STATE PUBLIC CHARTER SCHOOL AUTHORITY

2022 Renewal Report for
Freedom Classical Academy
Per [NRS 388A.285](#) and [NAC 388A.415](#)

Issued June 30, 2022

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1. **School Overview**

   a. Addresses:
      i. 777 East Ann Road, Las Vegas, NV 89081

   b. County, Campus Locations and Enrollment Caps:
      i. Clark
      ii. 2022-2023 Enrollment Cap – 1100

   c. Governing Board Members
      i. President – Lance Bohne
      ii. Vice President – Eric Scholer
      iii. Treasurer – Shannon Hiller
      iv. Member – Geana Romero
      v. Member – Julene Ballard
      Board Member information based on Epicenter Board Center

d. Academic Data Overview[1] - NRS 388A.285(1)(a)
   The following data were compiled from the ratings generated by the Nevada State Performance Framework (NSPF) during the current charter term.

Year	NSPF Ratings[2]
2017 – 2018[3]	Elementary School: 2 stars Middle School: 2 stars
2018 – 2019	Elementary School: 2 stars Middle School: 4 stars
2019 – 2020	Elementary School: 2 stars Middle School: 4 stars
2020 - 2021	Elementary School: 2 stars Middle School: 4 stars

4-Year Graduation Rate (if applicable)

Class of	Percent of Students Graduating in 4 Years
2017 – 2018	N/A
2018 – 2019	N/A
2019 – 2020	N/A
2020 – 2021	N/A

The SPCSA Academic Performance Framework was updated and approved on June 28, 2019. Due to the COVID-19 pandemic and the waiver granted by the US Department of Education, the first two years of results under this framework were for informational purposes only. Reports for the 2019 – 2020 and 2020 – 2021 school year are included in the Appendix of this document.

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[1] For schools applying for a third charter term and beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

[2] Due to COVID-19, the Nevada Department of Education (NDE) did not calculate Nevada School Performance Framework (NSPF) school ratings for the 2019-20 or 2020-21 school years and instead applied NSPF school ratings from the 2018-2019 school year to both the 2019-20 and 2020-21 school years.

[3] During the 2017-18 school year, Freedom Classical Academy was known as American Leadership Academy.

e.   Financial Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2017 – 2018	Meets Standard
2018 – 2019	Meets Standard
2019 – 2020	Meets Standard
2020 – 2021	Meets Standard

f. Organizational Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2017 – 2018	Meets Standard
2018 – 2019	Meets Standard
2019 – 2020	Meets Standard
2020 – 2021	Meets Standard

g. Enrollment History

The following data were compiled from the NDE October 1 validation day for the last five school years, or the years within the current charter contract. To protect student privacy, rates associated with FRL, IEP, and ELL populations less than 10 students are displayed with an asterisk (*), and extreme values less than 5 or greater than 95 percent are shown as <5.0 and >95.0, respectively. N/A indicates the population did not exist.

Total Enrollment (Number of Students) Across All Existing Campuses					
Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Pre-K	0	0	0	0	0
K	117	87	93	110	102
1	110	112	120	112	119
2	149	117	123	116	112
3	106	120	124	120	121
4	120	120	115	121	115
5	148	118	151	108	119
6	157	139	122	137	109
7	57	129	124	126	112
8	43	45	122	105	104
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
Total	1007	987	1094	1055	1013

Student Group Enrollment Rates										
Year	Enrollment	Asian	Black	White	Hisp.	Amer. Ind.	Two or More	Pac. Isl.	FRL	IEP	ELL
2017-18	1007	5.6	17.2	38.1	35.6	0.3	0.6	2.1	0.0	7.9	0.0
2018-19	987	6.1	15.2	28.2	44.2	0.3	4.0	1.6	28.2	9.4	10.6
2019-20	1094	6.4	14.1	25.6	45.7	0.5	5.5	1.8	27.8	9.7	9.3
2020-21	1055	6.6	13.0	22.8	48.6	0.2	6.5	1.9	34.5	9.6	11.8
2021-22	1013	6.6	13.2	22.3	49.6	0.3	6.0	1.7	39.8	10.6	11.1

2021-22 Student Group Enrollment Rates for State, SPCSA, and Local County School District			
Entity	FRL	IEP	ELL
State of Nevada	78.2	12.1	13.7
SPCSA	43.4	9.8	8.8
Clark County	94.8	12.0	15.5

2. Summary of Issued Notices and Identified Deficiencies – NRS 388A.285(1)(b)

The Authority Board has issued the following Notices to Freedom Classical Academy:

    a. *Academic*
- i. A Notice of Concern for the Elementary school on October 19, 2018. This is attached as Appendix D.
- ii. A Notice of Concern for the Middle school on October 19, 2018. This is attached as Appendix E.
- iii. A Notice of Breach for the Elementary school on October 4, 2019. This is attached as Appendix F.

    b. *Financial*

The Authority Board has not issued any Financial Notices to Freedom Classical Academy this charter term.

    c. *Organizational*

The Authority Board has not issued any Organizational Notices to Freedom Classical Academy this charter term.

    d. *Site Evaluations*

SPCSA staff has not identified deficiencies during a site evaluation at Freedom Classical Academy, although several strong recommendations were issued as a result of the most recent site evaluation at the school on October 7, 2021.

Each Notice and/or deficiency identified during a site evaluation listed above constitutes a deficiency in school performance pursuant to NRS 388A.285(1)(b).

3. __Summary of the Overall Performance of Freedom Classical Academy__

Freedom Classical Academy currently offers instruction at the elementary and middle school levels, grades K-8, at one campus. According to the NSPF ratings for the 2018 – 2019 school year, the elementary school was rated as a 2- star program while the middle school was rated as a 4-star program. The 2-star rating for the elementary school program resulted in the Authority issuing a Notice of Breach for this school on October 4, 2019. This is attached as Appendix F to this report.

As noted in the NSPF guidance document, a 2-star elementary school program identifies a school that has partially met the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that requirement improvement. Additionally, and as noted in the NSPF guidance document, a 4-star middle school program identifies a commendable school that has performed well for all students and subgroups. A 4-star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. A copy of the NSPF reports for Freedom Classical Academy for the 2018 – 2019 school year are included as Appendix A within this report.

Prior to the 2018– 2019 school year, Freedom Classical Academy received a 2-star rating for both the elementary and middle school programs as a result of performance during the 2017– 2018 school year. As noted in the NSPF guidance document, a 2-star middle school program identifies a school that has partially met the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that requirement improvement. Additionally, and as noted in the NSPF guidance document, a 4-star middle school program identifies a commendable school that has performed well for all students and subgroups. A copy of these NSPF reports can also be found within Appendix A. As a result of these ratings, the Authority issued a Notice of Concern to both the elementary and middle school programs on October 18, 2019. These are attached as Appendices D and E.

With regards to the financial performance and viability of the school, staff finds that Freedom Classical Academy has exhibited strong financial performance over the current charter term. Freedom Classical was found to be 'Meeting Standards' for both the 2019 – 2020 and 2020 – 2021 school years according to the SPCSA Financial Framework. Copies of these results can be found as Appendix G and Appendix H within this report.

The organizational health and performance of the school has been strong over the current charter term. Freedom Classical was found to be 'Meeting Standards' for both the 2019 – 2020 and 2020 – 2021 school years according to the SPCSA Organizational Framework. Copies of these results can be found as Appendix I and Appendix J within this report.

Finally, SPCSA staff has conducted two site evaluations of Freedom Classical Academy during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including a modified structure and student support system for students with special needs, additional time and supports dedicated to students identified as English Language Learners, and an altered middle school model which has helped these grade levels maintain higher performance levels. SPCSA staff also identified some areas of growth for the school to prioritize, including improving current levels of student engagement, relevancy, and student voices, identifying ways to better support teachers and staff given the current challenges at the school, and working to continue the school's shift from teaching according to a scripted teacher publisher curriculum manual to a more standards-based instructional program. During this charter term, no deficiencies have been identified during a site evaluation. It should be noted that while site evaluations are important accountability tool, SPCSA staff places a stronger emphasis on student results and performance. A one-day site evaluation does not eclipse the annual performance rating for a school that captures the work of an entire academic year. See Appendices B and C for more details on the Freedom Classical Academy site evaluations.

4. __Requirements for the Renewal Application – NRS 388A.285(1)(c)__

Applicants for renewal will receive an application template to populate and submit to Authority staff between October 1 – October 15, 2022[4]. This template will be provided to schools no later than July 31, 2022.

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

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

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application. Failure to submit the agenda and draft minutes showing a school board's approval will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

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[4] NRS 388A.285(3)

5. Criteria to be used for Making a Renewal Decision – NRS 388A285(1)(d)

As stated on the previous page, renewal decisions for schools operating under charter contracts are based on historic academic, organization, and financial performance data as evidenced by both the Nevada School Performance Framework as well as the SPCSA Performance Framework. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the application but will be given less weight when considered by the Authority in making renewal decisions. In accordance with NAC 388A.415(10) academic performance of pupils as measured by the SPCSA's Academic Performance Framework and the Nevada School Performance Framework will be given the greatest weight in the renewal decision. Renewal decisions will also be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of the public charter school. The SPCSA Organizational Performance Framework will be the primary tool used to inform the assessment of the organizational health of a school. It bears repeating, however, that historical academic performance, as evidenced by the Nevada School Performance Framework and the SPCSA's Academic Performance Framework will be given the greatest weight.

