

1 NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

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11 REPORTER'S TRANSCRIPT OF REGULAR MEETING

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17 Taken at Grant Sawyer Building  
18 555 East Washington  
Room 4412  
Las Vegas, Nevada

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On Friday, June 24, 2016  
At 9:07 a.m.

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Reported by: Jane V. Efaw, CCR #601, RPR

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1 Board Members Present:

2 ADAM JOHNSON, Chairman

3 MARC ABELMAN, Member

4 NORA LUNA, Member

5 ELISSA WAHL, Member (By phone)

6 KATHLEEN CONABOY, Member (Carson City)

7 MELISSA MACKEDON, Member (Carson City).

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10 Others Present:

11 ROBERT WHITNEY, Deputy Attorney General (For Board)

12 GREGG OTT, Deputy Attorney General (For Staff)

13 PATRICK GAVIN, Director

14 BRIAN SCROGGINS, Deputy Director

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1 Friday, June 24, 2016; Las Vegas, Nevada

2 P R O C E E D I N G S

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4 CHAIRMAN JOHNSON: All right. We are ready  
5 to go. And I will call the meeting to order at 9:07  
6 a.m. We'll begin with roll call. Member Abelman?

7 MEMBER ABELMAN: Present.

8 CHAIRMAN JOHNSON: Member Wahl? Member  
9 Wahl, can you hear us?

10 MEMBER WAHL: I'm here.

11 CHAIRMAN JOHNSON: Member Conaboy?

12 MEMBER CONABOY: Present.

13 CHAIRMAN JOHNSON: Member Luna?

14 MEMBER LUNA: Present.

15 CHAIRMAN JOHNSON: Vice Chair Mackedon?

16 MEMBER MACKEDON: Here.

17 CHAIR JOHNSON: Can we all rise to recite  
18 the pledge of allegiance.

19 (Pledge of allegiance)

20 CHAIRMAN JOHNSON: All right. I would like  
21 to begin this morning's meeting with some public  
22 comment, but actually, first, before we do that, I  
23 would be inclined to take a motion for a flexible  
24 agenda.

25 MEMBER ABELMAN: So moved.

1 CHAIRMAN JOHNSON: Second?

2 MEMBER CONABOY: I second.

3 CHAIRMAN JOHNSON: All in favor of a  
4 flexible agenda?

5 ALL: Aye.

6 CHAIRMAN JOHNSON: So moved. So let's begin  
7 with our public comment, and I will call three at a  
8 time. Please remember that we are going to be  
9 limited to three minutes. And you will get a  
10 notification over the loud speaker when the three  
11 minutes has ended. First three, Trudy Killman, Betsy  
12 Johnson and Jeana Monlux.

13 TRUDY KILLMAN: Good morning. My name is  
14 Trudy Killman. I sat before you on February 26th  
15 when we were pleading for you to allow our campus to  
16 remain open with the stipulations that the special  
17 use permit was going to be granted, and that a  
18 negotiation was going to be able to be reached with  
19 our landlord at the Roberson campus.

20 At that meeting it was also discussed about  
21 the lack of communication we had had with the  
22 receiver. I am sitting before you today as a very  
23 upset parent. I have now a senior who is still  
24 struggling with the decision as to where he's going  
25 to school because our campus was closed. Our campus

1 was not given the 90 days' notice as was discussed in  
2 that meeting on February 26th. There was a blast  
3 e-mail sent out to us on the 14th of June, which was  
4 eight days after our school had already closed.

5 If you go onto the Quest Academy website,  
6 you will see that we are still accepting enrollment  
7 for 8th through 12th for the upcoming school year.  
8 You will also see that the notice was posted that as  
9 of June 6th, no decision had been reached, and none  
10 of the parents or students have been notified of the  
11 closure.

12 At this point, the voucher program will be  
13 available for the next six days to those parents who  
14 are interested in moving their child to a private  
15 school. However, most of the enrollment at the other  
16 charter schools that are available in our part of the  
17 county have long passed. So we are struggling with  
18 where we put the majority of these students who have  
19 IEP's.

20 I want to stress to you that Mr. Kern has  
21 been unavailable to all of us. I'd like to question  
22 why it is someone from Washington D.C. was appointed  
23 to look over and restructure this campus, but yet has  
24 been completely unavailable for parents. He's been  
25 out of touch not only with us, but also the news

1 reporter who started covering this story back in  
2 February.

3 Our school was shut down. Our children were  
4 disposed of like trash. There was a meeting held on  
5 Wednesday as a formality so that he could sit before  
6 you today to remove the 9 through 12 from the  
7 charter. That meeting was posted on the campus  
8 doors. It was not sent out through a blast e-mail  
9 for all parents, and there were only a handful of us  
10 that ended up showing up.

11 CHAIRMAN JOHNSON: Three minutes. Thank you  
12 so much Ms. Killman.

13 BETSY JOHNSON: My name is Betsy Johnson.  
14 I'm a parent of three children at Quest Academy.  
15 Sadly the situation has continued to spiral out of  
16 control with the help of this board and Mr. Kern, who  
17 this board appointed by a process that I'm not even  
18 certain is legal. There was not selection process or  
19 application, no formal proceeding, anything. A few  
20 phone calls, and he was here on the payroll of Quest  
21 without so much as an introduction.

22 He has a Quest-paid attorney for himself,  
23 not Quest. Quest can't afford one. My question  
24 comes in, when a receiver fails to communicate with  
25 the families or the teachers of this campuses, and

1 he, in fact, lives on the East Coast. You instructed  
2 him in February to be transparent and keep the  
3 families informed of his progress. He had one  
4 meeting on May 20th to tell us that everything was  
5 still uncertain, but that he would know more by  
6 May 23rd. Still nothing. On June 16th, he announced  
7 the closure via email, which falls after the 90-day  
8 notice which had expired a week after school had  
9 gotten out. Even two days ago when he held a  
10 required meeting to address the closure as Trudy  
11 stated, there were violations because there was no  
12 good faith attempt to notify the parents. They have  
13 a Facebook page. They have a website. And it wasn't  
14 posted on any of those places either.

15 This is approaching negligence. They  
16 include a plan, and their new plan is to enroll more  
17 students. How can you with any sense of decency and  
18 ethics potentially be enrolling children and families  
19 into a campus that has nothing but uncertainty in  
20 their future. Do they plan to tell these potential  
21 clients the state of affairs of the school? No, they  
22 don't.

23 At this point my ethical line has been  
24 crossed. You have no integrity or moral code. The  
25 only things that are certain as of today are that the

1 Bridger campuses was just for sale. Quest no longer  
2 has a high school. None of the remaining campuses  
3 are purchased or have any existing leads, weeks out  
4 of the new school year. Mr. Kern does not respond  
5 when contacted by any means, and is not acting in any  
6 way like a governing board. It's more like a  
7 dictatorship. He does not take or incorporate any  
8 suggestions. He does not do what he has promised,  
9 and does nothing. Kern speaks to Patrick, as he  
10 calls him, on a regular basis. Not the board.

11 This Mr. Gavin was a driving force in trying  
12 to shut this school down from the start. I find this  
13 to be a conflict of interest. The new school has a  
14 website, and they're talking about their Centennial  
15 location months ago, which in turn -- turns out was  
16 actually the Roberson campus. The site admin was  
17 hired in March. The special use permit that he will  
18 speak about today is not in question at this point,  
19 and he knows that. Every condition has been met.

20 I urge this board to overhaul this process  
21 that was supposed to help us, find out and hold  
22 accountable those that were allowed a receiver to be  
23 appointed who could not be -- feasibly be available  
24 to us on a regular basis. I would love to see an  
25 expense report on how much Quest has spent on him.



1 They were in financial trouble already. Airfare  
2 accommodations and meals could not have been cheap.  
3 That's my statement.

4 CHAIRMAN JOHNSON: Thank you so much.

5 UNIDENTIFIED SPEAKER: I have Jeana Monlux's  
6 statement. Charter member -- chart Authority  
7 members, I am writing this letter due to not being  
8 able to make the meeting on Friday the 24th. I am a  
9 parent of three kids at Quest, and I want to share my  
10 experience with you because how else would you know  
11 the way that we all were treated, parents and  
12 children? We have been treated like we don't exist,  
13 like we don't have feelings, like we don't matter.

14 We've only been a part of Quest's so-called  
15 family for the 2015-2016 school year. This is not a  
16 good choice for my family, and things did not go as  
17 planned. We had several issues in the first month at  
18 schedule with my senior, and with the credits he  
19 needed. Apparently, the person that Quest put in  
20 charge of schedules, Ms. Mahina, had no idea what she  
21 was doing. I later found out that my son had taken  
22 classes that he didn't even need, and was never put  
23 in the classes that he did. How someone goes several  
24 months into a school year without communicating with  
25 parents about the future of their children is beyond

1 my comprehension.

2 So what do a few of us parents do? We band  
3 together and try to save our children's school so  
4 that this so-called family. My family attended the  
5 charter meeting back in February, and all three of my  
6 children spoke as well as myself. We pleaded our  
7 case and thought that we had a chance, when in  
8 reality we never had a chance, and it didn't matter  
9 what we said, what our children said, or even what  
10 you said, the charter Authority said.

11 Someone wanted the school closed down, and  
12 it was going to happen without a thought on how it  
13 affects one single person or Quest. We are not from  
14 Las Vegas, and the corruption that I've seen in the  
15 short time that we've been here with regards to the  
16 school is like no other. I sat there and listened to  
17 Patrick Gavin try to find any reason that he could  
18 think of to shut down our school, and the whole time  
19 he was thinking he's really -- I was thinking, he's  
20 really in this position. He's really supposed to be  
21 helping schools. This is one of the men that should  
22 be on our side to save our schools. Not my call.

23 But should he hold that position if he is  
24 not in the best interest of the children? No, he  
25 should not. The thing that comes to my mind is that,

1 what is he hiding? What does he know? Who let this  
2 small charter school get so out of hand in the first  
3 place without being able to turn back? I'm angry and  
4 I want answers. I've heard all about the board that  
5 was in place and all of the charter people that were  
6 in charge. What I haven't heard is who are we  
7 holding accountable? Who was doing the checks and  
8 balances for this charter school?

9 So now we have this supposed receiver in  
10 place to help us out in this misfortune. Great.  
11 That is what is very questionable. While I am sure  
12 Mr. Kern is quite capable of his profession, he  
13 didn't come in and help Quest. Not the Roberson  
14 campus, anyway. We were literally hung out to dry,  
15 and whether they be from the Authority board or from  
16 political parties, either way, the Roberson campus  
17 was never a priority.

18 Not only do we feel that Mr. Galvin and  
19 Mr. Kern, but we also felt from the other Quest  
20 locations almost as if they knew already that we  
21 didn't.

22 CHAIRMAN JOHNSON: Three minutes. Thank you  
23 so much. Our next three will be Tara McAdorey, Linda  
24 Sidler and then Kate Barber.

25 TARA McADOREY: Good afternoon. I have

1 spoken to you all many times regarding my family. I  
2 have a 10th grader, a 9th grader, and a 2nd grader at  
3 Quest Academy. As you may remember, I've always been  
4 here in a positive way. Roberson Campus of Quest  
5 Academy has surely changed his life (inaudible). I'm  
6 so thankful for staff, teachers and friends.

7 Today we are not here to ask you to keep our  
8 high school campus open. Instead I am asking you to  
9 please not let what happened to our school happen to  
10 another school under the Authority. In September,  
11 your board motioned for your staff to take immediate  
12 action to work with our school through the  
13 installment of a receiver as soon as possible. At  
14 that time we all questioned what a receiver was, what  
15 they would do, what it would cost and how it would  
16 affect our school.

17 Mr. Gavin stated that if the school was not  
18 placed under a receiver, he would recommend we be  
19 closed. When we met the receiver back in October, we  
20 tried to be positive. If a person would come in, be  
21 a part of our family, work with us and help our  
22 schools stay open. We were under the impression that  
23 the receiver would take over the duties of our board,  
24 and things would not change. However, the reality is  
25 that our receiver is not able to be part of our

1 campuses, is not able to react to questions or  
2 concerns. Parents repeatedly reach out and do not  
3 get any answer. Following that meeting very little  
4 was communicated to the families regarding the status  
5 of Quest. We didn't really know how it was going  
6 until the update at the board meeting in February.  
7 At that meeting, we're on the agenda to eliminate  
8 grade levels in conjunction with the relocation of  
9 the school's authorization to occupy the Roberson  
10 campus and to the impending non-renewal of the  
11 campus's special use permit.

12 As it turned out, "impending" was an  
13 interesting choice of words. As you all remember, at  
14 that meeting we had extensive discussions about that  
15 special use permit. Mr. Kern stated the ability for  
16 the Roberson to stay open based on a renewal of that  
17 permit and renegotiating the lease. Mr. Gavin was so  
18 sure that the special use permit was not going to be  
19 renewed and felt it was unfair for you to not let  
20 parents know -- or not decide that day to eliminate  
21 our high school. One of the board members even asked  
22 the question, how do you know the outcome of a  
23 meeting that has not yet happened. He said it was  
24 based on conversations that he had had.

25 As it turned out, the board decided to give

1 us a chance, to get the special use permit renewed.  
2 We were so thankful that you believed in us and were  
3 willing to give us a chance to try to keep our school  
4 open. I cannot believe in my heart that your board  
5 was closing any Quest campuses. I think that you  
6 supported the families as much as you could, and I'm  
7 thankful for that.

8 At the end of that meeting, Mr. Kern said he  
9 would be more available to us and communicate more  
10 often. He promised you that he would. He sent a  
11 letter. You requested stating that Roberson campus  
12 was in question for next year. After receiving that  
13 letter, many parents began to reach out more  
14 frequently. We tried to follow up to see what the  
15 status was and if we could help. At your meeting you  
16 said that you were pushing to hear some of the  
17 planning commission (inaudible) for April, that we  
18 could try to get an answer more quickly to the issues  
19 of the special use permit.

20 However, April came and went, we were not on  
21 the agenda, and we still heard nothing from school.  
22 He called me on the 18th in response to three e-mails  
23 I sent requesting information.

24 CHAIRMAN JOHNSON: Three minutes. Thank  
25 you, Ms. McAdorey.

1           LINDA SIDLER: Good morning. My name is  
2 Linda Sidler, and I want to thank you for your  
3 continued support of charter schools, and in  
4 particular, Quest Academy.

5           I feel like Mrs. McAdorey, that it was  
6 never -- that you honestly tried to help our school  
7 and help it move along in a positive direction. I'd  
8 like to read this on behalf of my husband, Tim  
9 Sidler, who is a former board member, and we're both  
10 parents of Quest students, and I myself was an  
11 employee at Quest.

