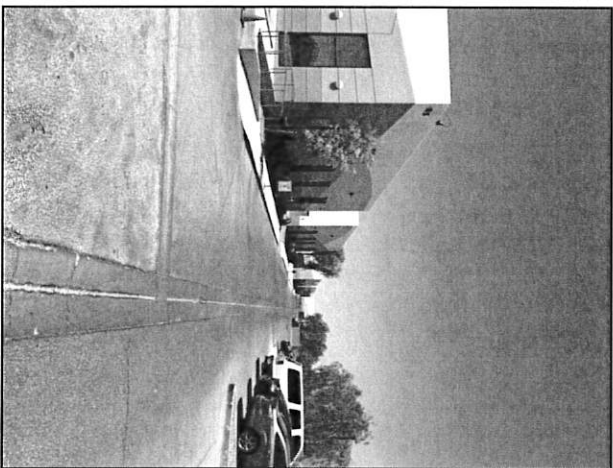


Reflective Build Out:

4035 Rancho:

Floor Plan

13,765 SF



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Commercial Real Estate Services

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Las Vegas, NV 89130
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douglasalbright@gmail.com
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Bryan Houser
Senior Associate
bhouser@ac-nv.com
Fax: 702-395-9462

FOR LEASE

Charter School Buildings

4025, 4035, 4075, 4145 N. Rancho Dr

Las Vegas, NV 89130

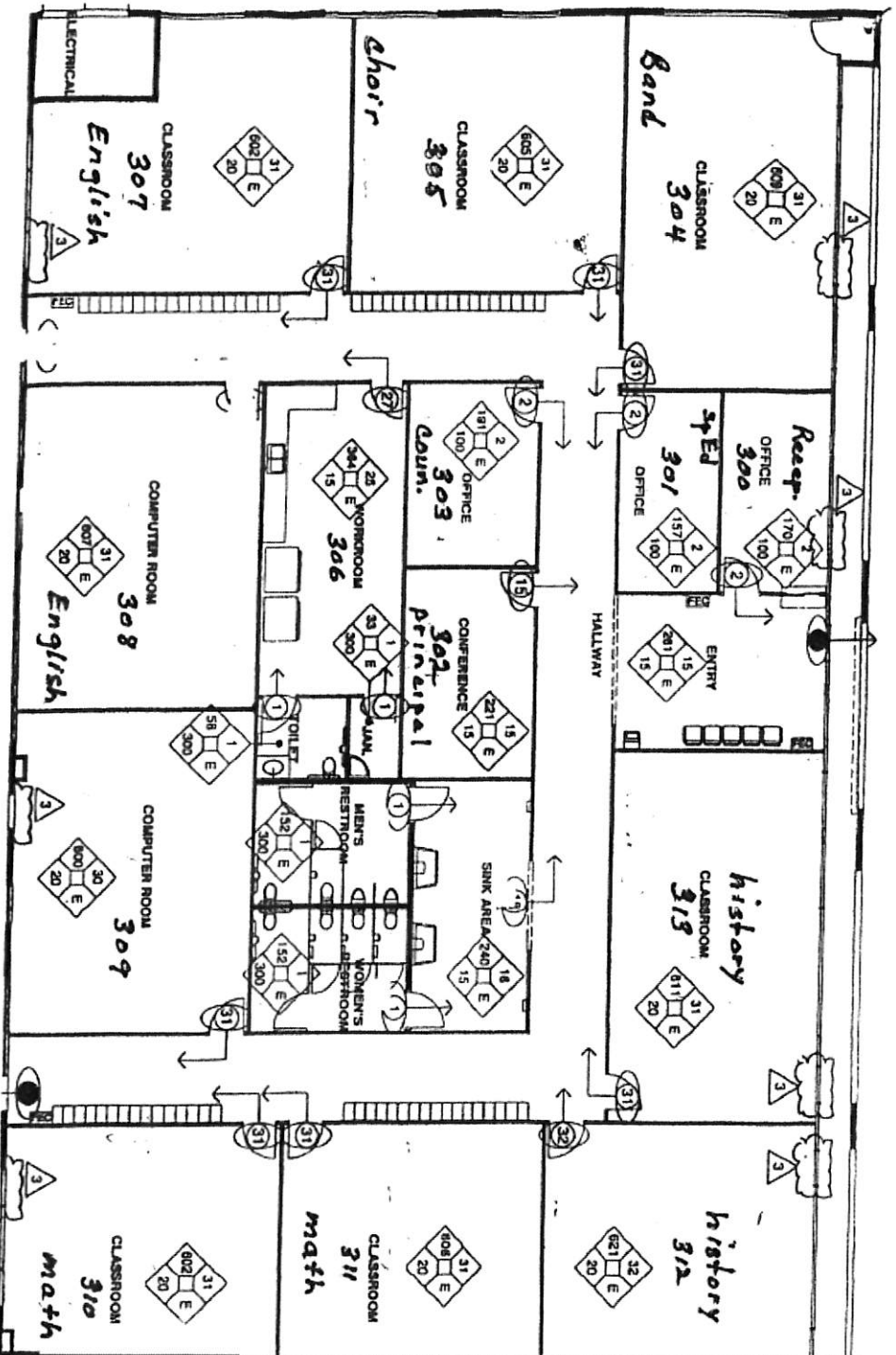


Reflective Build Out:

4075 Rancho:

Floor Plan

9,258 SF



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COMMERCIAL REAL ESTATE SERVICES

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Broker
douglassalbright@gmail.com