For schools applying for a third charter term and beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

Finally, it is noteworthy that SB 451 from the 80th Legislative Session (2019), now codified in NRS 388A285(6) allows the Authority to renew charter schools for variable lengths, from three to ten years. If a school is recommended for renewal, SPCSA staff will generally recommend a six-year term for schools that consistently meet performance expectations according to the Nevada School Performance Framework and the SPCSA's Academic Performance Framework. Schools that exceed expectations may be recommended for a term longer than six years. If recommended for renewal, schools that do not consistently meet expectations are likely to be recommended for a term of less than six years.

Appendix A

School Year 2017-2018 Nevada School Rating for
American Leadership Academy North Las Vegas

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

Total Index Score: 28.5
School Designation:
777 E Ann Road
North Las Vegas, NV 89081
Phone: 702-533-1896

Race/Ethnicity

Special Populations

Academic Achievement

6/25
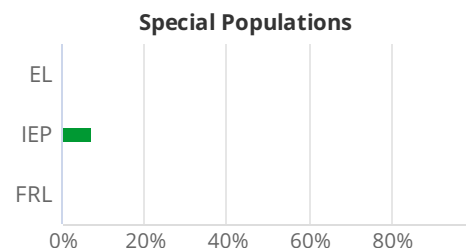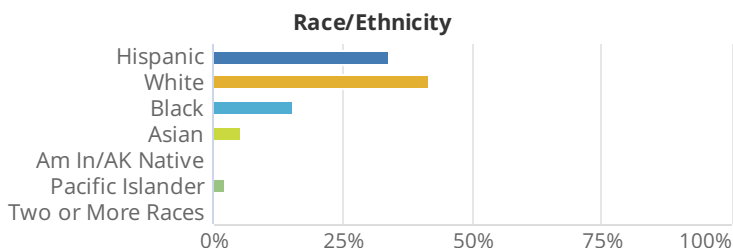
	% Above Cut	% District
Math CRT	37.0	52.8
ELA CRT	38.9	58.6
Science CRT	14.4	35.3
Pooled Average	34.0	52.9
Read by Grade 3	32.1	56.2

% Above Cut

SY 16-17   SY 17-18

Student Growth

10/35
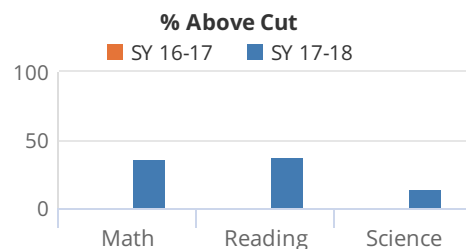
	% SY 17-18
Math CRT MGP	46.0
ELA CRT MGP	32.0
Math CRT AGP	37.6
ELA CRT AGP	33.9

Median Growth Percentile

English Language

1/10
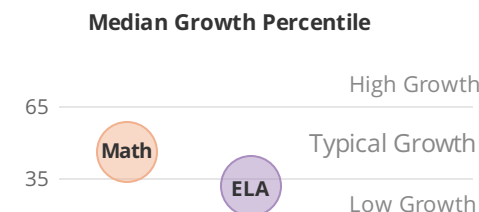
	% of EL Meeting AGP	% District
ELPA	25.9	42.5
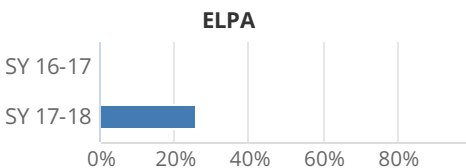
ELPA

Closing Opportunity Gaps

6/20

% Non-proficient	% Meeting AGP
Math CRT	28.9
ELA CRT	25.4

% of Non-proficient on Track to Proficiency

SY 16-17   SY 17-18

Student Engagement

*5.5/10
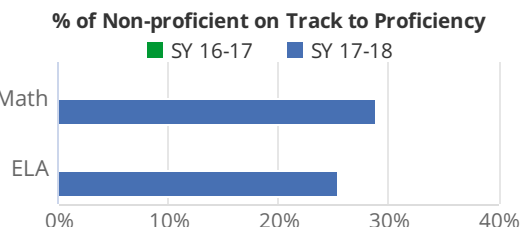
*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	17.0	10.1

	% Participation	Met Target
Climate Survey	88.2	YES
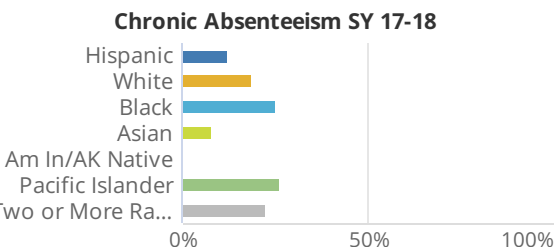
Chronic Absenteeism SY 17-18

Student CRT Proficiency

	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
						% Above the Cut			
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	60	75.2	67.2	64	76.2	74.1	-	49.2	N/A
Black/African American	14.5	30.6	28.8	20	40.5	39.6	0	14.6	N/A
Hispanic/Latino	30.6	40.2	36.5	31.2	48	45.5	12.2	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	-	59	52.9	-	67.1	62.6	-	46.6	N/A
White/Caucasian	47.3	61.1	57.2	51.1	65	65.7	24	43.8	N/A
Special Education	9	29.2	24.8	4.5	29.3	26.3	-	19.4	N/A
English Learners Current + Former	23.3	37.4	32.4	16.6	38.9	38.4	0	15.2	N/A
English Learners Current	23.7	25.5		16.9	22.8		0	4.8	N/A
Economically Disadvantaged	-	33.1	35.7	-	40.4	44	-	17.3	N/A

Grade 3 ELA

	% ELA	% District
	% Above the Cut	
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	15	34.2
Hispanic/Latino	28.8	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	38.2	62.6
Special Education	10	29.4
English Learners Current + Former	19.2	33
English Learners Current	20	21.8
Economically Disadvantaged	-	37.5

Student Growth

	Math MGP	ELA MGP	Math AGP	ELA AGP
	Student Growth Percentile			
American Indian/Alaska Native	-	-	-	-
Asian	61	62	73.3	66.6
Black/African American	33	31	18.1	24.2
Hispanic/Latino	39	24	31.5	22.3
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	59	42	44.7	44.7
Special Education	33	13	9	0
English Learners Current + Former	42	27	27.2	12.5
English Learners Current	42	27	27.2	12.5
Economically Disadvantaged	-	-	-	-

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	16.6	20.8
Hispanic/Latino	24.6	23.8
Pacific Islander	-	-
Two or More Races	27.2	25
White/Caucasian	47	40
Special Education	-	-
English Learners Current + Former	24.4	15.9
English Learners Current	18.1	8.3
Economically Disadvantaged	26.6	22.7

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	8.1	4.9
Black/African American	25.1	14.5
Hispanic/Latino	12.4	11.5
Pacific Islander	26.6	12.6
Two or More Races	22.7	9
White/Caucasian	18.8	9
Special Education	12.5	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	3.9	10.4
Economically Disadvantaged	-	15.9

What does my school rating mean?

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

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

What do the performance indicators mean?

Academic Achievement--Student Proficiency

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

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

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

English Language Proficiency

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

Student Engagement

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

Climate Survey

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

Growth

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

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

Closing Opportunity Gaps/Equity

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

| Star Rating	Index Score
★★★★★	at or above 84
★★★★	at or above 67, below 84
★★★	at or above 50, below 67
★★	at or above 27, below 50
★	below 27

School Year 2017-2018 Nevada School Rating for
American Leadership Academy North Las Vegas

School Type: Charter SPCSA
School Level: Middle School
Grade Levels: 0K-08
District: State Public Charter School Authority
Website: www.alaschools.org

Total Index Score: 47.5
School Designation:
777 E Ann Road
North Las Vegas, NV 89081
Phone: 702-533-1896

Race/Ethnicity

Special Populations

Academic Achievement

9/25
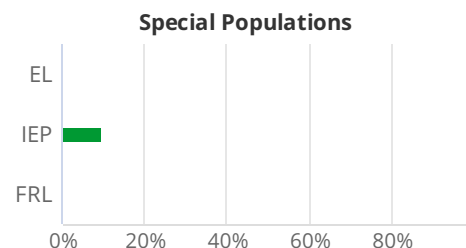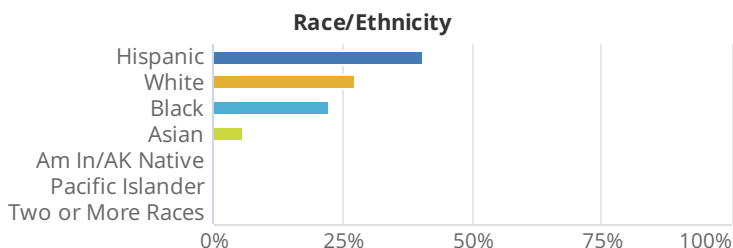
	% Above Cut	% District
% Math CRT	26.3	36.8
% ELA CRT	34.7	56.1
% Science CRT	31	45.2
% Pooled Average	30.5	46.3