12           I would like to speak about the receiver  
13 that was appointed to Quest last October. Mr. Kern  
14 was appointed without any procedures in place such as  
15 applications or postings of the position. I  
16 understand there is now an extensive process that has  
17 been put in place, and I am thankful that you realize  
18 the need for such procedures. While I commend Mr.  
19 Kern for working through some of the financial issues  
20 that have plagued Quest, I also must express my  
21 disappointment to you, as I have done to Mr. Kern.  
22 In his lack of communication to the parents and staff  
23 of the school, this board has directed better  
24 communication from Mr. Kern, and he himself has said  
25 in meetings with us parents that he would improve,

1 but it hasn't happened.

2 A meeting was held earlier this week, and  
3 Mr. Kern mentioned that he would work on appointing  
4 some locals to help with his email communication.  
5 This one aspect of this whole process, that we as a  
6 school have gone through, has led to so many issues.  
7 It has fueled dysfunction and rumors that have  
8 plagued the school, and has forced so many employees  
9 and parents to leave because we didn't know what was  
10 going on at our school.

11 And I hope that in future communication this  
12 is taken more seriously, in order to help the parents  
13 understand what is going on and to help the staff to  
14 be able to help the families in their understanding  
15 and in their process through their children's  
16 education. So many families don't understand what  
17 needs to be done and how to help their own children.  
18 So I really hope that this will help.

19 I hope that the board will also continue to  
20 work towards helping this process because what our  
21 school and what our families have gone through has  
22 not been pleasant, and all we wanted to do was help.  
23 And without information and communication, it led to  
24 so many negative things, so many rumors, so much  
25 upset and heartbreak. And we all want help.



1           So the board has the ultimate responsibility  
2   to govern its schools, and your dedication is  
3   appreciated, but please learn from the mistakes that  
4   this has caused and help us to help you to better our  
5   children and our schools. Thank you.

6           CHAIRMAN JOHNSON: Thank you. Just really  
7   quickly, if you have written statements that you  
8   weren't able to finish, please submit them so we can  
9   have them on the record. Thank you.

10          KATE BARBER: Good morning. My name is Kate  
11   Barber. I have a first grader in Quest who's now  
12   going into second grade. I know we've heard a lot  
13   about the high school at the Roberson campus and all  
14   the concerns and issues. I wasn't a part of that. I  
15   wanted to come today to speak to you about what I've  
16   seen at the Torrey Pines campus.

17          Since this all started and we moved a  
18   receiver, and who I've actually never met, I've  
19   noticed the quality of the campus has gone downhill.  
20   The communication is seriously lacking. There is no  
21   communication with the administrative staff. There's  
22   no notification of issues, events, anything, really.  
23   I questioned whether to put my son back there. And I  
24   will be honest with you, the only reason that I would  
25   consider it is because of the educator, one educator

1 that's there that I trust with my son. Otherwise, he  
2 wouldn't be going back to Quest. The quality is just  
3 not there.

4 The school rating has gone downhill since  
5 this started, and I have serious concerns, especially  
6 when I volunteer on the second to last day of school  
7 and teachers can't tell me if they are coming back  
8 because they have not been offered contracts. They  
9 have gotten nothing in writing to keep them there.  
10 They have nothing even verbally to keep them there.  
11 So the last day of school, teachers are in limbo.  
12 Don't know what's going on. Parents are in limbo.  
13 I'm talking to everyone. They have no clue.

14 It's concerning. That's not the way a  
15 school should be run, in my opinion. And I am a  
16 business person. I work with a multimillion dollar  
17 real estate company. And we would be closed for  
18 business. So I just want to make sure we have the  
19 right people in place making good decisions and  
20 speaking with the parents. Our opinion matters.  
21 It's our children's education, and clearly they need  
22 all of the support that they can get. Thank you.

23 CHAIRMAN JOHNSON: Thank you, Miss barber.  
24 Are there any public comments in the north?

25 UNIDENTIFIED SPEAKER: No, there's not.

1           CHAIRMAN JOHNSON: We have Braxton Pacquet.  
2 I hope I said that correctly. We also have Denise  
3 Pacquet, and then finally Mandy Pacquet.

4           BRAXTON PACQUET: Chairman and board  
5 members, we would like to have our daughter speak  
6 first. Would that be all right?

7           CHAIRMAN JOHNSON: That's absolutely fine.  
8 Thank you very much. Mandy?

9           MANDY PACQUET: Chairman, board members,  
10 thank you for giving me the ability to speak here.

11           CHAIRMAN JOHNSON: Good morning.

12           BRAXTON PACQUET: Can I read her notes for  
13 her?

14           CHAIRMAN JOHNSON: Yeah, if that's what  
15 you'd like.

16           BRAXTON PACQUET: These are the notes Mandy  
17 took. She said, "Number one, if you do the math I  
18 got an A in guitar." We're talking about her third  
19 and fourth quarter grades for her beginning guitar  
20 class. "Two, if you were to create arbitrary rules,  
21 that would be micromanaging like the sock rule." Her  
22 principal said, you can only wear certain kinds of  
23 socks, so we've never asked you to intervene. That  
24 would be micromanaging. She said, "This board  
25 doesn't need to enter into discussion about something

1 so trivial." We're talking about grades here.

2 "Number three, we, the kids, go to a place where the  
3 teachers can cheat us out of our fair grades, and you  
4 kids do nothing, and you wonder why kids are dropping  
5 out of school. Number four, when my teacher cheated  
6 me out of the grades, the principal backed them up,  
7 and the administrator backed up the principal, and  
8 the school board will back up the administrator."

9 And she knows that because she's been to the  
10 meetings when the school board rubber stamped the  
11 administrator.

12 Do you have anything else you want to add?  
13 Do you have any questions for her? You can't do  
14 that, right? So we'll go ahead and move on.

15 CHAIRMAN JOHNSON: Please.

16 BRAXTON PACQUET: Thank you, Mandy.

17 Mr. Chairman and all board members, thanks for the  
18 ability to speak before you, and thanks for listening  
19 to our concerns. Now, we're requesting --

20 CHAIRMAN JOHNSON: State your name for the  
21 record.

22 BRAXTON PACQUET: My name is Braxton  
23 Pacquet.

24 CHAIRMAN JOHNSON: Thank you.

25 BRAXTON PACQUET: We requested

1 investigationS by this board. We requested the  
2 chance to present evidence to you because this is not  
3 the forum for that to happen. We requested to  
4 ability to place an item on your agenda at the  
5 soonest possible meeting of this board because  
6 Mandy's school, Doral Academy, is being running by 30  
7 plus year veterans of CCSE's worse era. We brought  
8 these situations of incorrect grades to the attention  
9 of teachers, principals, the school system, the  
10 administrator, and they refused to use the scoring  
11 and grading criteria that they set forth to arrive at  
12 the grades. It's impossible for Mandy to have earned  
13 the grades she was given by her teacher in her  
14 beginning guitar class using the criteria set forth  
15 for grading.

16 We're not asking Doral for a favor. We're  
17 asking them to do their job. Mandy has been cheated  
18 out of the grade she earned. If she cheated and got  
19 a better grade than she earned, it would be a  
20 scandal, and you people should look into it, and so  
21 should the school board of her school, and she should  
22 be punished. It's exactly what's happening right now  
23 at the school. They're cheating her out of her  
24 grading and giving her a worse grade than she earned  
25 by the points she got. You can get her criteria.

1 There was no failing notice sent out, and by the way  
2 they gave her a 75 in her class with a weighted  
3 system, 50 percent of the grade, 25/25. She had to  
4 be getting a running F. No failing notice was sent  
5 out.

6 The school must at the very least grade  
7 fairly. And this is not what has been done. They  
8 must show how the grades were arrived at, and that is  
9 not what they did. There are no score entries in her  
10 campus portal, in the infinite campus, and the  
11 teacher just said, I'm going to give her 75 for the  
12 whole nine weeks. The only way she could have gotten  
13 that was her participation would have had to have  
14 been a 50. A bad, very low F, and that didn't  
15 happen.

16 The teacher does as he pleases with no  
17 communication to the students. Her principal rubber  
18 stamps the teacher's decision. The school system,  
19 the administrator, rubber stamps the principal, the  
20 Doral school board rubber stamps the school system  
21 administrator, and Mandy gets crunched in the wheels  
22 and the gears of this system. Someone has to say,  
23 not on my watch. We're here to ask you, step up and  
24 do the job that's set forth.

25 This is not micromanaging. This is the

1 scores. These are the grades. It's not job one at  
2 school, it's job 0.

3 CHAIRMAN JOHNSON: Three minutes.

4 BRAXTON PACQUET: Someone has to say, not on  
5 my watch.

6 CHAIRMAN JOHNSON: Thank you.

7 DENISE PACQUET: That's everything.

8 CHAIRMAN JOHNSON: Thank you.

9 DENISE PACQUET: See something say  
10 something.

11 CHAIRMAN JOHNSON: I need you to state your  
12 name.

13 DENISE PACQUET: I'm Denise Pacquet. Thank  
14 you.

15 CHAIRMAN JOHNSON: Thank you.

16 BRAXTON PACQUET: So that's it.

17 CHAIRMAN JOHNSON: Thank you. All right.  
18 We will move on to agenda item. I am going to go a  
19 little bit out of order: I would like to be able to  
20 get to agenda item number 6, which is the Quest  
21 receiver update, and we will do that first.

22 JOSHUA KERN: Good morning. My name is  
23 Joshua Kern. As you know, I am the receiver for  
24 Quest Preparatory Academy. I want to take this  
25 opportunity to summarize some of the key developments

1 since my last report on February 23rd, 2016, after  
2 which I'd be happy to address any questions you may  
3 have.

4 Before I begin, though, I would like to  
5 thank all of you, the SPCSA for your support and your  
6 courage in appointing a receiver. I hope that you  
7 will be encouraged by the significant progress that  
8 we have made toward the goals of financial solvency  
9 and long-term sustainability of Quest in just eight  
10 months.

11 I have previously submitted a preliminary  
12 report that summarizes the events leading to the  
13 appointment of a receiver, including the findings of  
14 Deloitte, based on their own investigation. In the  
15 interest of time, I will not reiterate these facts  
16 now.

17 Today I'm happy to report the following  
18 accomplishments: We have settled with many of the  
19 school's creditors, built a comfortable cash reserve,  
20 installed a new team of administrators, removed all  
21 of the employees associated with the foundation,  
22 enrolled 939 students for next year representing  
23 nearly full enrollment, 93 percent at all three  
24 campuses. Reached an agreement with the landlord  
25 that Quest will be in Torrey Pines at least through



1 the end of next school year. Created a balanced  
2 budget for next school year, reduced payroll by  
3 \$50,000 a month, reduced class size in kindergarten  
4 to meet the state requirement, issued contracts to  
5 all teachers, and begun laying a foundation for a  
6 high performing school.

7 None of this would have been possible  
8 without the unwavering support, commitment and  
9 remarkable patience of our parents, students, faculty  
10 and staff. This has been a challenging year, and I  
11 am constantly amazed by the support from the school  
12 community. Without this support, Quest would not  
13 have been able to continue to operate.

14 I want to take this opportunity to mention a  
15 few highlights. We settled our obligation with the  
16 YMCA. Quest had a \$50,000 past due obligation to the  
17 YMCA, along with a lease for an ongoing obligation,  
18 which totaled more than \$520,000. The YMCA has  
19 completely forgiven this past due obligation, and  
20 relieved us of the ongoing lease. I want to take  
21 this opportunity to especially thank the YMCA and  
22 Mike Lunday, the executive director, for his  
23 cooperation.

24 We made our first of three payments to PERS  
25 totaling \$102,000 to pay down the past due

1 obligation. \$239,000 remains on that past due  
2 obligation. We settled with Univest Capital to buy  
3 out the lease mimeos at a discounted purchase price.  
4 We settled with Dynamic Property on the Roberson  
5 campus, which I will discuss in more detail later,  
6 relieving the school of \$341,000 of past due  
7 obligation, as well as ongoing lease payments  
8 totaling approximately \$3 million for a nominal sum.

9 We settled with Centennial Executive Suites,  
10 which forgave our \$54,000 past due obligation, as  
11 well as the ongoing lease payments totaling \$130,000.  
12 All told, we eliminated \$4,232,110 in past and future  
13 obligations of Quest.

14 As you know, it is paramount that Quest  
15 solve the facility issues at each of its three leased  
16 campuses. It is the receiver's job to stabilize the  
17 school, which requires secure and affordable  
18 long-term locations for each campus consistent with  
19 the SPCSA's strategic plan.

20 Specifically, my focus as receiver has been  
21 to keep Quest in its current buildings with  
22 reasonable leases that are fair to the school and the  
23 landlords, and I will do everything in my power to  
24 see that this occurs, including utilizing the legal  
25 system.

1           Let me take a little time to let you know  
2   where things stand at each of the three campuses.  
3   First Torrey Pines. As you know, Quest moved from  
4   Montecito to Torrey Pines for the 2015 school year  
5   after the Montecito lease expired. Torrey Pines was  
6   originally built as a business park with three  
7   permanent buildings and eight portable classrooms.  
8   Four of the portables are leased for one year. The  
9   other four portable are leased for two years. All  
10   the portables have two-year permits, which end next  
11   summer.

12           Quest has two objectives that need to be  
13   satisfied as part of any long-term agreement with the  
14   property owner. First, that the property must be  
15   affordable over the long-term; and second, that any  
16   long-term agreement includes the immediate  
17   implementation of a capital improvement plan that  
18   will provide the Quest community with a suitable  
19   educational facility.

20           The most straightforward way to achieve  
21   these two objectives is for Quest to purchase the  
22   property from the landlord. Unfortunately, we have  
23   not been able to reach an agreement on a sale as of  
24   this hearing. In the interim, the landlord has  
25   assured Quest that it will not do anything to

1     compromise Quest's use of the Torrey Pines campus at  
2     least through the end of the next school year.  Going  
3     forward, Quest will pay the owners of the trailers  
4     directly, and will also directly undertake all of the  
5     necessary maintenance and improvements this summer  
6     and next school year.  Quest will continue to  
7     negotiate with the landlord for either a sale or a  
8     long-term lease that achieves the aforementioned two  
9     objectives.

10                 Next I want to talk a little bit about  
11     Bridger.  You'll recall that Quest has a sublease  
12     with the foundation for \$42,000 a month, and that the  
13     foundation has a lease for approximately \$27,000 a  
14     month with the property owner CSP Bridger Avenue,  
15     LLC.  As a result of Quest's nonpayment of rent, the  
16     foundation issued an initial five-day notice to pay  
17     rent or quit on December 8th, 2015.  That initial  
18     five-day notice was withdrawn after Quest submitted  
19     its response.

20                 On April 4th, 2016, in the middle of student  
21     testing, the foundation served Quest with a second  
22     five-day notice to evict Quest and the 146 students  
23     attending the Bridger campus.  On April 12th, 2016,  
24     the foundation also served Quest with a 30-day notice  
25     to quit the premises.