Office: 702-732-1000

Bryan Houser
Senior Associate
bhouser@ac-ny.com

Fax: 702-395-9462

FOR LEASE

Charter School Buildings

4025, 4035, 4075, 4145 N. Rancho Dr

Las Vegas, NV 89130

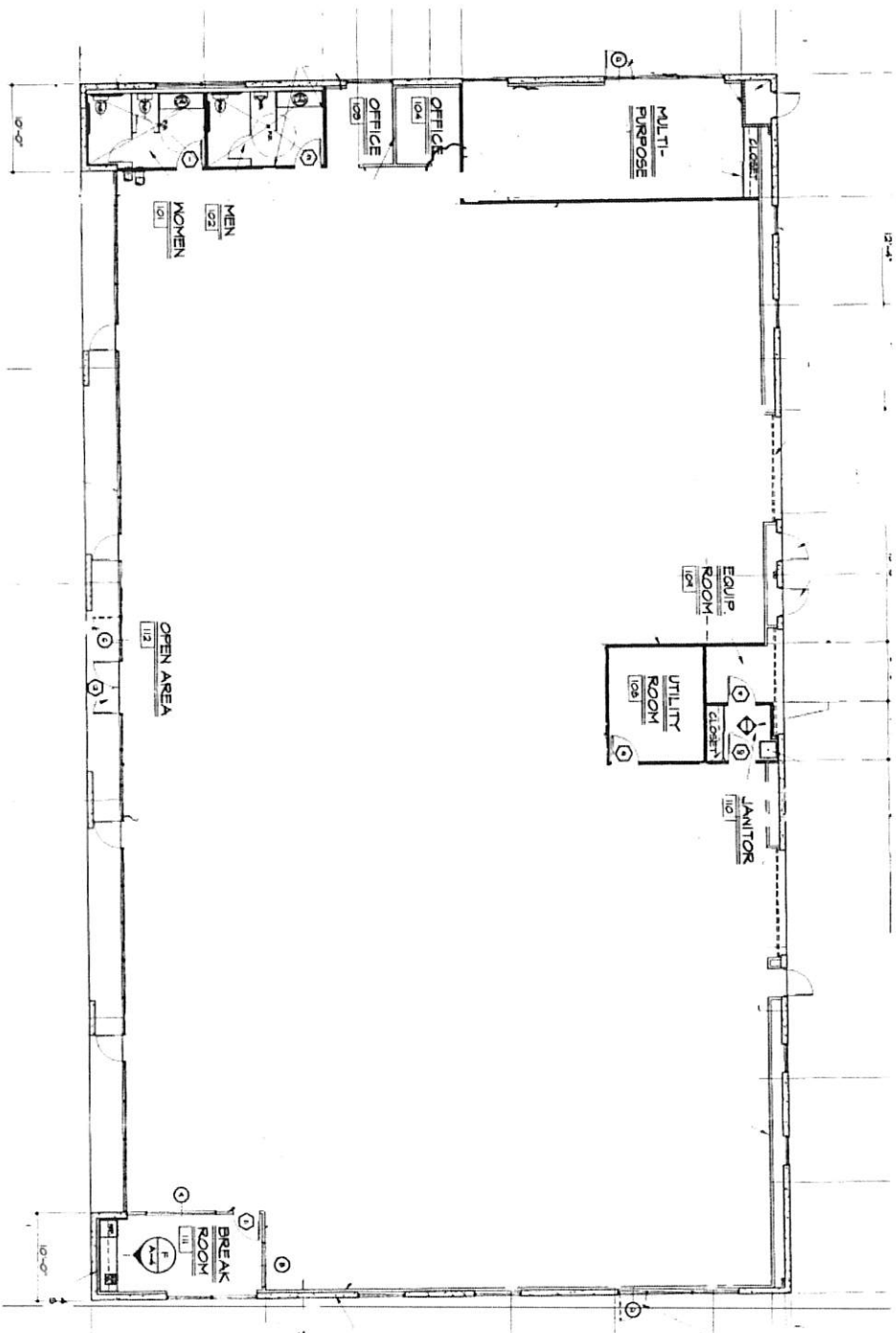


Reflective Build Out:

4145 Rancho:

Floor Plan

10,780 SF



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douglasalbright@gmail.com

Office: 702-732-1000

Bryan Houser
Senior Associate
bhouser@ac-nv.com

Fax: 702-395-9462

Attachment 10- Owners of Proposed Facilities and Relationship to Quest

Attachment 10: Proposed Facility Owner Contacts and Relationships to Quest Academy

Landlord of Building 4025 N. Rancho Drive, Las Vegas, NV.

David E. Schinnerer and Debra Schinnerer

Trustees of the Schinnerer Family Trust

30936 Cartier Drive,

Rancho Palos Verdes, CA 90275

There is no relationship between this landlord and any of Quest Academy's leadership, Governing Board, or Receivership organizations.

Attachment 11- Certificate of Occupancy

Certificate of Occupancy

City of Las Vegas, Nevada
Department of Building & Safety

This Certificate issued pursuant to the requirements of the International Building Code indicating that at the time of issuance this structure was in substantial compliance with the various Structural, Fire, and Life Safety Codes of the City regulating building construction or use. Any Certificate of Occupancy presuming to authorize a violation of the code or other ordinance is declared invalid.

Building Address 4025 N RANCHO DR Suite No. 259823
 Type of Construction VB Occupancy Classification E Area: 13475 S.F.
 Building Owner's Name: 4025 RANCHO LLC
 Owner's Address: _____
 Tenant's Name: FOUNDER'S ACADEMY
 Description of Use: EDUCATIONAL
 Prepared By: Susan Denton Date: August 20, 2014

By: _____

Chris Knight - Building Official

POST IN CONSPICUOUS PLACE

Attachment 12- School Inspection Report



**SOUTHERN NEVADA HEALTH DISTRICT
SCHOOL INSPECTION REPORT**

Page 1 of 2

280 SOUTH DECATUR BLVD • LAS VEGAS, NV • 89107 • 702-759-1110 (DIRECT) • 702-759-1000 (24 HOURS)