% Above Cut

Student Growth

14/30
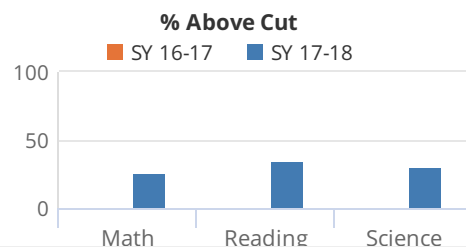
	% SY 17-18
Math CRT MGP	56.0
ELA CRT MGP	42.0
Math CRT AGP	29.6
ELA CRT AGP	33.7
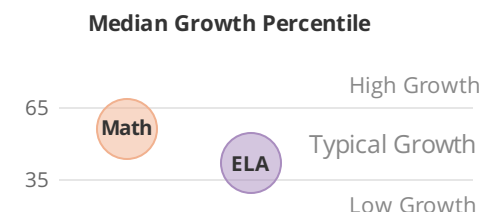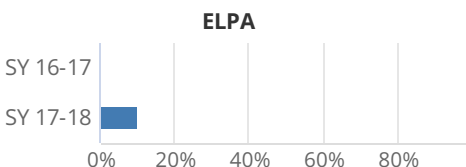
Median Growth Percentile

English Language

1/10

	% of EL Meeting AGP	% District
ELPA	10	32.4

ELPA

Closing Opportunity Gaps

12/20

% Non-proficient	% Meeting AGP
Math CRT	24
ELA CRT	18.6

% of Non-proficient on Track to Proficiency

Student Engagement

*11.5/15

*Bonus points included
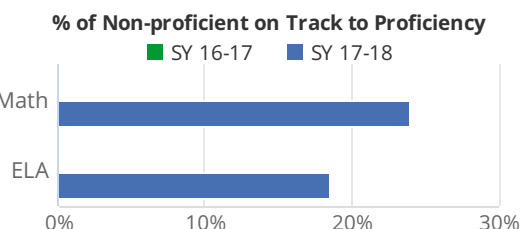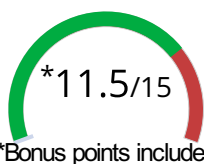
	% School	% District
Chronic Absenteeism	13.4	11.1
Academic Learning Plans	100	97.5
NAC 389.445 Credit Requirements	87	91.5

	% Participation	Met Target
Climate Survey	83.6	YES
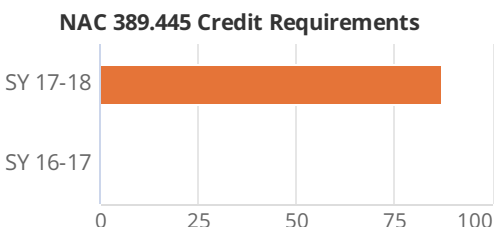
NAC 389.445 Credit Requirements

Student CRT Proficiency

	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
					% Above the Cut				
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	71.4	64.1	56.4	78.5	77.3	74.6	-	62.2	N/A
Black/African American	17.3	17.7	19.5	19.2	38.4	34.5	-	25	N/A
Hispanic/Latino	20.6	26.1	25.5	34	46.3	42.2	-	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	-	41.5	37.5	-	61	59.2	-	51.6	N/A
White/Caucasian	32.8	44.4	44.4	35.8	63.5	64.6	-	54	N/A
Special Education	0	11.5	14.3	0	20.7	17.8	-	14.6	N/A
English Learners Current + Former	8.3	22.2	16	16.6	34.8	20.3	-	25.7	N/A
English Learners Current	8.3	8.5		16.6	15.8		-	9.3	N/A
Economically Disadvantaged	-	21.7	25.5	-	41.5	41.4	-	30.7	N/A

Student Growth

	Math MGP	ELA MGP	Math AGP	ELA AGP
	Student Growth Percentile			
American Indian/Alaska Native	-	-	-	-
Asian	85	66	69.2	76.9
Black/African American	49	42	17.7	20
Hispanic/Latino	59	42	28	33.7
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	43.5	39	33.8	33.8
Special Education	34	37.5	0	5.5
English Learners Current + Former	53.5	49	16.6	16.6
English Learners Current	53.5	49	16.6	16.6
Economically Disadvantaged	-	-	-	-

Closing Opportunity Gap

	% Math AGP	% ELA AGP
	Percent of non-proficient Students meeting AGP	
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	19.4	12.9
Hispanic/Latino	17.9	17.5
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	40	23.8
Special Education	0	6.6
English Learners Current + Former	24.4	16.6
English Learners Current	19.2	13
Economically Disadvantaged	22.4	18.1

Student Engagement

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	-	85
Asian	0	3.6	100	98.4	-	99.4
Black/African American	10.6	12.9	100	96.3	85.7	85.4
Hispanic/Latino	10.1	11.7	100	97.5	84.2	89.4
Pacific Islander	-	11.9	-	95.9	-	91
Two or More Races	-	12	-	97.3	-	91.7
White/Caucasian	23.7	10.9	100	97.8	93.7	93.4
Special Education	15.3	15.3	100	96.8	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	12.5	8.5	-	98.2	-	85.6
Economically Disadvantaged	-	14.3	-	98.2	-	85.6

What does my school rating mean?

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

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

What do the performance indicators mean?

Academic Achievement--Student Proficiency

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

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

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

English Language Proficiency

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

Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

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

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

Climate Survey

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

Student Growth

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

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

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.
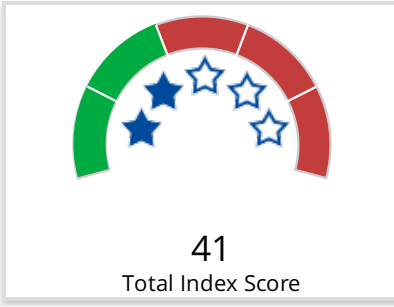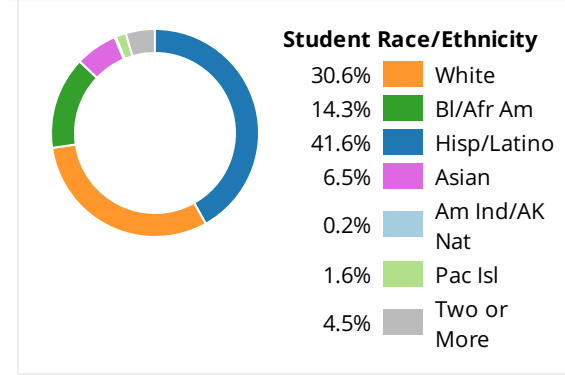
Star Rating	Index Score
★★★★★	at or above 80
★★★★	at or above 70, below 80
★★★	at or above 50, below 70
★★	at or above 29, below 50
★	below 29

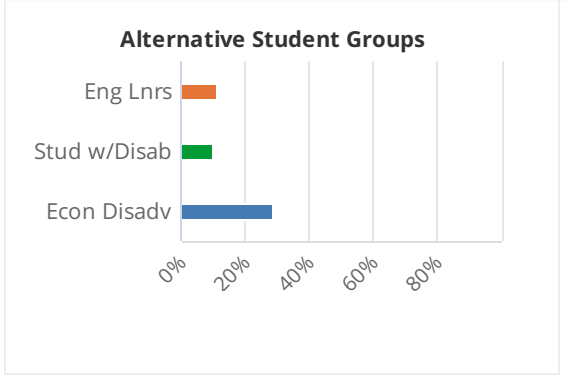# Freedom Classical Academy

School Level:	Elementary School
Grade Levels:	0K-08
District:	State Public Charter School Authority
School Address:	777 E Ann Road North Las Vegas, NV 89081

41
Total Index Score

School Type: *Charter SPCSA*
School Designation: *TSI/ATSI*
95% Assessment Participation: *Met*

Student Race/Ethnicity

30.6%	White
14.3%	Bl/Afr Am
41.6%	Hisp/Latino
6.5%	Asian
0.2%	Am Ind/AK Nat
1.6%	Pac Isl
4.5%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	28.5 ★★
2016-2017	N/A N/A

Alternative Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

TSI/ATSI designation: This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

2018-2019 School Performance

Academic Achievement Indicator

7/25
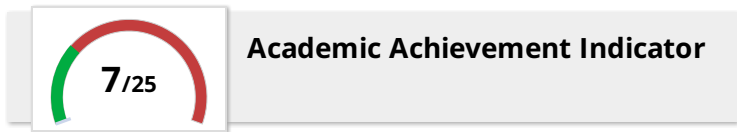
Measure	School Rate	District Rate
Pooled Proficiency	37.1	54
Math Proficiency	40.8	54.5
ELA Proficiency	41.1	60.1
Science Proficiency	14.6	34.7
Read-by-Grade-3 Proficiency	37.7	56.7

Growth Indicator

19/35

Measure	School Median	District Median
Math MGP	56	55
ELA MGP	46.5	52
	School Rate	District Rate
Met Math AGP Target	41.2	49.7
Met ELA AGP Target	44.2	59.7

English Language Proficiency Indicator

5/10

Measure	School Rate	District Rate
Met EL AGP Target	42.7	56.7
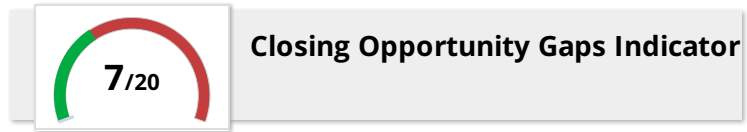
Closing Opportunity Gaps Indicator

7/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	24.6	27.8
Prior Non-Proficient Met ELA AGP Target	31.1	39.2