1 In response, on May 6th, 2016, Quest filed a  
2 complaint against the foundation for injunctive  
3 relief and accounting, declaratory relief, breach of  
4 contract arising under the independent contractor  
5 agreement; breach of implied covenant of good faith  
6 and fair dealing, tortious breach of implied covenant  
7 of good faith and fair dealing, and breach of  
8 fiduciary duty under the independent contractor  
9 agreement.

10 Quest immediately filed a motion for ex  
11 parte temporary restraining order and preliminary  
12 injunction on an order shortening time which the  
13 court heard on an expedited basis resulting in the  
14 issuance of a temporary restraining order on May 6th,  
15 2016, and the entering of a preliminary injunction on  
16 May 23rd, 2016, enjoining the foundation's 30-day  
17 notice to quit the premises from becoming effective  
18 until a trial is heard on the merits.

19 The preliminary injunction order was  
20 formerly entered by the court on June 1st, 2016. On  
21 June 16th, 2016 Quest obtained a default against the  
22 foundation issued by the clerk of the court. Quest  
23 is in the process of filing an application for  
24 default judgment against the foundation for which you  
25 will seek entry of the judgement against the

1 foundation to include an accounting and a money  
2 judgment.

3 The application for default of judgment will  
4 require a hearing date for the court to determine the  
5 parameters of the default judgment relief sought for  
6 the entry of the judgment against the foundation.  
7 Quest will also conduct post-judgement discovery  
8 after the judgment is entered.

9 I also want to let you know that we are  
10 currently attempting to negotiate directly with the  
11 property owner, no longer the foundation, to purchase  
12 or lease the building. We have made a fair offer to  
13 purchase the building and a fair offer to lease the  
14 building, and we are awaiting the property owner's  
15 response. In the meantime, we have no intention of  
16 leaving Bridger.

17 Now, on to Roberson. As I mentioned in my  
18 previous testimony back in February, the Roberson  
19 campus presented an especially tricky situation.  
20 Because in addition to needing to renegotiate an  
21 unaffordable lease compromising 44 percent of the  
22 total campus revenue, the future of the campus also  
23 hinged on the renewal of the special use permit.  
24 Ultimately after much haranguing in a public meeting  
25 in May with parents, I decided that the Roberson

1 campus was no longer viable for Quest, and I decided  
2 to close it at the end of the school year.

3 Let me emphasize that this was a very  
4 difficult decision. I recognize that Roberson served  
5 as an important and possibly unique educational  
6 institution to many parents of students with special  
7 needs that attended Roberson. And I recognize that  
8 it can be very difficult to find an accommodating  
9 placement for special needs students, and my heart  
10 breaks for these families. I believe we did  
11 everything we could to keep this campus open.

12 The landlord for the Roberson campus is  
13 working to move a new school, the David McKay School,  
14 into this facility for the start of the 2016/2017  
15 school year. Quest is in the process of moving out  
16 of the Roberson campus, and must vacate the Roberson  
17 campus by July 1st. Quest and the receiver have no  
18 connection with the David McKay School.

19 In recognition of the challenges created by  
20 closing this campus of Quest, Quest is taking the  
21 following steps to support the parents and students  
22 of the Roberson campus throughout the summer and the  
23 2016/2017 school year. On Thursday, July 7th, we  
24 will provide additional information regarding  
25 graduation requirements as well as information about

1 other high school options. We will host a morning  
2 session at 9:00 a.m. and an evening session at 5:00  
3 p.m. After the informational meeting, parents will  
4 be invited to make appointments with Quest staff to  
5 address individual concerns and questions,  
6 specifically assistance for applications, zoning for  
7 school boundaries and course selections.

8 We will also conduct a kind of survey on  
9 July 7th to find out additional targeted needs of our  
10 families. We will appoint a staff member from the  
11 Roberson campus to serve as a personal liaison for  
12 our parents. The liaison support will be tailored  
13 based on the results of the survey. During the  
14 school year, liaisons will be available Tuesdays,  
15 Wednesdays and Thursdays from 4:00 to 5:00 p.m. This  
16 support will include tutoring and supports to  
17 achieving the Nevada academic content standards. If  
18 needed, the liaison can communicate with students,  
19 teachers and parents to monitor progress. All of  
20 this went out in a letter to Roberson parents  
21 yesterday.

22 I'm also delighted to report that we have  
23 appointed Tiffany Ferguson as our parent coordinator  
24 to assist the receiver in communicating directly with  
25 parents. Ms. Ferguson is widely respected among the



1 parents, and I think she will be a big help in making  
2 sure that parents' questions and concerns are being  
3 addressed in a timely fashion.

4 As we know, serious mismanagement of the  
5 school spans several years, and will take a  
6 significant amount of time to fully unravel and  
7 remedy all of the financial problems still facing the  
8 school. We still have pending litigation matters  
9 with Hertstech (phonetic) lease over a furniture  
10 agreement, and with Mr. Truman, the school's former  
11 general counsel.

12 We are constantly trying to resolve these  
13 matters, including, for example, facilitating the  
14 purchase of the FF&E at the Roberson campus by the  
15 successor tenant, which will further reduce any  
16 financial exposure to Quest.

17 With that said, I hope you are encouraged,  
18 as I am, by the significant progress that has been  
19 made since my appointment. I also recognize that I  
20 have not addressed many of the academic  
21 accomplishments of the school, and I hope to be able  
22 to do that with you at a subsequent board meeting.

23 In closing, let me thank the board of the  
24 SPCSA and Patrick Gavin for the opportunity to serve  
25 on behalf of the Quest community. Today I ask only

1 that the SPCSA continue to support Quest's ongoing  
2 negotiations with the landlords. I believe it is  
3 very important to Quest and the charter school  
4 movement to allow the negotiations with the landlords  
5 to run their course. After those negotiations are  
6 completed, it will make sense to discuss the next  
7 steps for the school.

8 At this time I'd be happy to answer any  
9 questions you might have. I apologize for the length  
10 of that testimony. There's a lot going on.

11 CHAIRMAN JOHNSON: A lot to be said. Do you  
12 have questions? Nora?

13 MEMBER LUNA: I don't have any questions.  
14 It's very impressive. That's exactly the reason why  
15 you were appointed. I wish the parents felt a little  
16 bit more engaged so they don't feel this way. I  
17 don't think there would be any difference in the  
18 results. This is what you were hired to do. Again,  
19 I wish the parents could be a little more informed  
20 and having more communication. This is why the rest  
21 of the school can stay open.

22 CHAIRMAN JOHNSON: Member Conaboy?

23 MEMBER CONABOY: Chairman Johnson, good  
24 moring. I'd like to follow-up with what Member Luna  
25 just said. Mr. Kern, because you've heard the

1 parents' concerns this morning, your report is very  
2 impressive. It sound like a lot of hard work. It  
3 sounds like a lot of very difficult and technical  
4 work. And it may not not translate well to a report  
5 to parents on a regular basis, but could you please  
6 address for us what appears from the parents'  
7 perspective to be a lack of communication and a lack  
8 of sharing of details with them about the future of  
9 the school? Because what I'm concerned about, even  
10 though we now have a parent liaison, is the lateness  
11 of the notice and the slim options that they have for  
12 next year.

13 So while I share Member Luna's appreciation  
14 for your difficult and effective work, can you talk a  
15 little bit about communication with the parents so we  
16 can learn a lesson from the process, please.

17 JOSHUA KERN: I'm sympathetic to their  
18 concern. I certainly take responsibility for not  
19 responding to every outreach that a parent has made  
20 to me. I acknowledge that there have been responses  
21 that -- there have been outreaches that I have not  
22 responded to. I know that is a problem and a  
23 challenge. I have responded to some, I would say  
24 even many. We've also held public meetings, public  
25 hearings with the parents, and I think we've been

1 both through hearings and through written  
2 communication, very straightforward with the parents  
3 about what we were doing, what I was doing, and as  
4 best we could, kind of handicapping the likelihood of  
5 Roberson staying open.

6 I've been working in the charter school  
7 movement for almost 20 years, and without question,  
8 the most difficult thing to do is close the school.  
9 And no one wants to do that. I don't want to do  
10 that. And when I was appointed on October 26th,  
11 2015, it was my intention to keep all of the campuses  
12 open. It just was not possible with Roberson.

13 And it really is heartbreaking, especially  
14 because for many of the students and parents, there  
15 isn't a great alternative to Roberson. And I  
16 recognize that. And if there was any way to keep  
17 Roberson open, we would have, and we would have  
18 fought to do it. I just didn't see a path forward.

19 I think in retrospect the mistake that I  
20 made was in talking about the special use permit as  
21 being part of the problem, I think that sent a  
22 message unintentionally to the parents that this was  
23 a problem that they might be able to help solve. The  
24 parent community in Roberson is very active, as you  
25 can see. They're engaged. They care. They're

1 passionate. And when I would say something about the  
2 special use permit as being an issue, I think the  
3 message they received was, you know, let me see what  
4 we can do to help, and it really galvanized them to  
5 act. When in fact, it was more than just the special  
6 use permit. There were a number of issues. And  
7 really the primary issue was the unaffordability of  
8 the lease. And frankly, I thought it was clear about  
9 that in the February 23rd hearing, and I thought I  
10 was clear about that in subsequent public meetings  
11 and written communication.

12 But I completely understand the message that  
13 was received was different, and I think I understand  
14 why that's the case. And I think in retrospect,  
15 knowing what I know now, I think I would have been  
16 clearer about all the challenges that we were facing  
17 at Roberson, and probably would have less emphasized  
18 the special use permit being just one of the factors,  
19 and the totality of circumstances that required us to  
20 close the campus.

21 MEMBER MACKEDON: Chairman Johnson?

22 CHAIRMAN JOHNSON: Yes.

23 MEMBER MACKEDON: I'm Melissa Mackedon, for  
24 the record. I would also just add what Mr. Kern  
25 said, that this topic of, you know, now we don't have

1 choices, and that was very specifically talked about  
2 as a concern of the staff when Mr. Kern was before us  
3 before and was an argument for not granting the  
4 opportunity to get the special use permit. And we  
5 very specifically advised people that this could  
6 happen, and then you're not going to have options,  
7 and then you're going to come before us and say, now  
8 we don't have options, and it's going to be our  
9 fault.

10 So I mean, I feel like, we really were very  
11 specific about, you still need to jump on your  
12 options and not wait until the last minute. So in  
13 fairness to both Mr. Kern and the board and the  
14 staff, I feel like we were very, very specific about  
15 that when he was before us last time.

16 CHAIRMAN JOHNSON: I think one of the only  
17 things I would like to add, I think the entire  
18 situation is unfortunate. I think we started in a  
19 place that wasn't a good one. We didn't have very  
20 many great options because of the financial situation  
21 the school was in from the start.

22 It makes me wonder, though, in looking at  
23 the entire situation, what systems could we put in  
24 place. We don't want to be back at that starting  
25 point, but if we get to that point, what systems

1     could we put in place to ensure that, again, parents  
2     don't feel like they have more -- they have more  
3     involved than might need to be. And also, how do we  
4     ensure that the communication be done in such a way  
5     that parents understand what is happening every step  
6     of the way. Because more than anything, they just  
7     wanted to kind of be in the know, and not  
8     necessarily -- the outcome probably would have been  
9     the same even if they would have been in the know.  
10    So just thinking about this, the lesson I'm learning  
11    from here, is how do we ask the questions that ensure  
12    that we have systems in place to provide good  
13    communication, and that parents are engaged and as  
14    involved as they can be when you're doing really  
15    difficult work. And I think having a single point  
16    person, actually, was probably the reason why we were  
17    able to get so much completed in such a short amount  
18    of time. That's also the reason we weren't able to  
19    have all the things that we needed with the  
20    communication.

21               CHAIRMAN JOHNSON: Director Gavin.

22               DIRECTOR GAVIN: Thank you for the  
23    thoughtful question, Mr. Chairman. So there were  
24    some things about this that were quite unique. The  
25    level of financial distress that the school was in,

1 and the need that was identified by this body and by  
2 individual members and by elected officials as well,  
3 related to the imminent threat of immediate  
4 bankruptcy for this school.

5 We did attempt to apply local talent who  
6 could have done this job, included but not limited to  
7 direct outreach to the Department of Taxation, which  
8 has taken a similar role with relation to school  
9 districts in the past. You must know, they would  
10 like (inaudible) County (inaudible) County was in  
11 financial distress some years ago. Our overtures to  
12 those parties were not responded to.

13 Again recognizing that this was a situation  
14 where the school was in imminent danger of not taking  
15 a community role. We did move expeditiously, did our  
16 due diligence by reaching out to other charter  
17 apparatuses throughout the country who had experience  
18 with receiverships, and then reached out to Mr. Kern  
19 and other parties. Mr. Kern was the one who  
20 responded and was willing to do what was probably  
21 what is the most challenging financial turnaround  
22 that I have ever witnessed in the state in my  
23 20 years.

24 And frankly, as someone who -- as parents  
25 have noted, there are times when I have said this



1 school should or indeed would need to be closed.  
2 Because this is by far the most challenging situation  
3 that I have ever seen in my lifetime in this space,  
4 where a school has actually been able to achieve the  
5 kind of results academically that this school has  
6 done, thanks to Mr. Kern's extraordinary work. But  
7 there are things I think we can improve. And some of  
8 those we've already implemented. So we do now have  
9 an RFT process to recruit receivers for this and  
10 other purposes, including academic turnarounds. That  
11 was something that we were not in the position to do  
12 based on, again, our fear of imminent closure of this  
13 campus and leaving kids and families with no option  
14 in the middle of November. And also the danger and  
15 distress that that would create for our partner in  
16 the Clark County School District. We have had  
17 multiple contacts with the school district throughout  
18 this process, as well, both at the superintendent and  
19 at the CFO levels.

20 I think one of the unique challenges to this  
21 particular school, but I think also a lesson learned  
22 because I think it is an issue that we will see in  
23 other schools as well, in that the staff on site, who  
24 are the individuals to whom a receiver is expected to  
25 work, were understandably quite resistant to change.

1 They had been kept in the dark I think for a very  
2 long time regarding the imminent danger of financial  
3 distress of the school.

4 I think we tried as much as possible to not  
5 create a panic. Had people understood the broader  
6 set of dangers that staff might not get their  
7 pensions paid for, that people could lose their jobs  
8 within days, that the school could be evicted from  
9 any one of its campuses at any time based on its  
10 inability to pay its rent. There was great concern  
11 about staff running for the exits, of parents running  
12 for the exits, and then essentially creating the  
13 situation we're trying to avoid, which is closing the  
14 school.