FACILITY INFORMATION										
PERMIT #		ESTABLISHMENT NAME			PHONE #		COMPLIANCE SCHEDULE DUE		PRIMARY FHS	
PRO111561		Founders Academy K-12								
ADDRESS							DISTRICT	LOCATION	MILES	
4025 N. Rando Dr. Las Vegas, NV.										
CONTACT PERSON:										
CURRENT SERVICE	EHS	SERVICE	DATE	TIME IN	TIME OUT	TRAVEL TIME	PERMIT STATUS	RESULT		
	BS	9/6	5-18-16	1205	1300	20 min		31		
SPECIAL NOTES						FUTURE ACTION	ACTION		DATE	
							ST			

In = In compliance OUT = Not in compliance N/O = Not observed N/A = Not applicable COS = Corrected on-site during inspection R = Repeat violation

Imminent Health Hazards - Notify SNHD and cease Operations as Directed

Loss or interruption of electrical service other utility required for the operation of the heating and air conditioning. (NAC 444.56822.2.b.1)	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT
Interruption or contamination of potable water supply. (NAC 444.56822.2.b.3)	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT
Presence of insects, rodents or other vermin that constitutes a significant threat to health or safety. (NAC 444.56822.2.b.5)	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT
Improper disposal of sewage or liquid waste. (NAC 444.56822.2.b.4)	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT
Any condition or equipment used that constitutes unreasonable risk of physical injury. (NAC 444.56822.2.b.8)	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT
Presence of toxic material that is labeled, stored or used improperly. (NAC 444.56822.2.b.6)	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT
Toxic or noxious gases, vapors, fumes, mist or particulates in concentrations which are dangerous to life or health. (NAC 444.56822.2.b.7)	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT
Classrooms and other areas that occupy students or staff that has ambient temperatures less than 60 or more than 93 degrees Fahrenheit. (NAC 444.56822.2.b.9)	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT

SECTION 1 - Student Health

1	Isolation of sick students ensured. Resting surfaces of non-absorbing material cleaned and sanitized before use by a student	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT <input type="checkbox"/> N/A <input type="checkbox"/> COS <input type="checkbox"/> NO <input type="checkbox"/> R
2	Medications stored inaccessible to students in cabinets or in locked container in refrigerator	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT <input type="checkbox"/> N/A <input type="checkbox"/> COS <input type="checkbox"/> NO <input type="checkbox"/> R

SECTION 2 - Classrooms-Instruction and Vocational

3	Installed eye-wash stations and showers in classrooms in which acidic, basic, flammable or other hazardous materials are handled	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT <input type="checkbox"/> N/A <input type="checkbox"/> COS <input type="checkbox"/> NO <input type="checkbox"/> R
4	Classrooms including specialty classrooms (art, music, home economics, PE, special education) maintained in good condition, clean and free from hazards or litter	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT <input type="checkbox"/> N/A <input type="checkbox"/> COS <input type="checkbox"/> NO <input type="checkbox"/> R
5	Equipment for specialty classrooms (art, photography, graphics, science, woodwork and auto shops) properly located, installed/vented as required and maintained in good condition. Access by authorized persons only. Warnings and information conspicuously posted	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT <input type="checkbox"/> N/A <input type="checkbox"/> COS <input type="checkbox"/> NO <input type="checkbox"/> R
6	Pets kept or handled in classroom as required by NAC 444.56834	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT <input type="checkbox"/> N/A <input type="checkbox"/> COS <input type="checkbox"/> NO <input type="checkbox"/> R
7	Areas or Rooms used for vocational activities or science laboratory must have at least one hand wash sink supplied with hot and cold water and with paper towels and soap that are properly dispensed. Eating and drinking prohibited in such areas or rooms.	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT <input type="checkbox"/> N/A <input type="checkbox"/> COS <input type="checkbox"/> NO <input type="checkbox"/> R

SECTION 3 - Gym and Locker Rooms

8	Gym, locker rooms and associated activity or storage rooms maintained clean, in good condition, with sound surfacing and free from hazards.	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT <input type="checkbox"/> N/A <input type="checkbox"/> COS <input type="checkbox"/> NO <input type="checkbox"/> R
9	Showers maintained free of leaks, floors free of litter or stains. When used, showers are provided with hot and cold water at a maximum temperature of 110°F.	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT <input type="checkbox"/> N/A <input type="checkbox"/> COS <input type="checkbox"/> NO <input type="checkbox"/> R

SECTION 4 - Utilities, Custodial, Facilities

10	Custodian(s) prepared to remediate areas contaminated by hazardous, biological or chemical materials.	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT <input type="checkbox"/> N/A <input type="checkbox"/> COS <input type="checkbox"/> NO <input type="checkbox"/> R
11	Drinking fountains accessible to students in classrooms or nearby study/work areas, clean and in good operating condition; supply of drinking water provided at outdoor events and gymnasiums.	<input type="checkbox"/> IN <input checked="" type="checkbox"/> OUT <input type="checkbox"/> N/A <input type="checkbox"/> COS <input type="checkbox"/> NO <input type="checkbox"/> R
12	Lighting adequate as required. Bulbs/tubes lit and fixtures in good condition.	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT <input type="checkbox"/> N/A <input type="checkbox"/> COS <input type="checkbox"/> NO <input type="checkbox"/> R
13	Utility rooms/areas (electrical panels, riser, boiler, chiller) in good order, clean and secured inaccessible to unauthorized persons. GFCI installed and functioning as and where required.	<input checked="" type="checkbox"/> IN <input type="checkbox"/> OUT <input type="checkbox"/> N/A <input type="checkbox"/> COS <input type="checkbox"/> NO <input type="checkbox"/> R