Climate Survey Participation is not a point-earning measure.
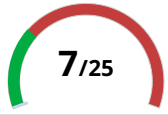
7/25 **Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency Points Earned: 5/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	37.1	54	34	52.9

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.8	54.5	48.5	37	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	54.1	75.5	68.8	60	75.2	67.2
Black/African American	23.1	31.3	32.3	14.5	30.6	28.8
Hispanic/Latino	34.2	44.6	39.6	30.6	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	41.6	58.2	55.3	-	59	52.9
White/Caucasian	56.7	62.2	59.3	47.3	61.1	57.2
Special Education	6.5	27.3	28.6	9	29.2	24.8
English Learners Current + Former	32	42.2	35.8	23.3	37.4	32.4
English Learners Current	19.1	32.3		23.7	25.5	
Economically Disadvantaged	36.7	39.7	39	-	33.1	35.7

Math Assessments
% Proficient
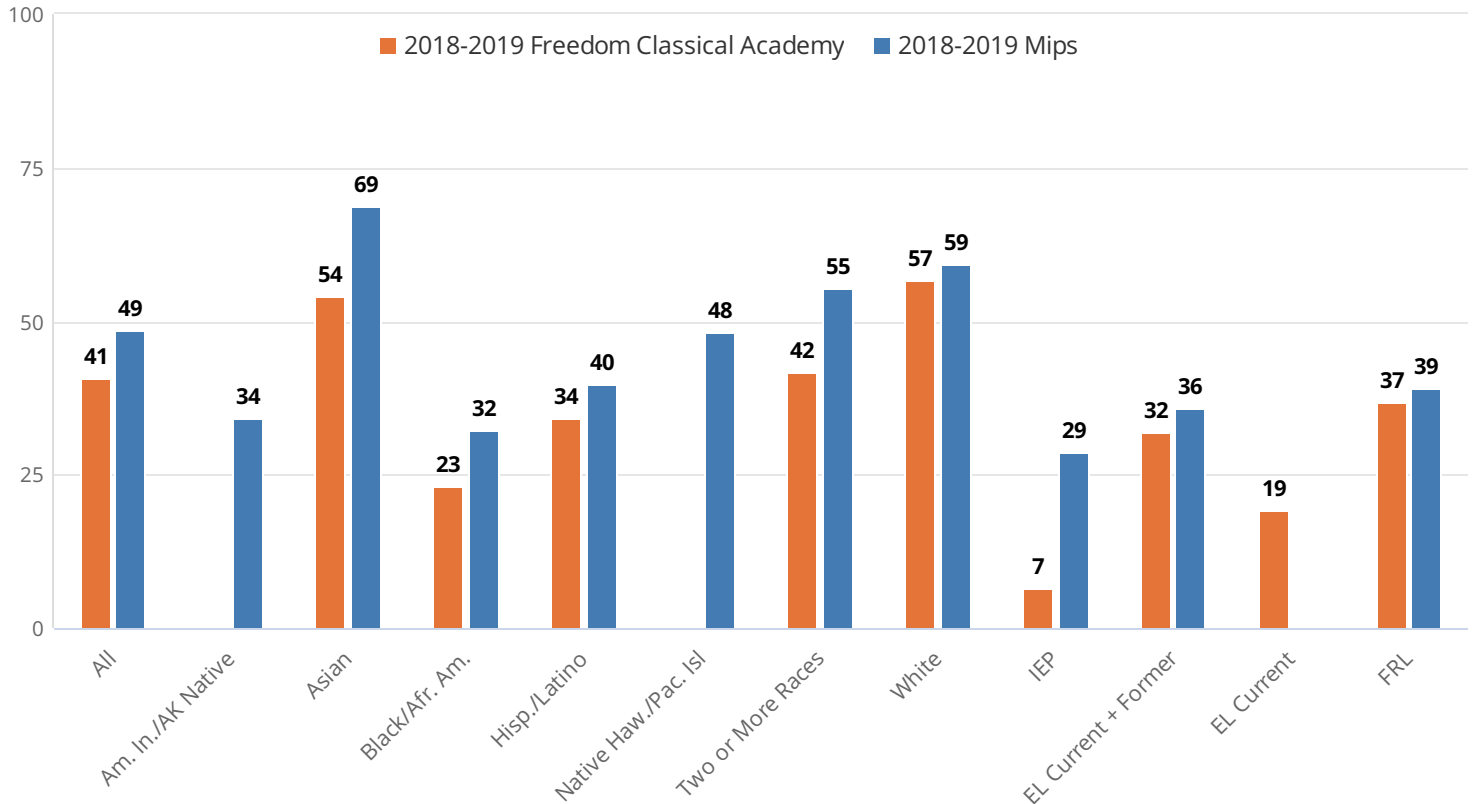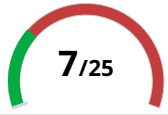
Legend: 2018-2019 Freedom Classical Academy | 2018-2019 Mips

7/25 **Academic Achievement**

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	41.1	60.1	57	38.9	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	50	78.5	75.4	64	76.2	74.1
Black/African American	23.1	40.8	42.6	20	40.5	39.6
Hispanic/Latino	38.7	51.1	48.2	31.2	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	46.1	63.7	64.4	-	67.1	62.6
White/Caucasian	50.5	66.7	67.4	51.1	65	65.7
Special Education	3.2	26.6	30	4.5	29.3	26.3
English Learners Current + Former	27.3	42.2	41.4	16.6	38.9	38.4
English Learners Current	19.1	29.3		16.9	22.8	
Economically Disadvantaged	37.7	45.3	46.8	-	40.4	44

ELA Assessments
% Proficient
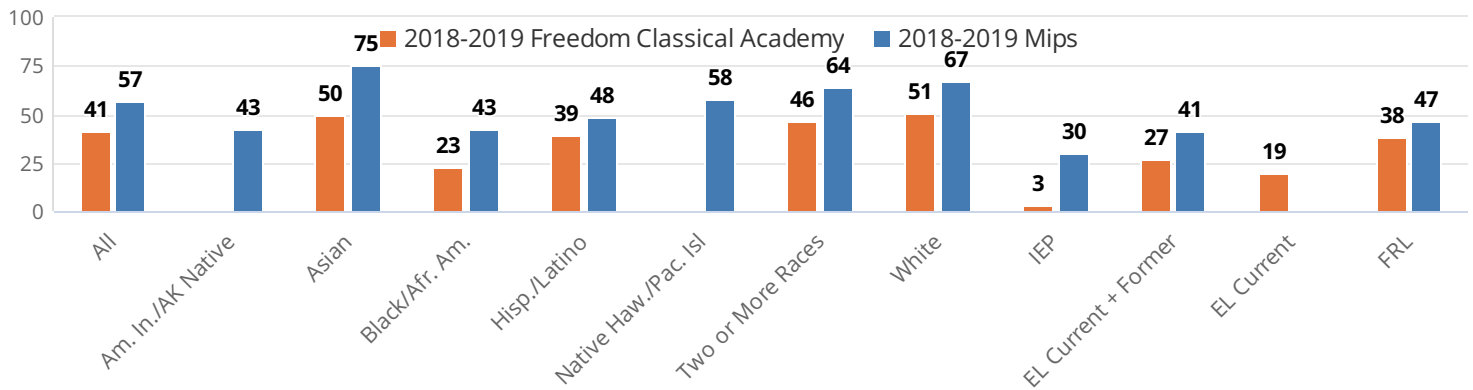
Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	14.6	34.7	14.4	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	-	49.2
Black/African American	0	16.6	0	14.6
Hispanic/Latino	10.5	25.8	12.2	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	-	37.6	-	46.6
White/Caucasian	21.3	42.7	24	43.8
Special Education	-	12.5	-	19.4
English Learners Current + Former	4	24.1	0	15.2
English Learners Current	0	7.2	0	4.8
Economically Disadvantaged	15	23.8	-	17.3

Science Assessments
% Proficient
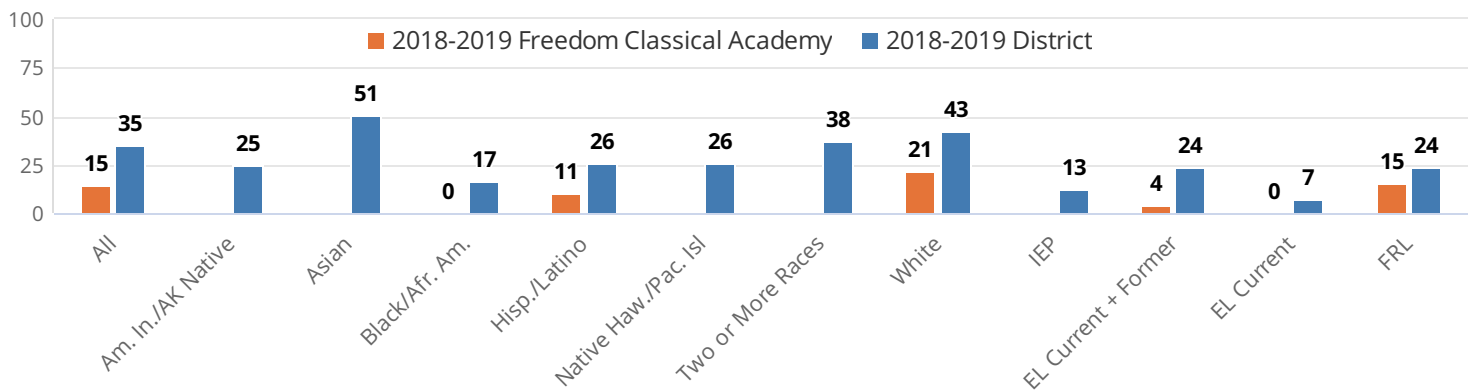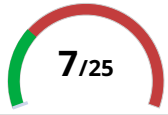
7/25   **Academic Achievement**