15 And I will note that it is actually  
16 discussed in the RFP documents, which we have modeled  
17 based on receivership models from other states,  
18 including but not limited to the State of  
19 Massachusetts, which has a statutory receiver  
20 provision for schools or districts that are either in  
21 academic or financial distress. That one of the key  
22 things is structuring how caring outreach happens,  
23 how communication happens.

24 The flip side of that, that is much more  
25 costly. Receiverships are not cheap. We were in the

1 position where because it is possible and indeed  
2 likely that most of the costs of the receivership and  
3 the costs of the legal counsel may be able to be  
4 covered through the DNO for this particular school  
5 because of the level of malfeasance in this  
6 management that went on. It's the technical term for  
7 directors' and officers' insurance for the school.  
8 But those funds are not unlimited. And they are very  
9 much something where if you're going to get  
10 reimbursed from the insurance company for this, it  
11 has to be directly related to the matter that spawns  
12 the problem. And communication, as much as it's  
13 important, is not something that insurance companies  
14 typically want to pay for. If you go tell your  
15 customer what's going on, that actually scares the  
16 heck out of insurance companies.

17 And this is a school, again, that the only  
18 way it's been able to pay its people is by cutting  
19 the accountant and by not paying other bills and by  
20 settling. It's very, very hard to then sit there and  
21 go, Yes, we're going to go, and we're going to spend  
22 \$30,000, \$50,000, whatever it might be, on yet  
23 another FTE for the purposes of telling parents  
24 things, when frankly all we're doing is we're making  
25 promises we may not be able to keep.

1           How do you do anything other than say, a  
2   bunch of newbies that are going to frustrate the  
3   parents who are in this room. My heart goes out to  
4   them. This is a lousy, lousy situation. We are not  
5   a resources agency to go out and do an investigation.  
6   As you recall, it took over 18 months from the time  
7   when the initial reports of mismanagement came  
8   through and when we asked the board to took action.  
9   And that is a direct result of how this state is  
10   structured and how it's governed, and how as we as a  
11   state agency are limited in our ability to intervene.

12           We are very fortunate, and the school is  
13   extraordinarily fortunate to be in a position where  
14   much of it may well be able to survive. But this is  
15   extraordinarily tough. The other agencies that do  
16   this work in other states have ten times our head  
17   count, and they still work through receivers. We are  
18   doing this on a very, very thin margin.

19           And I will note that this agency  
20   specifically made a budget request related to our  
21   belief and our obligations to be more communicative  
22   to parents, to be able to respond to complaints, to  
23   be able to investigate. That has been denied at this  
24   point. There is no interest in funding that  
25   additional work because they would rather that we

1 close schools rather than do what we were doing.

2 We are doing what I believe is right by  
3 parents, but we're not able to do it as well as we  
4 would like.

5 CHAIRMAN JOHNSON: I appreciate the candor  
6 there, Director Gavin. And certainly not discounting  
7 all the challenges that we face, despite challenges,  
8 I know and believe we can always get better. And  
9 again, I think this was incredibly hard work. It was  
10 good work. It was not easy work, and I don't think  
11 it was perfect work, and I don't think anybody would  
12 say that it was perfect. But it's work that actually  
13 had to be done in order to (inaudible), but some of  
14 the greater good is to make sure that some students  
15 can still go to a campus at a school that cares about  
16 them, and then they want to be where they want to be.  
17 So is there any further discussion or questions?

18 MEMBER CONABOY: Mr. Chair?

19 CHAIRMAN JOHNSON: Yes, member Conaboy.

20 MEMBER CONABOY: Thank you. I would like to  
21 follow up on something that Director Gavin just  
22 talked about, which is extensive outreach to Clark  
23 County School District, and I'd like to ask Mr. Kern  
24 to comment on what is happening to facilitate parents  
25 finding other placements for their children. I heard

1 July 7th, but school starts in early August. So is  
2 there something in place now to facilitate the  
3 appropriate placement of the children who will be  
4 affected by the closure of the Roberson campus?

5 JOSHUA KERN: We don't have anything formal  
6 in place at this time. Informally, I know that  
7 parents are reaching out to their students' teachers,  
8 and the teachers are being responsive. And they are  
9 also reaching out to administrators, and  
10 administrators are helping out in any way they can.  
11 But the formal part of our support will start on  
12 July 7th.

13 MEMBER CONABOY: And as a follow-up matter  
14 to that, is Clark County School District fully  
15 apprised of the situation and expecting that they  
16 will hear from each parent? Because they will be the  
17 ones with the receiving schools, I would assume.

18 JOSHUA KERN: I have not sent formal  
19 notification to Clark County School District. That  
20 sounds like a good idea, and I will do that.

21 DIRECTOR GAVIN: And I will reach out to the  
22 Clark County CFO and make him aware. One mitigating  
23 factor in this is that -- Mr. Kern, correct me if I'm  
24 wrong about the number -- but my understanding is we  
25 had -- at the Roberson campus, we had approximately

1 60 requests to return.

2 JOSHUA KERN: Right.

3 DIRECTOR GAVIN: Many, many families have  
4 already made other options, or have not notified  
5 Quest that that was there choice for where they were  
6 returning. But I will reach out to Mr. McIntosh this  
7 afternoon and Pat Swierkowski as well to make sure  
8 that they are aware of this latest development  
9 because I know they're having conversations about  
10 this, okay? You're right.

11 We had wanted to have this conversation as a  
12 public process before reaching out directly to Pat  
13 and Jim, especially knowing the deep connections  
14 between this school and its former leadership and the  
15 administration of the district. We're well  
16 aware that -- they know about what's going on here,  
17 but I think it's entirely appropriate once this board  
18 has been apprised to then reach out to them as well.

19 May I say one additional thing, actually, to  
20 the parents that are here and the parents who  
21 couldn't be here. For our families in this, for the  
22 areas where we could have done better, I personally  
23 apologize. This is heartbreaking. And I am sorry  
24 for what you have gone through and the toll it has  
25 taken on you and your children in order to ensure

1 that this school can survive.

2 CHAIRMAN JOHNSON: Any further questions?  
3 Member Luna?

4 MEMBER LUNA: What are the next steps? Do  
5 we have a timeline of when it can be transitioned  
6 now? I know we're not completely out of the loop  
7 yet.

8 JOSHUA KERN: My focus right now is securing  
9 the two properties, Torrey Pines and Bridger, and  
10 also to continue to try and settle some of the larger  
11 outstanding past due obligations, Sprint, Herzteck  
12 lease and a couple others.

13 And frankly, I'm not primary focused on -- I  
14 have a timeline for what happens after that because  
15 I'm so hyper-focused on getting that done. I see  
16 that as an essential accomplishment before it makes  
17 sense to entertain what happens to Quest once we've  
18 reached a point where the school is financially  
19 solvent and has long-term security.

20 Just as a point of reference, I served as  
21 the receiver of options of a charter special, school  
22 school in Washington D.C. for special needs students,  
23 and I am just now wrapping up that receivership, and  
24 I was appointed in 2013. I mean, it takes time.

25 DIRECTOR GAVIN: I would note also, as some



1 parents have alluded to, there was, seems to be in  
2 the year, and partly as a result of all of the  
3 challenges that the school has experienced, there has  
4 been an observable decline in the quality of the  
5 academic program. We are well aware that the  
6 school's ACT scores are in the lowest to the  
7 portfolio, lowest in the state. Its graduate rate is  
8 not where it needs to be. The preliminary aspect,  
9 which admittedly has lots of noise in it, and cannot  
10 be used for accountability purposes, also it is  
11 indicative of academic challenges as well.

12 This school will need to have a full needs  
13 assessment, a full evaluation of what its academic  
14 trajectory is for the needs of its children, and that  
15 is something that, once this financial crisis has  
16 basically begun to abate to a point where there's a  
17 true window forward, there will absolutely need to be  
18 a very engaged and inclusive process for figuring  
19 out -- for identifying what the cold, hard reality is  
20 of where the school is academically as well as  
21 financially, and then charting a pathway forward.

22 What that looks like, whether that  
23 ultimately results in the emergence of an independent  
24 board for Quest, or Quest as an insolvent school then  
25 be merged into another school within the authority's

1 portfolio and under a governing body that has  
2 significant experience and with appropriate  
3 (inaudible) under the statute, that the board  
4 provides hold-harmless for that entity related to the  
5 past academic challenges of this school.

6 This will take time, and it will need to be  
7 a public and inclusive process, and it will have to  
8 include this body at multiple points in time. Once  
9 the negotiations that mostly have to be conducted are  
10 done related to landlords and lienholders and  
11 everybody else, we'll be in a position to have a  
12 much, much more thoughtful conversation about what  
13 parents want this school to be for their kids. Right  
14 now we have to make sure it stays open.

15 CHAIRMAN JOHNSON: One of the things that  
16 you mentioned, Mr. Kern, was there's a cash reserve,  
17 and then you also just mentioned that their focus  
18 right now is the Torrey Pines, and then also the  
19 Bridger campuses and negotiating those. Are you  
20 negotiating those for the long-term purchase or  
21 long-term lease? And that cash reserve, with that  
22 cash reserve today, how far away is the school from  
23 being financially solvent, in your estimation?

24 JOSHUA KERN: So we are negotiating possible  
25 purchases and possible leases at both Torrey Pines

1 and Bridger. At Torrey Pines, in particular, the  
2 sale option is more attractive to Quest because  
3 Torrey Pines needs a fair amount of capital  
4 improvement in order for it to be a more than  
5 adequate academic facility. And I think it would be  
6 easier at this point for Quest to own the building in  
7 order to design and implement the capital improvement  
8 work that it desires as opposed to having it go  
9 through the landlord. And I have expressed that to  
10 the landlord.

11 With that said, we would still be, under the  
12 right circumstances, we would be open to a long-term  
13 lease that included the same type of capital  
14 improvement program. Bridger is a much smaller  
15 campus. It's a much smaller facility. The amount of  
16 effort it would take to improve that facility is  
17 nowhere near the scope that is required for Torrey  
18 Pines. So I think it could morph into a longer term  
19 lease, and we would propose that to the property  
20 owner, but we're also fine with a purchase as well.  
21 It's really up to the property landlord. It's kind  
22 of open-ended. We just hope he will be responsive.

23 We do have a decent cash reserve now, but we  
24 have financial obligations that far exceed that cash  
25 reserve, so we're going to need to continue to settle

1 the past due obligations at something less than their  
2 full value, and we've made the creditors aware of  
3 that. Not all of them have accepted our proposal, so  
4 we continue to negotiate.

5 We also anticipate that if we need to  
6 purchase one or both of the facilities, that we may  
7 need some cash reserves in order to do that. So it's  
8 important for the school to have appropriate amounts  
9 of working capital as well as reserves to use to  
10 either pay down -- either settle past due obligations  
11 or as part of a down payment. We're going to need to  
12 be able to tap into that. So it's important part of  
13 the plan if you go with the cash reserves.

14 MEMBER WAHL: Mr. Chairman, I'm Member Wahl.  
15 If I may, please?

16 CHAIRMAN JOHNSON: Yeah, go ahead, please,  
17 Member Wahl.

18 MEMBER WAHL: (Inaudible). In the  
19 beginning, you said that you had (inaudible)  
20 (inaudible). It sounded like what is the enrollment  
21 going to look like for next year, and how is that  
22 going to impact the financial position.

23 CHAIRMAN JOHNSON: Her question was, what  
24 does the enrollment look like for next year, and how  
25 will that impact the financial position.

1 JOSHUA KERN: Right. So those were the  
2 projections for next year. 939 students are  
3 currently enrolled for next year, and that's  
4 93 percent of our full enrollment target, which is  
5 just over a thousand. And we fully expect that we  
6 will be able to be at full capacity at this point,  
7 and we have no concerns about next year's budget.

8 MR. GAVIN: There's also the statutory  
9 condition.

10 MEMBER WAHL: Okay. I thought it was said  
11 that was a (inaudible) campus, but you'll be back to  
12 two campuses next year.

13 JOSHUA KERN: I'm sorry. I didn't talk at  
14 all today about the Alexander campus. We have a  
15 small campus. Yeah, exactly.

16 MEMBER WAHL: Okay. Thank you.

17 CHAIRMAN JOHNSON: Mr. Kern, is there any  
18 concern about that, you know, we're at 93 percent  
19 capacity and when all of them are in flux that that  
20 number falls below 93 percent, and we kind of spiral  
21 back to where we were before. Is there a way for us  
22 to ensure that we kind of stay at that 93 percent or  
23 grow? I don't know what strategy you might have in  
24 place. I'm sure that we can keep attendance where it  
25 is so that we don't again fall back into financial

1 difficulties.

2 JOSHUA KERN: Yes. So we're still  
3 recruiting new students for next year, and we're  
4 holding events to put the word out that we are open  
5 and that we are actively recruiting at certain grade  
6 levels. We're also in constant contact with those  
7 parents who are enrolled in (inaudible) who actually  
8 intend to come back. So we get a pretty good sense  
9 of those parents who are actually committed, and some  
10 of the parents may still be testing the water at  
11 other places.

12 I think the other thing is that we will make  
13 adjustments if we have to. So one of the mistakes  
14 that Quest made previously was that it budgeted for a  
15 program for a certain number of students, and then  
16 enrolled less than that, and then never really  
17 adjusted the staff -- right sized the staff to meet  
18 the actual number of students it was serving. So I  
19 don't think this is likely, but in the unlikely event  
20 that we have less than 93 percent, we will make the  
21 appropriate adjustments.

22 CHAIRMAN JOHNSON: Director Gavin?

23 MR. GAVIN: I would note also that as a  
24 school that has declining enrollments, from this  
25 current year to the next school year is clear, there

1 will be some eligibility for hold-harmless payments  
2 as all public schools are permitted to access with  
3 very limited statutory exceptions, largely to ensure  
4 that those kind of fluctuations do not further  
5 destabilize a school or a district. That doesn't  
6 mean this (inaudible) will not continue forever, and  
7 then they will simply decrease pretty rapidly over  
8 time. But there are methods in place to cushion some  
9 of that.

10 I think the most important thing that we can  
11 do to ensure -- and when I say "we," really I mean  
12 the school and this body as oversight for that  
13 school -- to ensure that this school does not now  
14 have a revenue problem as well as an expense problem,  
15 is to solid type the facilities plan for both Torrey  
16 Pines and Bridger. Once parents can have the  
17 confidence that we would all expect to have before  
18 untrusting someone we love to a school, I have no  
19 doubt that this school will be in a position to be  
20 fully enrolled.

21 JOSHUA KERN: I agree that that is the  
22 number one priority, securing the facilities and  
23 improving them. Because as the landscape becomes  
24 more competitive, the condition of the facility  
25 matters.