SECTION 4 - Utilities, Custodial, Facilities

14	Water from approved source, free from cross connections and available. Backflow prevention devices installed and tested and passed as required.	<input checked="" type="checkbox"/> IN	<input type="checkbox"/> OUT	<input type="checkbox"/> N/A	<input type="checkbox"/> COS	<input type="checkbox"/> NO	<input type="checkbox"/> R
15	Hazardous materials (flammables, toxic chemicals, paint) properly stored and secured inaccessible to unauthorized persons	<input checked="" type="checkbox"/> IN	<input type="checkbox"/> OUT	<input type="checkbox"/> N/A	<input type="checkbox"/> COS	<input type="checkbox"/> NO	<input type="checkbox"/> R
16	Equipment properly drained to sewer. Sewage disposed of in an approved manner.	<input checked="" type="checkbox"/> IN	<input type="checkbox"/> OUT	<input type="checkbox"/> N/A	<input type="checkbox"/> COS	<input type="checkbox"/> NO	<input type="checkbox"/> R
17	Building(s) protected from vermin access.	<input checked="" type="checkbox"/> IN	<input type="checkbox"/> OUT	<input type="checkbox"/> N/A	<input type="checkbox"/> COS	<input type="checkbox"/> NO	<input type="checkbox"/> R
18	Fresh air in classrooms and other indoor instruction/occupied areas maintained at between 65oF and 85oF.	<input checked="" type="checkbox"/> IN	<input type="checkbox"/> OUT	<input type="checkbox"/> N/A	<input type="checkbox"/> COS	<input type="checkbox"/> NO	<input type="checkbox"/> R
19	Restroom facilities adequate, accessible, clean, in good condition and with properly sized containers for refuse disposal, appropriately placed.	<input checked="" type="checkbox"/> IN	<input type="checkbox"/> OUT	<input type="checkbox"/> N/A	<input type="checkbox"/> COS	<input type="checkbox"/> NO	<input type="checkbox"/> R
20	Restroom fixtures in good, clean and working condition.	<input type="checkbox"/> IN	<input checked="" type="checkbox"/> OUT	<input type="checkbox"/> N/A	<input type="checkbox"/> COS	<input type="checkbox"/> NO	<input type="checkbox"/> R
21	Toilet tissue available in stalls from approved dispensers.	<input checked="" type="checkbox"/> IN	<input type="checkbox"/> OUT	<input type="checkbox"/> N/A	<input type="checkbox"/> COS	<input type="checkbox"/> NO	<input type="checkbox"/> R
22	Lavatories provided where required. Adequate, properly installed and stocked. Lavatories provided with warm water of adequate flow and adequate time.	<input checked="" type="checkbox"/> IN	<input type="checkbox"/> OUT	<input type="checkbox"/> N/A	<input type="checkbox"/> COS	<input type="checkbox"/> NO	<input type="checkbox"/> R

SECTION 5 - Playgrounds, Field, External Grounds

23	Playground and field equipment properly installed, and maintained to CPSC requirements in a clean condition.	<input checked="" type="checkbox"/> IN	<input type="checkbox"/> OUT	<input type="checkbox"/> N/A	<input type="checkbox"/> COS	<input type="checkbox"/> NO	<input type="checkbox"/> R
24	Playground/Field surfacing in good condition. Area clean and free from hazards. Meets CPSC requirements.	<input checked="" type="checkbox"/> IN	<input type="checkbox"/> OUT	<input type="checkbox"/> N/A	<input type="checkbox"/> COS	<input type="checkbox"/> NO	<input type="checkbox"/> R
25	Walkways properly constructed and maintained	<input checked="" type="checkbox"/> IN	<input type="checkbox"/> OUT	<input type="checkbox"/> N/A	<input type="checkbox"/> COS	<input type="checkbox"/> NO	<input type="checkbox"/> R
26	Garbage/refuse properly disposed of	<input checked="" type="checkbox"/> IN	<input type="checkbox"/> OUT	<input type="checkbox"/> N/A	<input type="checkbox"/> COS	<input type="checkbox"/> NO	<input type="checkbox"/> R
27	Exterior of facility clean and free from litter and hazards	<input checked="" type="checkbox"/> IN	<input type="checkbox"/> OUT	<input type="checkbox"/> N/A	<input type="checkbox"/> COS	<input type="checkbox"/> NO	<input type="checkbox"/> R