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	37.7	56.7	32.1	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	18.6	38.5	15	34.2
Hispanic/Latino	40	47.5	28.8	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	-	63.1	-	64.3
White/Caucasian	47.2	62.6	38.2	62.6
Special Education	0	26.3	10	29.4
English Learners Current + Former	25	43.6	19.2	33
English Learners Current	10	36.1	20	21.8
Economically Disadvantaged	40	43.2	-	37.5

**Read by Grade 3
% Proficient**
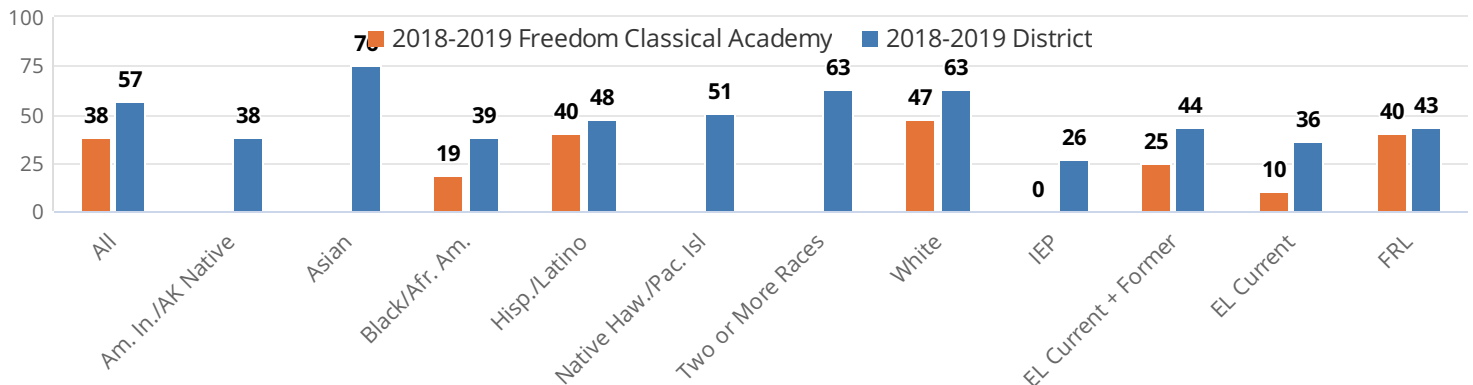
The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40th Percentile	Student Growth Score
2nd Grade	46	25
1st Grade	60.7	47
Kindergarten	N/A	N/A
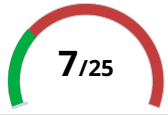
7/25   **Academic Achievement**

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0   **Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	94.2%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	-	-

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

19/35 **Student Growth**

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

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

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data   Math MGP Points Earned: 7/10   ELA MGP Points Earned: 4/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	56	55	46.5	52	46	53	32	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	84	58	51	59	61	61.5	62	62
Black/African American	48.5	48	43.5	43.5	33	45	31	44
Hispanic/Latino	56	54	45	51	39	49	24	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	-	53	43.5	50	-	53	-	51.5
White/Caucasian	56	57	48	54	59	55	42	49
Special Education	34.5	51	24	42	33	49	13	40.5
English Learners Current + Former	53.5	59	41.5	53	42	49	27	52
English Learners Current	45	56	44	49	42	43.5	27	44
Economically Disadvantaged	41	53	45	47	-	46	-	46

AGP Growth Data   Math AGP Points Earned: 5.5/7.5   ELA AGP Points Earned: 2.5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	41.2	49.7	44.2	59.7	37.6	48.6	33.9	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	75	66.4	56.2	73.5	73.3	69.9	66.6	70.7
Black/African American	30.6	30.1	30.6	43.5	18.1	28.8	24.2	41.3
Hispanic/Latino	35.2	43	41.1	54.2	31.5	37.8	22.3	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	-	50.2	40	59.3	-	51.2	-	60.7
White/Caucasian	52.6	56.1	54.2	65	44.7	53.7	44.7	58.7
Special Education	16.6	28.3	5.2	34.5	9	29.5	0	30.5
English Learners Current + Former	35.7	43.8	32.1	48.1	27.2	35.2	12.5	44.6
English Learners Current	27.6	34.7	25	37.6	27.2	23.3	12.5	32.2
Economically Disadvantaged	26.8	38.2	34.2	47.7	-	29.8	-	42.2

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

5/10 **English Language**

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/5

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	63	42.7	56.7	81	25.9	42.5

% English Learners Meeting AGP on WIDA
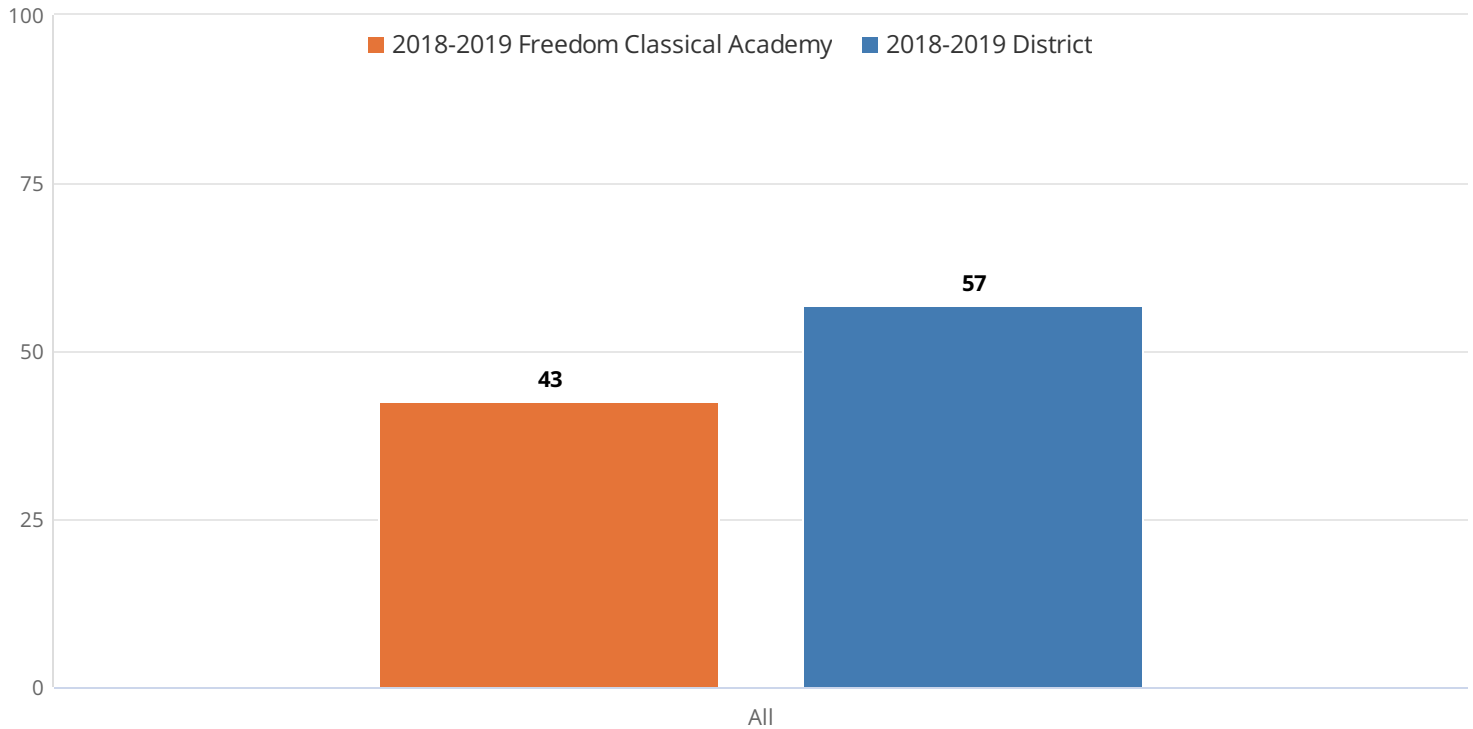
Legend: ■ 2018-2019 Freedom Classical Academy ■ 2018-2019 District

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

7/20 **Closing Opportunity Gaps**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 4/10 **ELA AGP Points Earned: 3/10**

Groups	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	24.6	27.8	31.1	39.2	28.9	27	25.4	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	27.1	20	19	26.5	16.6	16.5	20.8	30.3
Hispanic/Latino	15.5	26	33.7	37	24.6	22.6	23.8	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	-	27.3	-	36.2	27.2	31.1	25	41.3
White/Caucasian	43.2	32.2	39.2	45.7	47	31.5	40	38.7
Special Education	11.6	16.3	0	22.3	-	15.5	-	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	24.4	N/A	15.9	N/A
English Learners Current	10.3	24.1	21.8	31.6	18.1	16.8	8.3	31.3
Economically Disadvantaged	11.3	23	26	32.2	26.6	20	22.7	29.8

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

3/10

Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.
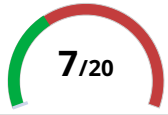
Chronic Absenteeism

Chronic Absenteeism Points Earned: 3/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	18.6	8	17	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	12.5	4.2	8.1	4.9
Black/African American	18.6	11	25.1	14.5
Hispanic/Latino	18.1	9.4	12.4	11.5
Pacific Islander	9	13	26.6	12.6
Two or More Races	23.5	7.4	22.7	9
White/Caucasian	20.1	6.9	18.8	9
Special Education	20	11.5	12.5	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	6	6.2	3.9	10.4
Economically Disadvantaged	-	11.1	-	15.9

Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

School Designation	NSPF Designation Year	Exit Evaluation
TSI/ATSI	2018-2019	Summer 2023

What is a Targeted Support and Improvement (TSI) / Additional Targeted Support and Improvement (ATSI) Designation?