1           CHAIRMAN JOHNSON: Is there a way we could  
2 get -- I know that we won't have -- I don't think it  
3 has to be every month, but it just needs to be a  
4 continual update so we are completely aware. It may  
5 come from Mr. Kern, it may come from Director Gavin.  
6 I just want to make --

7           DIRECTOR GAVIN: I would actually say unless  
8 Mr. Kern cannot be here, I think it would be useful  
9 to have this conversation again in July and in  
10 August. Because this two- to three-month period is  
11 by far the most important in terms of this particular  
12 situation. And while this body cannot do much  
13 actively to fix this school's problems, nor is it  
14 something we have the authority or the resources to  
15 do. We need to be in a position where there is at  
16 least this public process, if nothing else, to ensure  
17 that as much information is being communicated as  
18 possible.

19           CHAIRMAN JOHNSON: Perfect. So then we can  
20 expect to see you back in July, Mr. Kern?

21           JOSHUA KERN: I look forward to it. And I  
22 will also leave copies of my testimony this morning  
23 so you have it.

24           CHAIRMAN JOHNSON: Thank you.

25           JOSHUA KERN: Thanks so much.



1 CHAIRMAN JOHNSON: Appreciate it.

2 MEMBER CONABOY: Mr. Chair?

3 CHAIRMAN JOHNSON: Yes. I'm sorry. Who is  
4 that?

5 MEMBER CONABOY: This is Member Conaboy --

6 CHAIRMAN JOHNSON: Member Conaboy.

7 MEMBER CONABOY: -- for Mr. Kern relative to  
8 a request that I'd like to ask if that on the next  
9 agenda we can have an update on the receivership at  
10 Silver State just so we keep ahead of the information  
11 curve on this going forward? Thank you.

12 CHAIRMAN JOHNSON: Duly noted. Thank you,  
13 Member Conaboy. All right. We will move on -- did  
14 she get here yet? Oh, she's not. Okay. We will  
15 then move on to (inaudible).

16 UNIDENTIFIED SPEAKER: Just for a moment. I  
17 just want to connect Mr. Kern with these parents.

18 CHAIRMAN JOHNSON: All right. I guess we  
19 can do the approval of the minutes while Mr. Gavin is  
20 talking to those parents. So as to Item Number 2, is  
21 there any discussion that needs to happen?

22 MEMBER CONABOY: Mr. Chair, Member Conaboy  
23 again.

24 CHAIRMAN JOHNSON: Member Conaboy.

25 MEMBER CONABOY: I proposed some proposed

1 edits to staff yesterday in my review. They weren't  
2 substantive, they were technical, grammatical issues.  
3 So I will move approval with corrections as  
4 submitted.

5 MEMBER MACKEDON: Member Mackedon will  
6 second.

7 CHAIRMAN JOHNSON: All in favor of accepting  
8 the amendments from the May 12 and 13 (inaudible),  
9 and also from May 20 pending the adjustments  
10 submitted by Member Conaboy. All in favor?

11 ALL: Aye.

12 CHAIRMAN JOHNSON: Are there any opposed?  
13 There are none. All right. We will go to agenda  
14 item number 3, which is update, discussion, possible  
15 action regarding the (inaudible) charter school and  
16 the strategic plan.

17 DIRECTOR GAVIN: Thank you, Mr. Chairman.  
18 The staff has proposed, more as a strong man more  
19 than anything else, some particular metrics related  
20 to the elements that were identified in the strategic  
21 plan. This is that yellow column of measures on  
22 page 1 of this PDF Power Point.

23 With relation to the goal number 1, which is  
24 the opening and sustaining all the public schools  
25 that reflect the demographics in their community.

1 The proactive end goal of practice is equitable  
2 funding and focusing on local talent to opening these  
3 schools.

4 I will submit the following three metrics,  
5 which are: The percentage of open enrollment schools  
6 with late (inaudible). The percentage of schools  
7 with mission-specific adverse preferences, and the  
8 percentage and number of four and five star schools  
9 successfully committing leaders for these charters.  
10 So that is one set of metrics that again, staff are  
11 proposing, but we'll certainly take feedback on --  
12 we're attempting to identify things that we can  
13 actually measure without adding lots of new process,  
14 but are very (inaudible) to see that accomplished.

15 The second goal, the wavering commitment to  
16 high quality schools, four and five star schools is  
17 supported by the following undergirding principals,  
18 which is to approve only the highest quality  
19 applicants, to reward high quality schools and  
20 disseminate best practices, to sanction those  
21 performing schools to align standards to assessments,  
22 and a third-party comprehensive assessment of the  
23 quality of the sector.

24 We have also articulated the following three  
25 goals: The number and percentage of seats at four

1 and five start schools. Four and five star levels  
2 were equivalent. The number of and percentage of new  
3 schools created of four or five stars in their first  
4 year of being rated, and then the number and  
5 percentage of low performing schools closed each  
6 year.

7 Related to the third goal of fulfillment of  
8 public school obligations, which is undergirded by  
9 the following three guiding -- four guiding  
10 principals of ensuring equitable service to  
11 underserved populations, including but not limited to  
12 English language learners and students with  
13 disabilities, as well as kids in poverty; rewarding  
14 schools equitably serving underserved populations;  
15 investigation and sanction of schools that do not  
16 equitably serve underserved populations; and the  
17 recognition of problems incurred in partnerships to  
18 facilitate solutions to students in environmental  
19 challenges.

20 We have articulated the following to, again,  
21 strong man metrics for this: The number and  
22 percentage of open enrollment schools with all  
23 subgroup populations within ten percentage points of  
24 sending schools, and the number and percentage of  
25 schools adopting and implementing equitable policies

1 with relation to the final set of -- the final goal  
2 for the Authority.

3 The facilitation and the community of  
4 practice for charter school operators and leaders to  
5 build a culture of innovation and collaboration  
6 operated and undergirded by the following two guiding  
7 principals: The leveraging of the authority's LEA  
8 rules incurred and resulting in dissemination of best  
9 practices, and collaboration with the governor's  
10 office and other key state holders to incur the  
11 formation of high quality schools to support the  
12 overarching workforce and economic development close  
13 to the state.

14 We have suggested the following three  
15 metrics: The number and percentage of four and five  
16 star schools that develop and disseminate best  
17 practices in academics and equity. The number and  
18 percentage of one, two and three star schools that  
19 increase by one level or more per year, and the  
20 number and percentage of targeted RFP school  
21 applications received and approved. And this  
22 charter, the applications would again be for  
23 schools -- for programs that are better aligned to  
24 the state's workforce development and economic  
25 development. So CE programs in aligned areas, for

1 example, or other things that are outlined in the  
2 state-wide strategic plan for improving the economic  
3 diversity within our state.

4 CHAIRMAN JOHNSON: I had a couple questions,  
5 but I will allow for others to ask their questions  
6 first and provide feedback if there is any.

7 MEMBER MACKEDON: I just have one quick  
8 question, if I can. Just remind me, Patrick, what  
9 were we talking about when we were saying align  
10 standards to assessment? In the second goal. The  
11 measures and the metrics, I think they are reasonable  
12 and sound good. I can't remember -- when I read  
13 that, it sounds like the work of a school, not this  
14 board, so I'm thinking that maybe I'm not remembering  
15 what we were talking about, maybe?

16 MR. GAVIN: It was a point that was raised  
17 by, I believe former Member McCord and seconded by  
18 other members of the board related to the need to  
19 continue to look at how the assessments that we use  
20 to measure student performance actually align to  
21 standards.

22 So for example, if the state moves away from  
23 the Nevada academic contents and updates those to  
24 some other set of expectations, that the  
25 Authority-mandated assessments, such as ACT, Aspire,

1 align with those standards. And also to the degree  
2 that there is this misalignment with other  
3 state-mandated assessments. So for example, the  
4 state's newly adopted expectation for schools to  
5 administrator math and measure that in a progress  
6 assessment at certain grade levels, that that be  
7 something that we, if nothing else, advocate for to  
8 ensure such assessments are aligned to the  
9 expectations. Something which, Melissa, I believe  
10 you did very vocally in your private capacity before  
11 the state court last week.

12 MEMBER MACKEDON: I'm thinking maybe we  
13 could -- maybe we could just make a little tweet then  
14 and say like, Align assessments to approve -- Align  
15 approved assessments to improve standards. I don't  
16 know, but something --

17 DIRECTOR GAVIN: I do think it is also  
18 something that absolutely could be moved to the  
19 school level. Or could simply be -- I don't know  
20 that it necessarily needs to be in here. I think  
21 staff would want to ensure that we were taking  
22 feedback from all the voices on the board. And this  
23 was something where there was interest based on  
24 Member McCord's points in talking about it.

25 I don't think we would have any heartburn

1 about removing it and giving us just three bullet  
2 points here. Because I do agree, it can be something  
3 which -- number one, it could get us in the weeds of  
4 what schools do and how to interpret. And there's  
5 also vulnerability in calling into question this  
6 alignment, especially for things that are mandated by  
7 folks other than us. In the community --

8 MEMBER MACKEDON: So how about --

9 DIRECTOR GAVIN: -- versus your  
10 individual --

11 MEMBER MACKEDON: The verbiage that we had  
12 written down that day -- maybe we could just go with  
13 it -- is "Assure assessment aligns to standards that  
14 determine quality." Maybe it needs a little tweak on  
15 that one. Sorry. I don't want to get totally in the  
16 weeds here.

17 MR. GAVIN: No. Yes, absolutely. I missed  
18 that one. Probably this is just what my notes look  
19 like. So yes, remind me what the language was in  
20 writing, and I will (inaudible). Thank you, Member  
21 Mackedon.

22 CHAIRMAN JOHNSON: I've got a question  
23 about, so among the measures that we have, how do we  
24 actually measure against it, right? So percentage of  
25 open enrollment schools that align with the



1 standards. If it's 1 percent, if it's 5 percent, if  
2 it's 20 percent, what are we saying we want to  
3 actually hit there? For any or all of these, I  
4 guess. So we have, like, how we will measure? Do we  
5 know yet what we will measure? And how do we make  
6 sure that number isn't just arbitrary?

7 DIRECTOR GAVIN: It's a very good question,  
8 Mr. Chairman. I think the first thing to do is to  
9 establish a baseline for where we are. So in terms  
10 of percentage of open enrollment in schools  
11 (inaudible) lotteries, from a policy perspective --

12 CHAIRMAN JOHNSON: That was one example.

13 DIRECTOR GAVIN: I think that's also  
14 something that's a larger policy discussion for the  
15 board to just talk about what it wants this to be. I  
16 would strongly argue that we (inaudible), that we  
17 over the next five to seven years get to 100 percent,  
18 because our schools -- we need to ensure that our  
19 schools are representative of the diversity of this  
20 valley and the diversity of this state.

21 And as we are all well aware, one of the  
22 canards that is frequently articulated related to  
23 charters is that they don't equitably serve all the  
24 kids.

25 I don't think that that -- in some cases we

1 have schools that have done extraordinary work to  
2 remedy deficiencies in that area. There are schools  
3 that I think can do more. But it's also an area  
4 where we have to recognize it is a critique, and the  
5 nature of lottery-based versus assignment-based  
6 schooling is something that can perpetrate  
7 disparities, and that can be problematic. It is  
8 something that I think our legislature will continue  
9 to look at.

10 I have had multiple conversations with  
11 individual legislatures during this interim related  
12 to their direct concerns related to members of their  
13 constituencies not being able -- or not believing  
14 they can access -- whether it is true or not -- not  
15 believing that they can access our highest achieving  
16 schools.

17 CHAIRMAN JOHNSON: So with any of these  
18 measures that you have, are you proposing a next  
19 step? How do we determine where the baseline is?  
20 How quickly can we determine that, and then how  
21 quickly can we get some quantitative figures in  
22 there. I think the one thing I would love for us to  
23 be able to do is one year from today, look at what we  
24 did over the next 12 months and say, yes, we either  
25 exceed the goals that we set, or we're approaching,

1 you know.

2 Because I think the best way for us to  
3 measure how well we're doing is to actually have some  
4 targets out there, and then start going after them.

5 DIRECTOR GAVIN: Yeah, absolutely. So just  
6 really quickly. So percentages of open enrollment  
7 schools weighted by (inaudible) was 40 to 0 in their  
8 rewards -- the state's (inaudible). We have  
9 authorities working on regulations related to the  
10 how, when, what, where (inaudible). We have  
11 authority in our CSG grants and under S2 also have  
12 required schools to amend weighted lotteries. So  
13 there's that, but that is new policy. Related to  
14 mission-specific adverse preferences, we have zero  
15 schools right now that have a mission-specific --  
16 that are --

17 MEMBER MACKEDON: Patrick?

18 DIRECTOR GAVIN: Yes, ma'am.

19 MEMBER MACKEDON: I'm sorry to interrupt  
20 you. I have a suggestion. I understand what Adam is  
21 getting at, but I also feel like we're putting you on  
22 the spot right now. There's a lot of metrics here.  
23 Would it be agreeable if we said like, for example,  
24 in July, we're going -- you know, that gives you and  
25 staff a chance to prepare, here's the baseline for

1 goal number one and its measures, and then we can  
2 have a discussion about what we want to get to. And  
3 then in August, we could do goal number two, here's  
4 the baseline. Then we can have a discussion.

5 That way it might break it up into a more  
6 timely, doable and thoughtful activity.

7 CHAIRMAN JOHNSON: We don't want you to give  
8 us answers now. But it's clarification. Thank you  
9 for telling me that. Actually, I just wanted to make  
10 sure that we were thinking about it. So that process  
11 seems fine with me. Like if we were going to have  
12 a -- you know, you guys will come with a baseline, we  
13 will determine and then we will contact the targets.  
14 The process is fine with me. I was just wondering  
15 what that timeline might look like. I didn't really  
16 want you to come off the top of your head with  
17 numbers today.

18 DIRECTOR GAVIN: And I appreciate that,  
19 Mr. Chairman. I think we can absolutely do that. I  
20 think the only one that will probably need to have  
21 some additional -- some definition on policy  
22 conversation about is the second goal under -- the  
23 second measure under goal 3, which is the  
24 implementation of equitable policies.

25 That's just creating a list or a rubric of

1 what the -- I think everything else is pretty  
2 agreeably quantifiable, and I actually related to  
3 agenda item number 7. We think we'll be able to get  
4 more data on a number of these areas based on the  
5 work of the (inaudible).

6 CHAIRMAN JOHNSON: So are we in agree --

7 MEMBER CONABOY: Mr. Chair?

8 CHAIRMAN JOHNSON: Yes. Member Conaboy.

9 MEMBER CONABOY: I just want to point out,  
10 Director Gavin just phrased the issue about another  
11 one that I had circled to raise today. I think we  
12 need to look at the way we use the word "equitable,"  
13 and really figure out what we mean by it. I don't  
14 think there's any such thing as an equitable policy.  
15 There are policies about equity. But we need to be  
16 really careful about what we mean as we use that  
17 word.