SECTION 6 - Food Service

28	Food storage in approved location; Refrigerators protected from vermin/spoilage	<input checked="" type="checkbox"/> IN	<input type="checkbox"/> OUT	<input type="checkbox"/> N/A	<input type="checkbox"/> COS	<input type="checkbox"/> NO	<input type="checkbox"/> R
29	Snack bar or student store maintained and operating as required by health permit.	<input checked="" type="checkbox"/> IN	<input type="checkbox"/> OUT	<input type="checkbox"/> N/A	<input type="checkbox"/> COS	<input type="checkbox"/> NO	<input type="checkbox"/> R
30	Unpermitted food activities occurring on campus.	<input checked="" type="checkbox"/> IN	<input type="checkbox"/> OUT	<input type="checkbox"/> N/A	<input type="checkbox"/> COS	<input type="checkbox"/> NO	<input type="checkbox"/> R

VIOLATION COMMENTS

Violations and Corrective Actions:

Violation	Corrective Action
<i>V# (11) Possible Leak at Fountain by front Desk</i>	<i>→ investigate and repair</i>
<i>V# (12) Leak at Following Fixtures:</i>	
<i>• boys urinal #2 in 2005 area</i>	<i>→ repair</i>
<i>• boys toilet #2 in 3005 area</i>	<i>→ repair</i>
<i>• boys toilet #2 in Gym</i>	<i>→ repair</i>

Overall Inspection Comments:

Inspector name and phone number: <i>Robert G. Ke 702-759-0608</i>			
Reviewed by	Received by (signature)	Received by (printed)	EHS (signature)
	<i>[Signature]</i>	<i>D'Ann Blatt</i>	<i>[Signature]</i>

DB provided copy to Mr. Robinson 5/18/16 to address needed repairs.

Attachment 13- Proof of Contact with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act

STATE OF NEVADA

BRIAN SANDOVAL
Governor

BRUCE BRESLOW
Director



JOSEPH (JD) DECKER
Administrator

TODD R. SCHULTZ CSP, CSHM, CPM
Chief Administrative Officer

DEPARTMENT OF BUSINESS AND INDUSTRY
DIVISION OF INDUSTRIAL RELATIONS
SAFETY CONSULTATION AND TRAINING SECTION

February 14, 2017

Mrs. Diane Cravotta
Consultant
Quest Preparatory Academy
4660 N Rancho Drive
Las Vegas, NV 89130

Dear Mrs. Cravotta:

This letter confirms your February 14, 2017 request for an on-site consultation survey.

We would like to commend you on your decision to seek our assistance to help improve your company's safety and health programs.

As soon as our schedule permits, one of our consultants will contact you to arrange a date and time for your consultation visit.

To assist us in providing you with an efficient and productive visit, we request that the following information be made available to our consultant during the onsite visit: certificate of workers compensation insurance; the Log of Work-Related Injuries and Illnesses (OSHA Form 300) and associated documentation; any written materials developed for your business that address health and safety issues; any written safety and health programs; safety training program outlines and documentation of training completed; and Safety Data Sheets (SDS's) for all chemicals, batch materials, or similar commercial and industrial products in use at your facility.

While not required, we request that the company's officer-in-charge participate in the consultation visit opening conference so that they can be made aware of the services to be provided and of the employer's responsibilities associated with using our service. We also encourage you to allow employee participation in our visit since the outcome of our survey will directly affect your workforce.

In addition, if you have a union work force, an employee representative must be offered the opportunity to participate in the opening conference, physical inspection of the facility, and the closing conference. If there is an objection to holding joint opening and closing conferences, the

Your Partner for a Safer Nevada

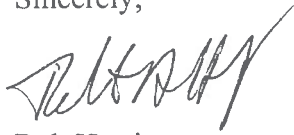
www.4safenv.state.nv.us

consultant will conduct separate conferences with the employer and the employee representatives. If you have a union workforce, please ensure that the employee representatives are notified of the opening and closing conference dates and times.

The consultation program is designed to help you establish and maintain a safe and healthful workplace. We look forward to working with you to implement an effective safety and health program that will improve productivity and reduce occupational injuries and illnesses.

If you need any assistance with occupational safety and health issues before we are able to schedule a consultation visit, please call our office and request to speak with one of our consultants.

Sincerely,

A handwritten signature in black ink, appearing to read 'Bob Harris', with a stylized, flowing script.

Bob Harris
Consultation Supervisor