Schools with a TSI/ATSI designation meet the following criteria:

- Not designated for Comprehensive Support and Improvement (CSI)
- Designated as TSI, with consistently underperforming subgroups (subgroup with n - size of at least 25 did not meet performance targets two years in a row) within the Academic Achievement Indicator and two or more remaining Indicators, and
- Designated as ATSI, with significant subgroup performance challenges that would, on their own, lead to a CSI designation—where the performance of any one subgroup (n-size of at least 25) on any one Measure is at or below a performance level representative of CSI schools on that measure.

A school designated as TSI/ATSI cannot be classified higher than a three-star school in the designation year— the year the school is first designated. A school designated as TSI/ATSI must work with their LEA to develop a plan to exit the TSI/ATSI designation within three years. The school is evaluated for exit at the end of this three year period

Why did this school receive a TSI/ATSI Designation?

The table below shows the reason(s) the school received a TSI designation. An "X" marks Indicators/Measures in which the subgroup underperformed two years in a row.

Indicator/Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrnr	Econ Disadv
Academic Achievement											
Math Proficiency					X						
ELA Proficiency				X				X			
Read-By-Grade-3											
Growth											
Math MGP											
ELA MGP											
Math AGP											
ELA AGP				X						X	
EL Proficiency											
Student Engagement											
Math Opportunity Gaps											
ELA Opportunity Gaps											X
Chronic Absenteeism											

Freedom Classical Academy

The table below shows the reason(s) the school received a ATSI designation. An "X" marks Indicators/Measures in which the subgroup did not meet performance levels representative of CSI Schools

Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrnr	Econ Disadv
Math Proficiency									X		
ELA Proficiency				X					X	X	
Science Proficiency										X	
Read-By-Grade-3											
Math MGP											
ELA MGP											
Math AGP											
ELA AGP				X						X	X
WIDA AGP											
Math Opportunity Gaps					X						X
ELA Opportunity Gaps											
Chronic Absenteeism											

What is required for exit from a TSI/ATSI designation, and how is the school progressing toward exit?

To exit a TSI designation, a school must not meet the TSI designation criteria—subgroups not meeting targets in the Academic Achievement Indicator and two or more remaining Indicators—during each of the two years prior to the exit evaluation. Schools that do not meet the requirements for exiting the TSI designation after three years will be designated a Comprehensive Support and Improvement (CSI) school.

The table below shows the school's progress toward achieving exit from TSI. The table displays subgroup data for the current year. An "X" marks Indicators/Measures in which the subgroup has underperformed two years in a row. After three years, the school must have met the exit criteria outlined above to exit the TSI Designation.

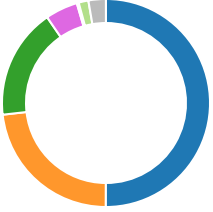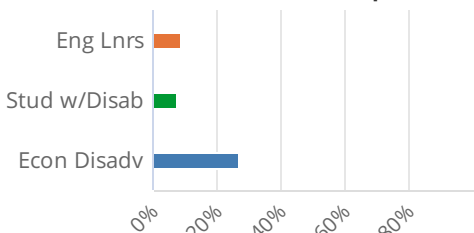| Indicator/Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrnr	Econ Disadv
Academic Achievement											
Math Proficiency					X						
ELA Proficiency				X				X			
Read-By-Grade-3											
Growth											
Math MGP											
ELA MGP											
Math AGP											
ELA AGP				X						X	
EL Proficiency											
Student Engagement											
Math Opportunity Gaps											
ELA Opportunity Gaps											X
Chronic Absenteeism											

An additional requirement to exit a TSI/ATSI designation is that the school must not meet the ATSI designation criteria— one or more subgroups not meeting performance levels representative of CSI schools on one or more Measures—during each of the two years prior to the exit evaluation. The table below shows the school's progress toward achieving exit from ATSI. The table displays subgroup data for the current year. An "X" marks Measures in which the subgroup has underperformed two years in a row. After three years, the school must have met the exit criteria outlined above to exit the ATSI Designation.

Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrnr	Econ Disadv
Math Proficiency									X		
ELA Proficiency				X					X	X	
Science Proficiency										X	
Read-By-Grade-3											
Math MGP											
ELA MGP											
Math AGP											
ELA AGP				X						X	X
Math Opportunity Gaps					X						X
ELA Opportunity Gaps											
Chronic Absenteeism											

Schools that do not meet the requirements for exiting the TSI/ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school.

Freedom Classical Academy

School Level:	Middle School
Grade Levels:	0K-08
District:	State Public Charter School Authority
School Address:	777 E Ann Road North Las Vegas, NV 89081

72
Total Index Score

School Type: *Charter SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*

Student Race/Ethnicity

%	Group
23%	White
17.1%	Bl/Afr Am
49.7%	Hisp/Latino
5%	Asian
0.3%	Am Ind/AK Nat
1.5%	Pac Isl
2.7%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	47.5 ★★
2016-2017	N/A N/A

Alternative Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 29	★
At or above 29 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 80	★★★★
At or above 80	★★★★★

2018-2019 School Performance

Academic Achievement Indicator — 12/25

Measure	School Rate	District Rate
Pooled Proficiency	36.2	50.2
Math Proficiency	31.1	42.6
ELA Proficiency	43	59.6
Science Proficiency	26	44.7

Student Growth Indicator — 22/30

Measure	School Median	District Median
Math MGP	59	58
ELA MGP	56	56

Measure	School Rate	District Rate
Met Math AGP Target	35.2	44.3
Met ELA AGP Target	48.7	61.3

English Language Proficiency Indicator — 9/10

Measure	School Rate	District Rate
Met EL AGP Target	33.2	38.3

Closing Opportunity Gaps Indicator — 18/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	20.5	21.8
Prior Non-Proficient Met ELA AGP Target	34.3	32.7

Climate Survey Participation is not a point-earning measure.

Academic Achievement

12/25

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

Pooled Proficiency Points Earned: 12/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	36.2	50.2	30.5	46.3

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	31.1	42.6	36.5	26.3	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	68.7	66.2	58.6	71.4	64.1	56.4
Black/African American	22.8	24.1	23.5	17.3	17.7	19.5
Hispanic/Latino	27.3	31.8	29.3	20.6	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	-	47.2	40.6	-	41.5	37.5
White/Caucasian	36.2	51.2	47.1	32.8	44.4	44.4
Special Education	0	12	18.6	0	11.5	14.3
English Learners Current + Former	26.3	26.8	20.2	8.3	22.2	16
English Learners Current	8	12.5		8.3	8.5	
Economically Disadvantaged	17.8	29	29.2	-	21.7	25.5