18 So I really would endorse Member Mackedon's  
19 approach of taking this thoughtfully goal-by-goal  
20 over our next several meetings and have staff explain  
21 to us baselines and then set targets. I think that's  
22 a great approach. And I appreciate the early work by  
23 staff in putting something here that was the strong  
24 man that we can discuss. I think that's very, very  
25 useful, and I appreciate that.

1 CHAIRMAN JOHNSON: I would completely  
2 concur. So this is -- I'm excited to be able to  
3 start readying our progress and start taking steps.  
4 So the next thing that's going to happen is in July.  
5 We'll tackle the measurements from goal number 1, and  
6 then we will speak with them over the course of that  
7 couple of months. Does that work, Director Gavin?

8 DIRECTOR GAVIN: Absolutely, Mr. Chairman.  
9 Thank you so much for that, and to you and to all  
10 members of the board for the thoughtful feedback. I  
11 would go also -- particularly in relation to that  
12 definitional point, we would love -- I think staff  
13 would really appreciate input from schools on what  
14 that truly should look like so we have some ability  
15 to have a conversation about that. This is very  
16 important, but also brand-new work.

17 CHAIRMAN JOHNSON: Completely agree. Any  
18 further questions or discussions? Thank you,  
19 Director Gavin.

20 We will move on to agenda item number 5,  
21 Updated Notices of Intent --

22 MEMBER WHITNEY: Mr. Chair?

23 CHAIRMAN JOHNSON: Yes?

24 MEMBER WHITNEY: Sorry to interrupt you, but  
25 Member Mackedon's proposed change on language, were

1 we going to have a vote on that now?

2 CHAIRMAN JOHNSON: Do we need to have a vote  
3 on that proposed changed language?

4 MEMBER WHITNEY: It is listed as an action  
5 item, but I don't think it's actually necessary.

6 DIRECTOR GAVIN: So I think I would be  
7 perfectly fine with the board moving to direct staff  
8 to change it. I would also note that this draft plan  
9 is a work in progress, and this is feedback. So my  
10 intent at this point is to take Melissa's feedback  
11 and incorporate it in. And there will be a point  
12 when this draft plan actually gets put on and adopted  
13 formally. I mean, I'm agnostic either way.

14 CHAIRMAN JOHNSON: Well, I'm going respond  
15 to your question. You're still in the working  
16 document phase so -- because it's not finalized.

17 DIRECTOR GAVIN: Mr. Chair, that's fine.

18 CHAIRMAN JOHNSON: Thank you so much.

19 DIRECTOR GAVIN: Thank you so much.

20 CHAIRMAN JOHNSON: So we will move on to  
21 agenda item number 5, which is Notices of Intent  
22 received by the SPCSA for the 2016 summer application  
23 cycle.

24 DIRECTOR GAVIN: Thank you, Mr. Chairman.  
25 Patrick Gavin from the Authority, for the record.

1           Staff wished to notify the Authority board  
2 of the receipt of 18 notices of intent by the  
3 deadline set forth by the Authority. In past years,  
4 we have found that there has been some off in between  
5 who submits services of intent versus who ultimately  
6 submits an application or who submits an application  
7 within a given cycle. With that said, I would like  
8 to note a few data points related to this.

9           The first is that several of these  
10 applications are either recent additions from family  
11 groups that have approached this body previously, or  
12 are submissions for applications or of groups of  
13 folks who have submitted previously and now are  
14 coming back with a rather different ID. So I would  
15 like to quickly highlight those for you.

16           So Atlas Academy of Reno, as you will  
17 recall, back in the fall of 2014, this body received  
18 an application for Atlas Academy of Southern Nevada  
19 that would have been located somewhere here in Clark  
20 County. This is not that applicant group. This is a  
21 new applicant group based in Northern Nevada, which  
22 had represented to staff that they sought out this  
23 particular provider. And we look forward to reading  
24 their application. I will note that the provider has  
25 reached out at multiple points since the denial in



1 2014 seeking feedback on how to improve its process,  
2 how to improve how it works with applicants.

3 So while one cannot of course prejudge what  
4 the quality of that application will be, I would note  
5 that this is not something that is a complete  
6 surprise to us, and that there has at least been some  
7 attempt at reflection and taking feedback. So we  
8 will be interested to see what it looks like.

9 The other group that has a tangential link  
10 to that previous applicant is the Flex Academy of  
11 Southern Nevada. I would note that Flex Academy is  
12 actually a trademark of the corporate of K Ball, Inc.  
13 This school is not affiliated with K Ball, Inc., and  
14 it has no interest in partnering with them. As a  
15 management requirement of the boards and licenses  
16 services, they will likely be changing their name  
17 based on feedback and concern from us and other folks  
18 that they've been using someone else's name and just  
19 didn't know.

20 At least two members of that founding group,  
21 that community forum were previously associated with  
22 the Atlas application for Southern Nevada. They have  
23 stayed very involved. It Appears to be very much  
24 based on, again, thoughtful engagement with this  
25 process and thinking through what they really want to

1 do. So Dr. Singer and others who were involved with  
2 that application as members of the community forum  
3 have been very interested in that work.

4 And then additionally, we have Mountain West  
5 Academy. Mountain West Academy was an applicant  
6 group that staff denied based on administrative  
7 incompleteness back in the fall of 2015. And they  
8 have substantially or have represented that they have  
9 substantially re-pooled both their application and  
10 their model based again on feedback from us and on  
11 feedback from other parties, including but not  
12 limited to the Charter School Association of Nevada  
13 relating to their program.

14 So they initially proposed the STEAM model.  
15 Their findings based on additional mediation with  
16 their community up in Reno is that STEAM has become  
17 something of a buzzword versus a program. Everybody  
18 kind of wants to be STEAM right now. So they are  
19 actually looking more deeply at some STEAM elements,  
20 but also focusing on much more core knowledge based  
21 on what they represented to staff at this point.

22 And finally, we have a replication. Mater  
23 Academy in northern Nevada is a replication of the  
24 existing Mater Academy Model here in southern Nevada  
25 with a separate governing body that would be based in

1 the north. So this submission would be one that  
2 would be particularly in peril. Pathway to  
3 Education, that looks to actually be a duplicate  
4 submission. (Inaudible) for that project has since  
5 gone to other opportunities. So I believe that that  
6 may be a duplicate versus two actual application.  
7 But we will know more, again, once we actually see  
8 what they give us.

9 So the other thing I would note is that  
10 based on feedback from this body related to applicant  
11 training, for the second time now in two cycles,  
12 staff has offered training to all folks who have  
13 submitted those. That training took place last night  
14 simultaneously in Reno and here in the south thanks  
15 to the very generous hosting of Coral Academy of  
16 Las Vegas and the Coral Academy Washington County  
17 sponsored school up in the north.

18 And it was done initially via video  
19 conference, and when that didn't work well, we did it  
20 with staff facilitating in other locations and  
21 speakerphone. So we were nothing if not flexible and  
22 resilient, and I believe that the feedback from the  
23 applicants who did attend was that it was a positive  
24 experience and that they learned a great deal.

25 MEMBER CONABOY: Mr. Chair?

1 CHAIRMAN JOHNSON: Yes, ma'am.

2 MEMBER CONABOY: Mr. Chair, I'd like to ask  
3 the director a question.

4 CHAIRMAN JOHNSON: Yes, please.

5 MEMBER CONABOY: Director Gavin, is that  
6 technical assistance training required, or is it  
7 optional?

8 DIRECTOR GAVIN: Thank you, Madam, Member  
9 Conaboy. As of right now, it is not required.  
10 Members of this body have in the past expressed a  
11 desire for the Authority to require this of  
12 applicants prior to submitting an application. That  
13 is not inconsistent with what a number of other  
14 states do. For example, here the state charter  
15 school board requires all applicants to participate  
16 in training as part of the application process. And  
17 that is something I believe there is language in your  
18 draft regulations that will eventually come before  
19 this body once LCD has provided that for this body to  
20 look at that and consider whether it wishes to put  
21 that into policy or not. But as of right now --

22 MEMBER CONABOY: Mr. Chair, may I ask the  
23 director that when we get through the application  
24 process and we're hearing applications that his  
25 report on the applicants include whether they

1 attended the technical assistance training? I think  
2 they should attend. Even though it's not required,  
3 in my mind, it shows a little of commitment.

4 DIRECTOR GAVIN: Member Conaboy, I was  
5 actually planning on doing that. That's one reason  
6 we actually moved to an electronic tracking system  
7 for registering people for this event, right, so that  
8 we would actually have a real record of who came and  
9 who didn't. So I'm reading your mind, Kathleen.

10 One additional point I would like to make,  
11 and this is really a preview of coming attractions.  
12 One thing we absolutely heard from applicants is that  
13 this has been valuable information, and they wish  
14 they had been able to get it sooner. It has been  
15 past experience of the Authority that holding a  
16 training prior to people submitting a notice of  
17 intent means it is more of a vendor fest with  
18 prospective developers and other folks showing up.  
19 Most people, until they actually commit, aren't going  
20 to take the time out to do this.

21 With that said, I think it will be likely  
22 that we will want to have a broader conversation  
23 about whether the notice of intent deadline should be  
24 put even further out, for a couple of reasons: One,  
25 to allow people to get access to what is hopefully

1 helpful training and feedback earlier on in their  
2 development process. Two, one of the ways in which  
3 applicants for the federal charter school program  
4 grant can apply for this class is if they have  
5 submitted a notice of intent to a sponsor such as  
6 ourselves. So aligning that timeline with what will  
7 likely be the notices of -- the application timeline  
8 for the CSP grant would be helpful to our applicants.

9 As finally, from a logistical and practical  
10 perspective, as this body is aware, as our applicants  
11 from the previous cycle are aware, due to the timing  
12 of procurance and approval of work programs and all  
13 that needs to happen or whatever, we wish to expend  
14 funds for anything that for which we don't have  
15 actual data at the time or legislation with an  
16 approved budge. So that it means all of our internal  
17 reviews have to be done based on actual applications  
18 received. We have struggled to get through the  
19 timelines set by LCD, the budget office, and the  
20 legislature related to getting those approved in a  
21 timely manner to facilitate the applications. So if  
22 we were to bump the notice of intent out further, I  
23 think it would give us more time to go through that  
24 procurement process and then we can use the data we  
25 have right now for conversion rates between notice

1 and application to at least develop a baseline set of  
2 reviewers and get them onboard fast enough to be able  
3 to give a faster turnaround to applicants as we've  
4 been able to do in the last two cycles.

5 CHAIRMAN JOHNSON: Is there something we can  
6 do to help you?

7 DIRECTOR GAVIN: Approve a broader --  
8 approve a longer timeline, I think, would be the  
9 first step. And again, we'll have more flexibility  
10 to do this as this board (inaudible) regulation in  
11 the next several months.

12 MEMBER CONABOY: Mr. Chair, one last  
13 question.

14 CHAIRMAN JOHNSON: Member Conaboy.

15 MEMBER CONABOY: Director Gavin, I notice  
16 that you have a note here on Innovation Academy that  
17 it's a private school conversion that caught my  
18 attention. I know there is a ban in statute or a  
19 prohibition in statute against public schools  
20 converting to charter schools. Is that not the same  
21 prohibition for private schools?

22 DIRECTOR GAVIN: It is staff's  
23 understanding, and we will certainly be working with  
24 the Deputy Attorney General on this. But based on  
25 our brief reading of some of the early language in

1 what is now (inaudible) other useful information, our  
2 statutes have now moved to a new chapter in the NRS.  
3 We are no longer in Section 386. We are now in 388  
4 A. And that chapter is exclusively for district and  
5 state sponsored charters. 388 B is the new section  
6 of the NRS related to the achieving school district,  
7 but we're in A. Which is good. We're the A player.

8 So there is no prohibition, based on my  
9 reading of the NRS, that would prohibit a charter  
10 school converting to a private school. What would be  
11 prohibited, and this applicant is aware of it, would  
12 be any automatic enrollment or enrollment preference  
13 for students who are currently in that school moving  
14 over. Just by way of context based on conversation  
15 with this applicant both via telephone to clarify  
16 what they're up to and based on their presence at the  
17 training last night, is this is a Montessori program,  
18 or a Montessori-based program, which has focused most  
19 of its outreach on students and families who have  
20 food allergies or other health impairments which  
21 would preclude them from attending a traditional  
22 public school.

23 So this is a school that intends to adopt  
24 some policies that prohibits, for example, peanut  
25 butter or any other allergies coming onto site. So



1 that would be a requirement for any student who's  
2 enrolling at the school. So I think it's a really  
3 intriguing premise. They do have a least one year of  
4 results they are eager to share with this body and  
5 talk through. I think if nothing else, it will be a  
6 fascinating conversation.

7 CHAIRMAN JOHNSON: Any further questions or  
8 discussion?

9 MR. OTT: Mr. Chairman?

10 CHAIRMAN JOHNSON: Yes.

11 MR. OTT: Just to follow up on Director  
12 Gavin's comments. Deputy Attorney General Gregg Ott.  
13 A citation for the allowance of a private school  
14 closing and then reopening as a charter school is NRS  
15 388 A-075, subsection 2A. Member Conaboy, it's  
16 pretty explicit.

17 MEMBER CONABOY: Thank you, Mr. Ott.

18 DIRECTOR GAVIN: We're out of time.

19 CHAIRMAN JOHNSON: Thank you, Director  
20 Gavin. I'm going to call for a recess until 11:00,  
21 and then we will come back, and we will move on to  
22 agenda item number 4 when we return at 11:00 a.m.

23 (A recess was had)

24 CHAIRMAN JOHNSON: And then we will get  
25 right back to agenda item number 4. So Mr. Colquitt,

1 if you are here, we'd love to have your public  
2 comment now. And then we will get to agenda item  
3 number 4 when you are finished. So then we have our  
4 three-minute limit for Mr. Colquitt as well.

5 MR. COLQUITT: Good morning, board. Thank  
6 you for allowing me this opportunity. Please excuse  
7 me, I'm in little league, just drove my child 30  
8 minutes ago.

9 My name is Lamont Colquitt. I was the site  
10 administrator for Quest Academy Roberson campus. And  
11 I rushed up here because I know representation was  
12 very important. So I put a list together of facts.  
13 I know that I did reach out to Mr. Kern many a times,  
14 through the phone and emails, and did not receive any  
15 phone calls back from him. The only time he was able  
16 to call me back or did call me back is when I had to  
17 reach out to one of your board members to contact  
18 him, and then that's when Mr. Gavin reached out to me  
19 as well.