**Math Assessments
% Proficient**
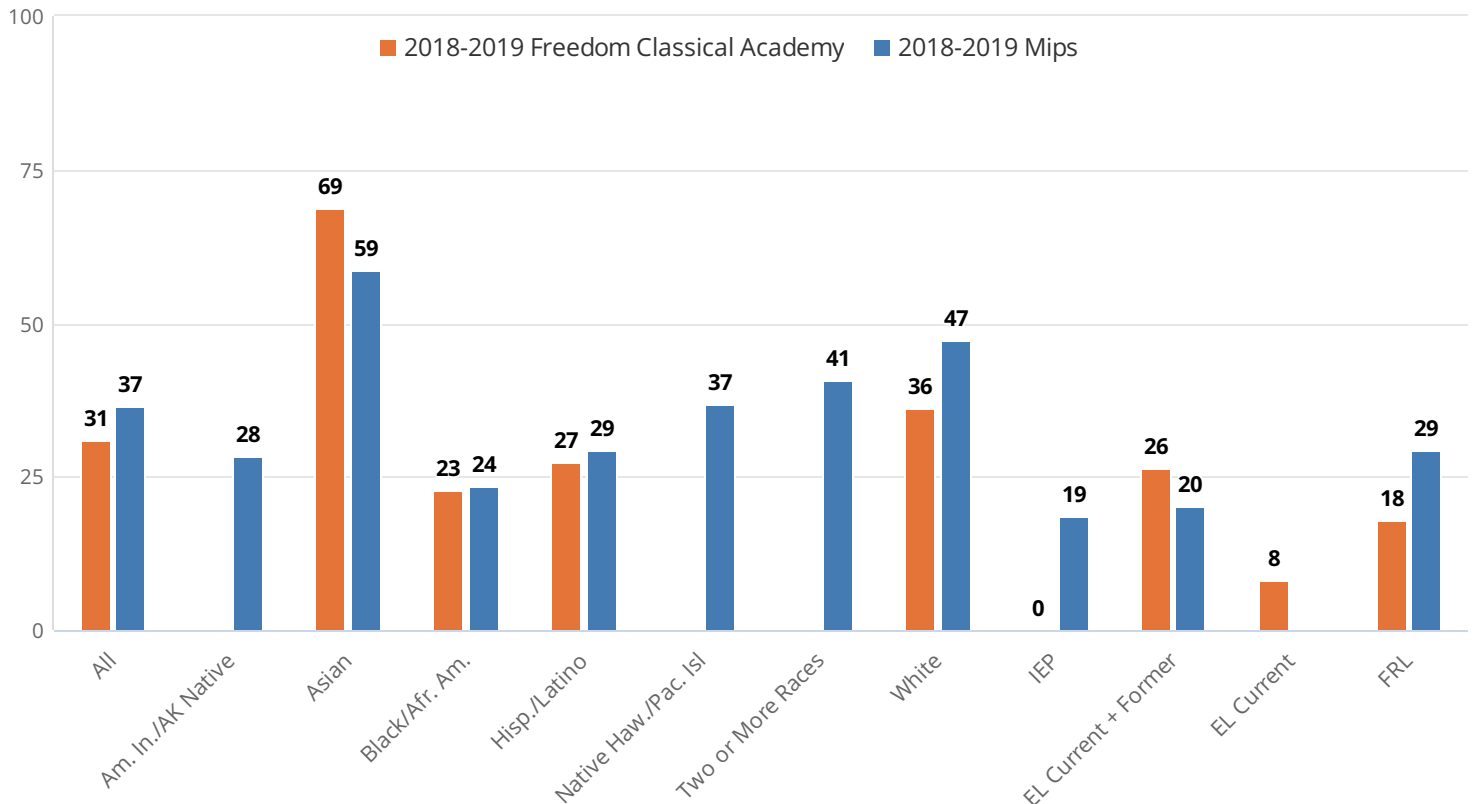
'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

Freedom Classical Academy

12/25 **Academic Achievement**

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	43	59.6	54.1	34.7	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	75	78.4	75.9	78.5	77.3	74.6
Black/African American	28	40.1	37.8	19.2	38.4	34.5
Hispanic/Latino	42.5	50.2	45.1	34	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	-	61	59.2
White/Caucasian	46.8	67.7	66.3	35.8	63.5	64.6
Special Education	0	19.8	21.9	0	20.7	17.8
English Learners Current + Former	32.1	42.7	24.3	16.6	34.8	20.3
English Learners Current	4	22		16.6	15.8	
Economically Disadvantaged	28.6	46.3	44.4	-	41.5	41.4

ELA Assessments
% Proficient

Legend: ■ 2018-2019 Freedom Classical Academy ■ 2018-2019 Mips
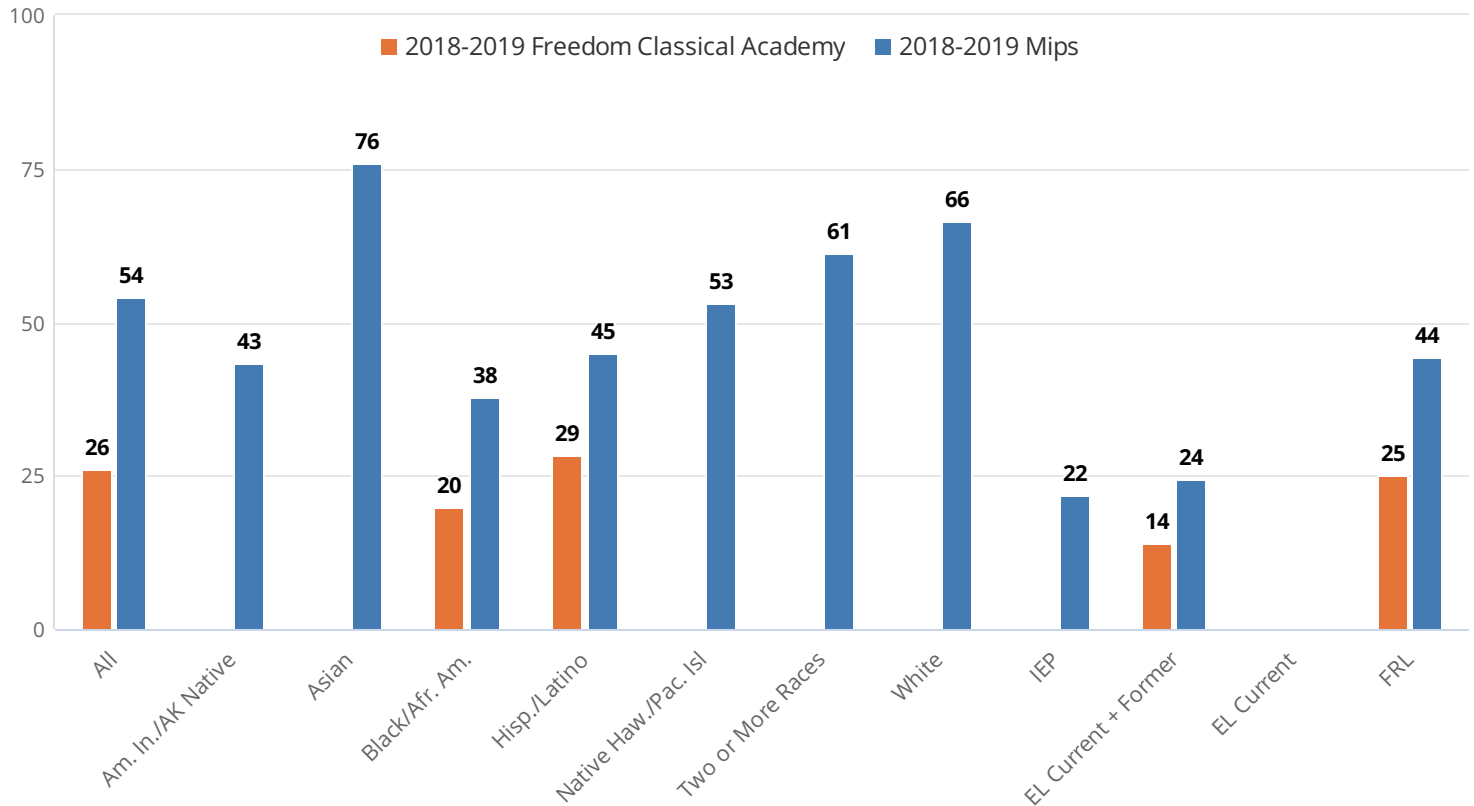
12/25 Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	26	44.7	31	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	-	62	-	62.2
Black/African American	20	23.1	-	25
Hispanic/Latino	28.5	35.2	-	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	-	52.2	-	51.6
White/Caucasian	-	54.5	-	54
Special Education	-	13	-	14.6
English Learners Current + Former	14.1	26	-	25.7
English Learners Current	-	12.6	-	9.3
Economically Disadvantaged	25	33.7	-	30.7

Science Assessments % Proficient

Legend: ■ 2018-2019 Freedom Classical Academy ■ 2018-2019 District

Categories: All (26, 45), Am. In./AK Native (33), Asian (62), Black/Afr. Am. (20, 23), Hisp./Latino (29, 35), Native Haw./Pac. Isl (36), Two or More Races (52), White (55), IEP (13), EL Current + Former (14, 26), EL Current (13), FRL (25, 34)

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0   Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	-	-

22/30 **Student Growth**

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

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

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data   Math MGP Points Earned: 8/10   ELA MGP Points Earned: 7/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	59	58	56	56	56	52	42	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	81.5	63	66	57	85	62	66	62
Black/African American	48.5	53	52	51	49	45	42	50.5
Hispanic/Latino	60	59	57	57	59	54	42	52
Pacific Islander	-	63	-	57	-	51.5	-	49.5
Two or More Races	-	56	-	54	-	53	-	55
White/Caucasian	58	58	57	56	43.5	49	39	53
Special Education	46.5	55	32.5	55	34	44	37.5	50
English Learners Current + Former	63.5	64	58	64	53.5	59	49	54
English Learners Current	58	61	48.5	62	53.5	57	49	53
Economically Disadvantaged	57	59	46	57	-	53	-	52

AGP Growth Data   Math AGP Points Earned: 4/5   ELA AGP Points Earned: 3/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	35.2	44.3	48.7	61.3	29.6	37.7	33.7	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	75	65.9	68.7	78.5	69.2	66.5	76.9	78
Black/African American	20.8	27.5	34	44.2	17.7	20.1	20	39.5
Hispanic/Latino	31.1	35.5	48.5	53.6	28	30.1	33.7	47.2
Pacific Islander	-	47.2	-	59.7	-	35.3	-	53.1
Two or More Races	-	47.1	-	66.2	-	42.7	-	61.3
White/Caucasian	42.6	51.8	57.2	68.4	33.8	44	33.8	62.2
Special Education	10	16.8	5	25.3	0	14.5	5.5	23.6
English Learners Current + Former	34.2	32.7	45	48.3	16.6	31.3	16.6	40
English Learners Current	8.3	17.3	20.8	28.1	16.6	14.8	16.6	20.1
Economically Disadvantaged	18.3	33.3	35	50.3	-	25.8	-	42.2