20 So I talked to Mr. Kern. Come to find out,  
21 on my birthday, June the 13th, I got a call from  
22 students, parents and staff members about my school  
23 closing down. I had to contact one of your board  
24 members for Mr. Kern to finally call me on a Tuesday  
25 to tell me my school was closed down. Then I get a

1 call from staff members, students and parents that a  
2 new school is opening in my facility on Thursday.  
3 I'm like, nah. To me, that was kind of wicked. I  
4 don't know. People -- everyone's claiming they don't  
5 know what was going on. Someone has to have known.

6 You know, and then a comment made about  
7 political friends. The political friend discouraged  
8 my parents. My parents started taking their children  
9 out of my school, and your political friend also  
10 encouraged them not to re-enroll into my school, so  
11 of course I don't have the numbers to have another  
12 school for the next year. But I feel like it was  
13 a strategy or strategic the way my school was closed  
14 down. It was already in the plans and in the making.  
15 So I came here to represent as administrator from  
16 staff that my heart goes out to the students.  
17 Wherever they choose to go to school, I pray that  
18 their administration has a soft heart for these  
19 children, for my children with Aspergers, the 504's,  
20 the IEP's. We were truly a family that cared.

21 And so I'm not going to harass you or hold  
22 you up any longer. What's done is done. However, it  
23 wasn't done right. Thank you for your time.

24 CHAIRMAN JOHNSON: Thank you, Mr. Colquitt.  
25 All right. We will move to agenda item number 4,

1 which is discussion and possible action on the SPCSA  
2 pre-K memorandum of understanding.

3 MIA BARRY: Good afternoon to the board and  
4 staff of the SPCSA. And first, I'm Mia Barry,  
5 educational program professional for the SPCSA. And  
6 I would like to introduce two guests that I have  
7 brought with us today. Patty Noya, who is the  
8 director of the office of early learning with the  
9 Nevada Department of Education, and then Ashford  
10 Clayborn, who is a teacher at Mater Academy for our  
11 pre-K program.

12 First I'd like to just give you -- remind  
13 you that I was before the board about a year ago,  
14 right, when I first started, and provided you with  
15 some information about the prekindergarten program,  
16 and then we were a sub-grantee. So I just wanted to  
17 give you a little background and remind you of some  
18 of the things that we talked about back a year ago.

19 On January 15th, 2015, Nevada was awarded  
20 the 40-year federal pre-K development grant. And  
21 following that, during the legislative session,  
22 Governor Sandoval approved for the '15/'17, biennium,  
23 10.3 million dollars to provide all of the access to  
24 preschool.

25 In that, we were one of the seven

1 sub-grantees to provide that need in five high-needs  
2 communities. So Churchill County School District,  
3 Lion County, Washoe, United Way of Southern Nevada,  
4 who serves as the sub-grantee, Clark County, and the  
5 community services agency provides services in Washoe  
6 County, and then there's the state public charter  
7 school Authority, and we provide services in both  
8 Washoe County and in Clark.

9 Our goals for the seats over the four-year  
10 period is broken down between north and south. And  
11 so in the presentation, what I've just provided for  
12 you is just kind of the overall goals of where we  
13 are. So for year one, there were actually originally  
14 40 seats granted in the grant, but because of our my  
15 actual school did not start until July, we agreed  
16 with the department that we will move those 20 seats  
17 to year four of the grant.

18 So we implemented 20 seats in the north.  
19 And I'll get to the sub-grantees part, who those  
20 recipients for those grants were. And then we have  
21 40 seats in the south. So in year two, we have 40  
22 additional seats in the north and will have 80  
23 additional seats for 120 seats in the south.

24 The numbers on the right-hand side indicate  
25 how many seats we've already filled. So in year one,

1 we filled 55 seats. We were not able to fill the 40  
2 seats in the south because of capacity in the  
3 buildings. So the rooms ended up being smaller than  
4 licensing would allow. And so those were 35 rather  
5 than 40.

6 In year two, we will add an additional 75  
7 seats in the south, and an additional 35 seats in the  
8 north. So there's a total of 55 in the north at this  
9 point and 110 in the south.

10 So in 2015/2016 we worked with Mater Academy  
11 in the south, and that's where the 35 seats were.  
12 And I'm going to share in a few minutes a little bit  
13 of the results that we were able to gain with the  
14 children that were in that program.

15 And then Sierra Nevada Academy Charter  
16 School in the north. And Sierra Nevada Academy are  
17 charter schools that are sponsored by Washoe County  
18 because we don't have any charter schools that sit  
19 specifically in those high-needs communities. So we  
20 reached out and created collaborative efforts with  
21 other charter schools that will be able to have space  
22 and provide services.

23 For this coming school year, we will be  
24 working with Mater Academy. Mater Academy is doing a  
25 lot of great work. They expanded to four classrooms

1 in their building, and they are also going to work  
2 hopefully with a community service provider to expand  
3 some additional seats in that community, and they are  
4 also working with Nevada Hands to potentially build a  
5 learning center behind their building. So we are  
6 really looking forward to expanding the program and  
7 getting children in at an early age.

8 Sierra Nevada will continue to do 20 seats.  
9 In Washoe County, we've added Mariposa Charter School  
10 and High Desert Montessori. What is really cool and  
11 interesting -- I use the word "cool" because you  
12 know, of course we're dealing with kids -- Mariposa  
13 is a 100 percent ELL population. They do both  
14 Spanish and English, and they do a Spanish immersion  
15 program. So two or three days a week, the program  
16 will actually be taught in English and then the other  
17 two or three days a week they rotate, and they  
18 actually teach in Spanish. So it's full immersion,  
19 and we're excited because we're collaborating with  
20 them. Some are (inaudible) some SP four or five. So  
21 it's just an exciting time to look at ways we can  
22 stretch our resources and make sure students have  
23 high quality opportunities.

24 And High Desert Montessori is a Montessori  
25 program, and they are already a private preschool

1 program, but they are also a charter school. So  
2 three-year-olds and four-year-olds in the past have  
3 been private, and students with this income  
4 population were not able to access this program, so  
5 now they have provided some seats for students that  
6 meet the free and reduced lunch population will be  
7 able to access. So they will be serving about 15  
8 students in their program across four different  
9 classrooms.

10 Some highlights from this school year is  
11 that we served as the pilot for many of the new  
12 things the department was doing. We piloted the  
13 district model for the quality rating information  
14 system through Children's Cabinet. We utilized both  
15 the Eckers model and the Klein's, both of them are  
16 rating systems, as well as they are systems that are  
17 utilized to measure the quality of preschool. Our  
18 programs increased their quality in just three months  
19 with the coaching that was provided to them through  
20 Children's Cabinet where original ratings were  
21 somewhere around the 2.3 level, which is about  
22 average for most preschool programs that are rated  
23 for the first time using the Eckers model. And then  
24 they raised their scores from 3.2 to 3.45 in a very  
25 short period of time. So they really did work hard,



1 and we saw pretty good gains in what the children  
2 were learning as well.

3 We were evaluated during the federal review  
4 process where the review team actually visited our  
5 site, and from the feedback that I received, they  
6 were very pleased and did a good job with Mater  
7 Academy. We filled the seats to the capacity of the  
8 buildings that we were in. We completed the child  
9 chair licensing process. And those of that you have  
10 been around know I've been sending e-mails, that it  
11 was not an easy process to get through because none  
12 of the state agencies work well together. Collected  
13 (inaudible). Sorry.

14 We used teaching strategies goals. And this  
15 is some of the data that we collected. This slide  
16 may be a little difficult to read. But there are six  
17 domains; social, emotional, physical, language,  
18 cognitive, literacy and mathematics. Our students  
19 were completely a hundred percent ELL, and it was a  
20 pleasure to have such little people in our classes,  
21 in our building. They came in with absolutely no  
22 language. And the results show that.

23 So when we took our initial benchmark, the  
24 first bar will show you how many students actually  
25 met standards when they came in the door. So in the

1 social emotional, we had about 9.4 percent of the  
2 students. 38.4 percent of the student met in  
3 physical, and 25 percent of the students met in  
4 language. And if you notice in the cognitive and  
5 mathematics areas it was at zero percent. So they  
6 basically were not school ready. So oftentimes our  
7 goal is to look at particularly the social/emotional,  
8 the language and cognitive areas, especially prior to  
9 going to kinder, because we know if we are able to  
10 from a cognitive standpoint get students to attend,  
11 teaching them how to stay focused on a particular  
12 topic for a period of time, all those are good  
13 cognitive bases, good cognitive skills they will need  
14 in order to be successful in their schooling and  
15 their academic careers.

16 By the time we took our winter benchmark,  
17 you'll notice that 90.6 percent of our students were  
18 meeting the social/emotional. A hundred percent are  
19 meeting in fine and gross motor skills. 90.6 percent  
20 of them were meeting in language. And we even had  
21 one young man who had absolutely no language when he  
22 came in. For the federal review panel he came in,  
23 and he answered questions from panelists, you know  
24 asking him several things, like What is your favorite  
25 subject, and What are the things you enjoy doing in

1 school, and he was actually able to articulate that  
2 he enjoyed reading, and he liked the center, and he  
3 liked playing outside and all of those things. But  
4 he did that in English. And he just made tremendous  
5 gains.

6 The literacy area, we met the benchmark. We  
7 were filled. We were not where we wanted to be, but  
8 we didn't (inaudible), so I have not finished  
9 aggregating all the data from the spring benchmark.  
10 We just finished a week ago. And so once I get all  
11 that data in, I'll be sure to share it with you. But  
12 I am sure that we will see some tremendous gains in  
13 that area as well.

14 Children's Academy is coming in this summer,  
15 and we're actually offering three days a week of the  
16 summer program. And then it was just a collaboration  
17 that we set up and was able to offer that to those  
18 students. So of the 35 students that we had in the  
19 program, 25 of them are participating this summer at  
20 Mater, and they're going three days a week during the  
21 whole month of July. So we are looking forward to  
22 good results when we do a kindergarten entry  
23 assessment, which has just been approved by the  
24 department. And I believe that we are participating  
25 in that pilot.

1           So one of the things that we have done, and  
2     the reason that we brought this before you this  
3     morning -- this afternoon is that we needed to put  
4     together a memorandum of agreement so that each of  
5     the schools were very clear about what it is that we  
6     were asking them to do. In the first year of the  
7     program, certainly, you know, we were just trying to  
8     make sure we were meeting all the elements of the  
9     grant. Not that these things are not in the grant,  
10    they are, but we just want to get started. So we  
11    needed to add a little bit more time around what we  
12    were doing.

13           One of the things is teacher quality is very  
14    important. So they have to have teachers that are  
15    either 5.2 on the quality rating scale, which is a  
16    part of the registry -- the Nevada registry for early  
17    childhood education, or they have to be licensed  
18    teachers with an early childhood degree. There is  
19    nothing between. There's either 5.2 or the  
20    certification.

21           Child eligibility is that the child has to  
22    be 4 by September 30th, which is in line with that of  
23    their school district and/or -- and meet the income  
24    eligibility requirements, which is 200 percent of  
25    poverty. So we collect that information. But those

1 are the only two eligibility requirements for this  
2 particular program.

3 And programs are more than welcome to do  
4 blend-in models. It's just that PDG grant will only  
5 pay for those children that are 200 percent of  
6 poverty, and that they are four by September 30th.

7 The program intensity and the class size and  
8 the ratio are very important. We expect the class  
9 size to be no larger than 20. So even though  
10 licensing may allow 30 students in a classroom or 25  
11 or whatever the case based on space, this grant will  
12 only allow for 20 students in one classroom, and they  
13 must maintain a one-to-ten ratio.

14 Curriculum and assessment. One of the  
15 things that was important to me in rolling this out,  
16 that was our ability to collect authentic data that  
17 is based on students that are in their natural  
18 environment and were able to gain -- collect evidence  
19 that supports the data that I showed you in this  
20 particular slide. So it's important that we use a  
21 tool that will allows us to do that. So we've  
22 included in our memorandum of agreement that we want  
23 each of the schools to do teaching strategy goals,  
24 and they must collect a certain amount of data to  
25 support the results that we are expecting to get.

1           Parental involvement and comprehensive  
2 wrap-around services are a huge component, that is  
3 the family engagement component. So each school must  
4 have a plan for family engagement. And we actually  
5 spend quite a bit of time monitoring those plans and  
6 how they're implemented to ensure that they meet the  
7 needs of the grant proposal that was written.

8           So based upon all of that, we're asking the  
9 board to delegate authority to staff to execute a  
10 memorandum of agreement for pre-K development grant  
11 service delivery and grant funding. And if you have  
12 any questions, please.

13           CHAIRMAN JOHNSON: Are there any questions  
14 from members of the board?

15           I just have one question. I don't know if  
16 this directly relates to being able to delegate the  
17 authority. Maybe you said it, and I may have missed  
18 it. But what is the student capacity that we have  
19 for this particular grant? So how many students over  
20 all?

21           MIA BARRY: Over the four-year period, we  
22 are asked to provide some of this for 320 students in  
23 Clark and 100 students in the north. So a total of  
24 420 students.

25           CHAIRMAN JOHNSON: And then do we anticipate

1 being able to -- that's a lot. When you have 20  
2 students per classrooms, are we going to have enough  
3 classrooms to be able to -- would we like partition  
4 off --

5 UNIDENTIFIED SPEAKER: We're working on it.  
6 We won't at Mater Academy. So far what I've done is  
7 set up individual meetings. So I've contacted each  
8 of our charter schools. And I've met with just about  
9 every one of them about this particular grant,  
10 especially those that we knew may or may not have  
11 capacity. Patrick and I sat down at the beginning of  
12 the grant, and we talked about what are some of the  
13 basic requirements. So we look to those schools that  
14 are already three star schools, schools that seem to  
15 already serve that population based on the Title I  
16 information that we have. And we went to those  
17 schools first to talk about implementing this  
18 particular grant.

19 We're not sure yet. As we have new schools  
20 come on, preschool is actually available as something  
21 that they can apply for in the grant application --  
22 I'm sorry, the charter school application process.  
23 And so at this point we have not had any of the new  
24 schools that are coming on to ask for preschool  
25 seats.

1                   CHAIRMAN JOHNSON: And I don't know if this  
2 is more for you or Director Gavin. Could we -- is  
3 there a way if necessary to get creative around  
4 either, A, if we have an existing school to say, you  
5 know what, this classroom will solely be students who  
6 are in the grant, and then we kind of have like a  
7 funnel of kids so we can -- you know, we start a  
8 pipeline of how we were diversifying our schools from  
9 the inside, right, so if we have 20 to 40 kids that  
10 are in that one classroom they can go into our  
11 schools that are already existing, and they keep  
12 moving up. Or is there a way for us to look at --  
13 and I don't even know if this is possible, just  
14 dreaming here -- but thinking about other schools  
15 that maybe are not under our authority, but we have  
16 the authority of like a classroom, so if there's a  
17 charter school that's under a different authority,  
18 and say, You know what? We will allow for you to  
19 have this classroom that we are the authority of.

20                  DIRECTOR GAVIN: Great questions, Mr.  
21 Chairman. If you recall -- so regarding your first  
22 point, if you will recall that back in the fall when  
23 we looked at criteria, we wanted to encourage  
24 extending schools to look at, first (inaudible) being  
25 pre-K that is the first indication that the



1 (inaudible) was absolutely one of those things. And  
2 we have had some schools that included that as part  
3 of their strategy or at least looking at it.

4 A couple things that I think have been  
5 barriers to entry for schools. One is there is a  
6 statutory provision, both in state and federal law,  
7 prohibiting charging tuition for kids in charter  
8 schools, for obviously public schools. One of the  
9 further provisions in both state and federal law is  
10 that a school cannot give a preference to a student  
11 who has paid tuition for a fee-based pre-K program.  
12 But they can give preference, just like for anyone  
13 else, to a student who has been in a subsidized state  
14 that is a free pre-K program.

15 So for schools that have both paid and  
16 subsidized, if nothing else, it is a very distressing  
17 thing for parents to hear, Oh, X kid gets in, but you  
18 guys have to apply and you might not. And that has  
19 been something that some of our schools that want to  
20 diversify have struggled with.

21 I will note that there is draft language  
22 that the state superintendent may consider in an  
23 upcoming public hearing to align our regulations for  
24 admission with what other states have done to address  
25 this issue, primarily the state of Colorado, to

1     comply with both strictures of state and federal law  
2     while also not be alienating parents. That is  
3     essentially, you could do your kindergarten lottery  
4     early. So regardless is the child is -- so you do it  
5     when the kid is four, or three or three years and  
6     11 months versus when they're five. So you're  
7     essentially getting in early and the parents will  
8     make the decision, I will do the pre-K pay if I'm not  
9     subsidized. Or I'll do the free one. It doesn't  
10    matter.

11                 So it won't create really this sense of,  
12    either on the part of the kids who are subsidized,  
13    Oh, you're getting special treatment and the social  
14    issues that come up with that, or the understandable  
15    outrage of parents who may be -- just are more  
16    affluent because they have slightly a better job than  
17    they had a year or two before and be in a position  
18    where now I have to pay for something, and I don't  
19    get it. So that's being worked on.

20                 The second question you asked is, can we  
21    work with other charter schools, and we actually  
22    have. The vast majority of schools that are in this  
23    portfolio are actually not Authority sponsored. They  
24    are Washoe sponsored. And that's really based on  
25    where Washoe had seats in zip codes that they meet

1 the poverty criteria, and we would love to see more  
2 of our schools open in those areas, but land is tough  
3 to find, et cetera, and so that hasn't happened yet.

4 And I will note -- and I didn't mention this  
5 actually -- in our pipeline of new applicants, at  
6 least 40 percent of the people that have submitted  
7 notices of intent are (inaudible). So that we may  
8 well see more of this happening as we see this  
9 potential perfusion of new seats up in Washoe. So  
10 that's certainly something to consider. And then the  
11 other thing --

12 CHAIRMAN JOHNSON: There's no concern about  
13 being able to fill the 120, is there? Or is there?

14 MIA BARRY: Yes, there is concern. We have  
15 gotten very creative, and we will also be creative in  
16 the staff. So there is concern, but I have  
17 implemented a program for a number of years. And so  
18 that's what we do. We'll get it done.

19 CHAIRMAN JOHNSON: Thank you for the  
20 overview. I know this is not easy, but it's so  
21 important. Our little ones really need to be in  
22 school as early as we can. Because the numbers do  
23 show -- prove that we have a large population of  
24 students who need to be in school early.

25 DIRECTOR GAVIN: I would note one other

1 point as just something for the board to collectively  
2 reflect upon in a future session. We have this grant  
3 via the State Department of Ed and the federal  
4 government to implement a really robust performance  
5 management system for pre-K with significant on-site  
6 activity, with really thoughtful and well-designed  
7 monitoring and with the ability to determine in  
8 really rather short order whether things are working  
9 or not.

10 And we are doing that for this last year for  
11 80 kids -- essentially -- with one person who was  
12 essentially expending 60 percent of her time funded  
13 by this grant doing this work. We have 20,000  
14 students in grades K through 12 for whom there are no  
15 FTD's to do any kind of monitoring or performance  
16 management related to this. And that is a structural  
17 issue with how things are rolled out at multiple  
18 levels. That -- I would note it's something that you  
19 in your both individual capacities and in your  
20 relationships you have with decision makers and in  
21 the collective capacity of this board is something  
22 that needs to be (inaudible). And knowing it's the  
23 right thing, it isn't a bad thing that she is  
24 spending her time on this, and we've got money to do  
25 it.

1           But it begs the question of why on earth as  
2   an entity that is supposed to be K-12, our education,  
3   we're not able to do the same thing for the children  
4   and parents, for the kids we are actually  
5   legislatively mandated to serve. And I'll just leave  
6   it at that.

7           MEMBER MACKEDON: Member Mackedon. I would  
8   just say that I think Mia has done a really good job  
9   of being creative, and we've had multiple  
10   conversations. And she's really good at helping the  
11   schools brainstorm the roadblocks they hit and come  
12   up with solutions for those that are agreeable, you  
13   know, meet the requirements of the grant and meet the  
14   needs of the school. So it is difficult work, and  
15   the grant is difficult to fulfill everything that is  
16   required. But she does a great job of being creative  
17   and helping solve some of those problems. So heads  
18   up.

19           MEMBER CONABOY: Mr. Chair?

20           CHAIRMAN JOHNSON: Yes.

21           MEMBER CONABOY: Member Conaboy. I don't  
22   know if our guests are going to address some of the  
23   other information that was in the materials in our  
24   packet, but two things caught my attention. One is  
25   the community of practice for the sub-grantees, and

1 maybe Mia or one of our guests could talk about how  
2 that's going to come together and sharing best  
3 practices, because I think that's a good model for a  
4 lot of things that we talked about at this board  
5 level.

6 And then the other thing that caught my eye  
7 is the data system, and it talks about an existing  
8 early childhood database. And I'm wondering how that  
9 then rolls over into Infinite Campus or, you know,  
10 the student information system in the state and how  
11 over the long-term we tend to monitor the  
12 effectiveness of this early intervention.

13 MIA BARRY: Mia Barry for the record. The  
14 community of practice will meet four times a year,  
15 and I'm actually the person that will be involved in  
16 that process. We will be meeting with all the other  
17 sub-grantees to discuss all of the areas that we  
18 listed here; teacher quality, child eligibility. We  
19 will be particularly discussing the frameworks  
20 centered around family engagement. I know that  
21 that's what's on the agenda for the first community  
22 in practice. So we will be looking at different  
23 ideas for implementation, but not only that, but the  
24 biggest question that I have asked of the office of  
25 early learning is what are the indicators. So how

1 are we going to actually measure that these are the  
2 things that are going to work for families,  
3 particularly families that come from a specific  
4 population.

5 PATTY LAYA: Hi. For the record, Patty Laya  
6 with the Department of Education to answer your  
7 questions around the database. The early childhood  
8 database was established with our state pre-K  
9 program, which has been around ten years and  
10 collected data across our state for pre-K programs,  
11 which is a relatively small number of programs.  
12 We've expanded the database to collect information  
13 with our new pre-K development grant sites. And the  
14 information they collected is expressive. One word,  
15 PPDT, the WIDA tool, which is a dual language tool,  
16 and then some parent engagement pieces as well.

17 We don't have an aligned infinite campus,  
18 but that's one of the activities of the grant, is to  
19 do a state longitudinal data system. And so around  
20 that we're looking at -- because we're also including  
21 childcare programs into our pre-K child development  
22 grant site, we're looking at even the unique  
23 identifiers similar to the K-12 system, so we are  
24 working to align all of that. But right now, the  
25 early childhood database is a separate database.

1 MEMBER CONABOY: Thank you. That's very  
2 helpful.

3 CHAIRMAN JOHNSON: Any further questions or  
4 discussions? Then I will entertain a motion to  
5 delegate that goal.

6 MEMBER LUNA: Member Luna. I would like to  
7 make a motion that we grandfather self-authority to  
8 enter into an LOU with (inaudible) pre-K.

9 MEMBER ABELMAN: I second.

10 CHAIRMAN JOHNSON: All in favor.

11 ALL: Aye.

12 CHAIRMAN JOHNSON: All right. It sounds  
13 like the motion has passed. Thank you so much.

14 All right. We will move on to agenda item  
15 number 7 to an update on the Leadership For Education  
16 (inaudible). Director Gavin.

17 DIRECTOR GAVIN: Thank you, Mr. Chairman.  
18 So I believe Leadership For Education is a national  
19 non profit organization, a 501C-4 that places Teach  
20 for America Online -- it does a number of things, but  
21 one thing it does is it places Teacher America Online  
22 in positions where they are working with  
23 policy-making organizations, including State  
24 Department of Education, governors' offices. And  
25 charter school authorizes to provide additional



1 support and technical assistance on key projects  
2 related to important areas of educational policy.

3 We have a lead fellow named Ileetha Group  
4 who will be coming up and joining us today, will  
5 introduce herself. Ms. Groom is an alumna of Teach  
6 for America. She is a current staff member of the  
7 Clark County School District where she serves as a  
8 coach. Since leaving TFA, she has earned her Ph.D.  
9 in evaluation, and has been an active member of a  
10 number of important educational policy task forces  
11 and activities here in Southern Nevada, including but  
12 not limited to the (inaudible) program, where she was  
13 a key member of the support team. And as most of you  
14 know, our chair is actually a staff member for TFA.  
15 So he was instrumental in connecting us with the  
16 folks at (inaudible) and selling them on why we are a  
17 worthy recipient of their support. And we're really  
18 delighted by the additional capacity that Ileetha is  
19 bringing to the table for this summer.

20 ILEETHA GROOM: Hello. I am Ileetha Groom,  
21 that's spelled -- Ileetha. This summer I will be  
22 working with Joan Jergenson in the Las Vegas office,  
23 and working on some client data to sort of compare  
24 the charter school performance along with the zone  
25 school students who were originally intended to

1 attend. And I'm looking forward to that. I was very  
2 fortunate that I was able to be at the meeting last  
3 night with some of the people that are planning to  
4 get a charter school. I learned a great deal, and I  
5 look forward to working with you this summer.

6 CHAIRMAN JOHNSON: I can say I'm excited to  
7 have you (inaudible) additional capacity. It's going  
8 to go fantastic. So I'm excited for all of the work  
9 you are going to be able to do.

10 ILEETHA GROOM: Thank you very much.

11 CHAIRMAN JOHNSON: We will move on to agenda  
12 item number 8, public comment. I had only one here.  
13 I think she (inaudible). She left? Is there any  
14 public comment up in the north?

15 UNIDENTIFIED SPEAKER: No, there is not.

16 CHAIRMAN JOHNSON: All right. One thing  
17 before we depart for the day, I wanted to take some  
18 time for me to acknowledge the service that two of  
19 our members -- three of our members have provided.  
20 Two may be moving on, Member Wahl and Member Abelman.  
21 One who already has moved on, Member McCord. But  
22 their commitment to our communities, to our families,  
23 to our students. It's commendable, and we appreciate  
24 all that you've done to sacrifice and to help make  
25 very difficult decisions and do very hard work for

1 the better good of thousands of students across the  
2 State of Nevada. We appreciate you, and I want to  
3 thank you for all your hard work.

4 So are there any other members who would  
5 like to express their gratitude. Director Gavin,  
6 would you like to as well? This is the time to do  
7 it.

8 DIRECTOR GAVIN: I would like to extend my  
9 personal thanks and graduate to both Marc and Elissa  
10 for their tireless work in what can at times be a  
11 very challenging and thankless role, and their  
12 consistent and full-throated advocacy for highly  
13 effective schools and for your (inaudible) and for  
14 exemplary outcomes.

15 Marc came to us having been a board member  
16 out of school. Ellisa came to us after having been a  
17 long-time advocate for choice options for kids and  
18 families, and we have been immensely enriched by the  
19 work you have done here, and I am deeply grateful for  
20 your personal support and your friendship. And I  
21 sincerely hope that neither of them will go away.  
22 Whether it is bringing your perspective to public  
23 comments or serving on the governing body of a school  
24 or advocating for the many necessary changes we know  
25 need to be made to improve public education across

1 the state and the effectiveness of us as an agency  
2 and the portfolio that you continue to stay a  
3 welcoming part of this board. Thank you so much.

4 MEMBER MACKEDON: This is Member Mackedon.  
5 I just wanted to say "hear hear" to both what Adam  
6 and Patrick said.

7 MEMBER CONABOY: And this is Member Conaboy,  
8 I would like to thank Marc and Elissa and Joe McCord.  
9 I feel like we've seen a community of learning since  
10 the first meeting of this board, and we're all  
11 original members. And we've learned a lot together.  
12 I think sharing the expertise that Elissa and Marc  
13 and Bob had was very vital to the standing up of this  
14 organization, and I am very, very grateful to have  
15 met you and worked with you and learned from you.

16 CHAIRMAN JOHNSON: Member Wahl, I know you  
17 are on the phone.

18 MEMBER WAHL: Member Wahl. From my  
19 perspective, I am so glad I was part of this. And  
20 I'm not going anywhere except for on the other side  
21 of the table. I know you'll be seeing me a lot in  
22 public comments, and I hope to (inaudible) other  
23 schools and additional options at the government  
24 level during the legislature. So I'll still be  
25 around carrying the torch.

1           MEMBER ABELMAN: I am so honored to be part  
2 of this community, and I am inspired by each and  
3 every one of you, and it will never stop. It really  
4 is an amazing experience. And so I echo some of  
5 Melissa's thoughts, and I'll be around as well.

6           CHAIRMAN JOHNSON All right. Thank you all.  
7 Mostly thank you for a very expedient meeting today.  
8 I hope you enjoy some summer, and I will say the  
9 meeting is adjourned at 11:46 a.m.

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1 (Thereupon the proceedings were  
2 concluded at 11:46 a.m.)

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1 CERTIFICATE OF REPORTER

2 STATE OF NEVADA )

3 SS:

4 COUNTY OF CLARK. )

5 I, Jane V. Efaw, certified shorthand  
6 reporter, do hereby certify that I took down in  
7 shorthand (Stenotype) all of the proceedings had in  
8 the before-entitled matter at the time and place  
9 indicated; and that thereafter said shorthand notes  
10 were transcribed into typewriting at and under my  
11 direction and supervision and the foregoing  
12 transcript constitutes a full, true and accurate  
13 record of the proceedings had.

14 IN WITNESS WHEREOF, I have hereunto affixed  
15 my hand this \_\_\_\_\_ day of \_\_\_\_\_, 2016.

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Jane V. Efaw, CCR #601

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