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.
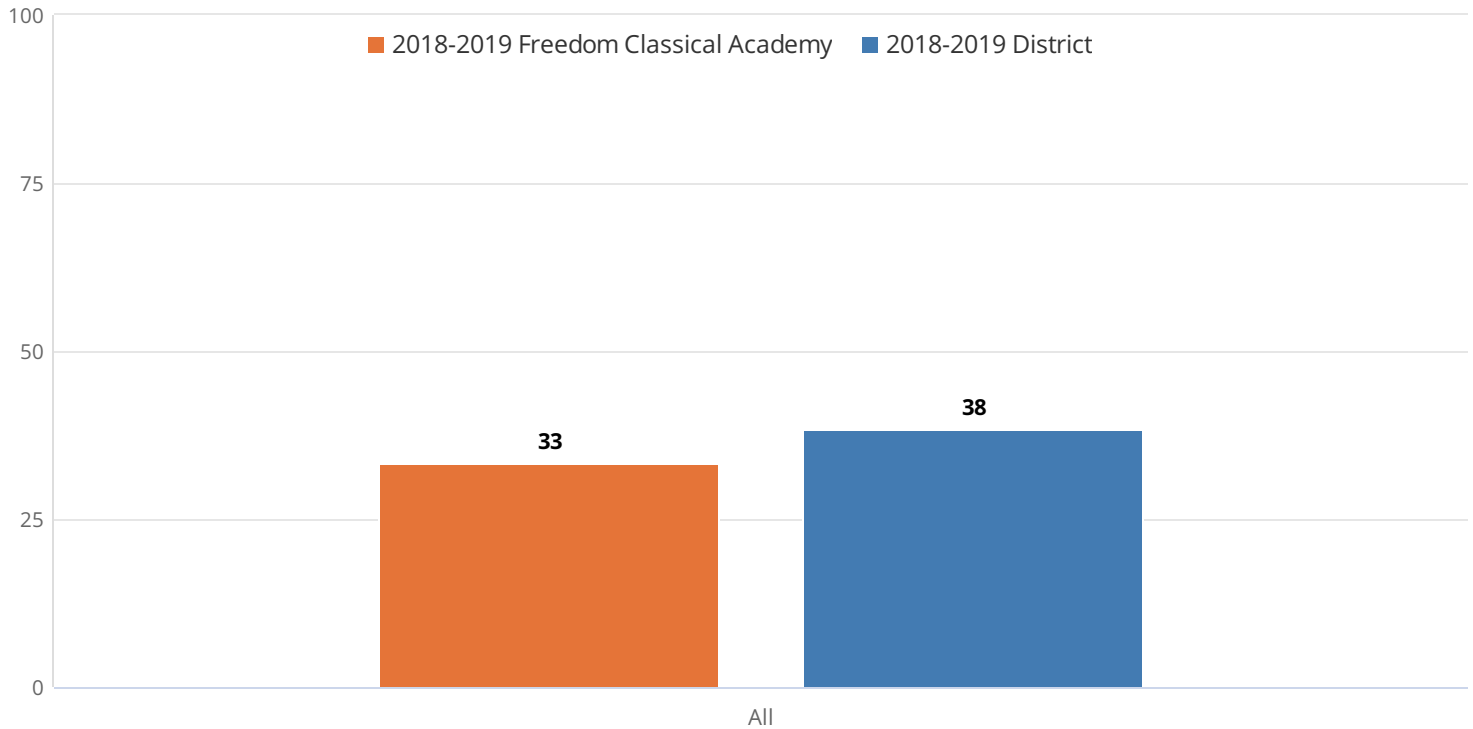
Freedom Classical Academy

9/10

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 9/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	21	33.2	38.3	20	10	32.4

% English Learners Meeting AGP on WIDA

Legend: 2018-2019 Freedom Classical Academy (33), 2018-2019 District (38). All

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

18/20

Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 8/10   **ELA AGP Points Earned: 10/10**

Groups	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	20.5	21.8	34.3	32.7	24	19	18.6	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	-	28.6	-	40.2	-	35.6	-	44.6
Black/African American	7.5	15	23.6	22	19.4	10.9	12.9	23.3
Hispanic/Latino	18	21.5	35.8	31.1	17.9	17.1	17.5	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	-	19.8	-	32.8	-	21	-	32
White/Caucasian	32.5	24.8	42.1	38.3	40	21.5	23.8	33.2
Special Education	10	9.6	5	16.8	0	6.4	6.6	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	24.4	N/A	16.6	N/A
English Learners Current	8.3	12.5	21.6	22.1	19.2	13.8	13	16.8
Economically Disadvantaged	9.8	19.5	16.3	29.1	22.4	16	18.1	23.5

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

11/15
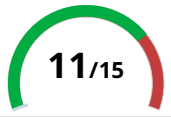
Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 6/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	12.1	7.9	13.4	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	0	3	0	3.6
Black/African American	11	11	10.6	12.9
Hispanic/Latino	11.8	8.4	10.1	11.7
Pacific Islander	-	12	-	11.9
Two or More Races	10	8.9	-	12
White/Caucasian	18.3	7.2	23.7	10.9
Special Education	4.5	12.1	15.3	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	3.2	5.2	12.5	8.5
Economically Disadvantaged	-	11.5	-	14.3

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)

■ 2018-2019 Freedom Classical Academy ■ 2018-2019 District
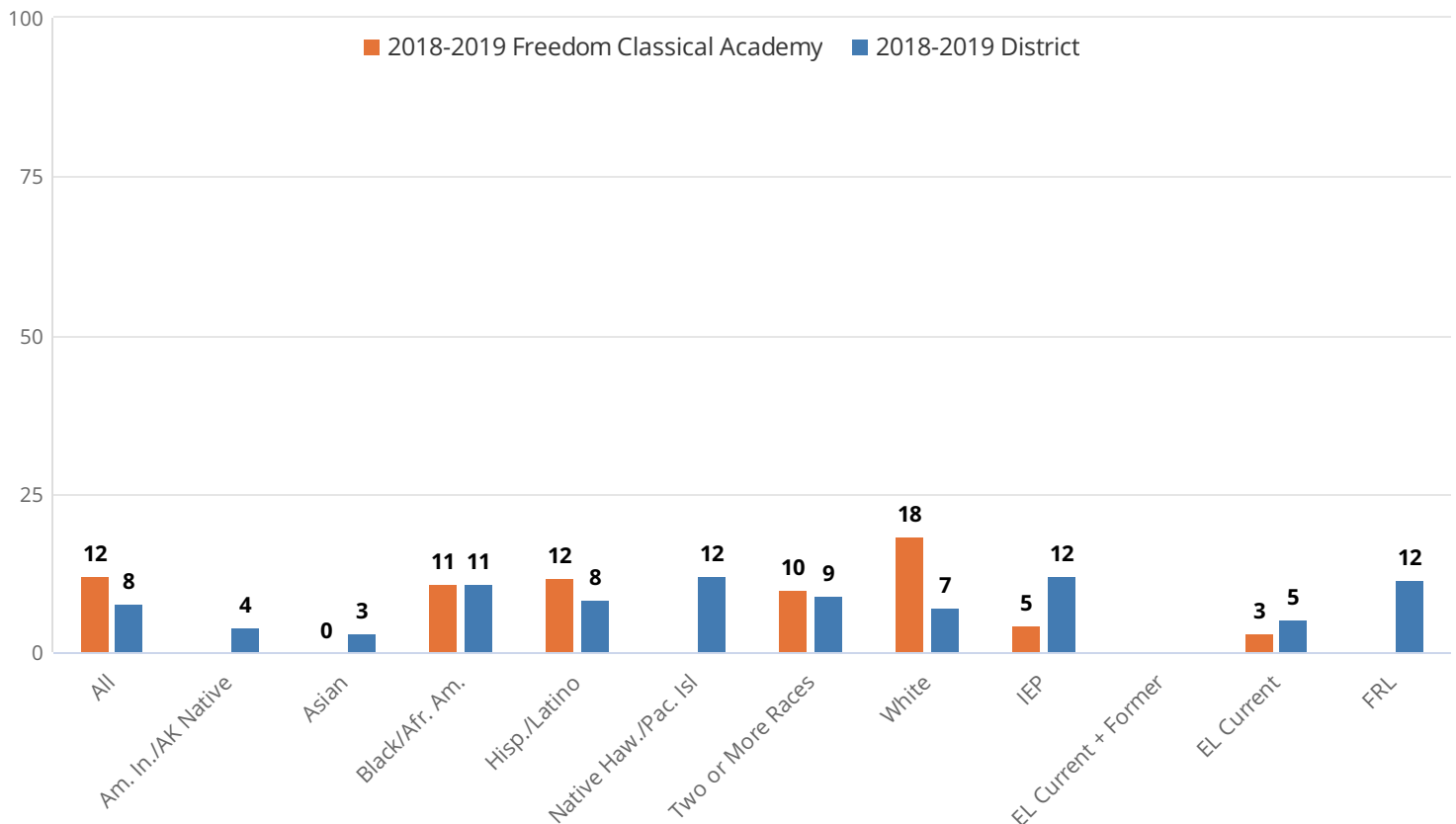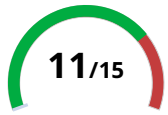
11/15 **Student Engagement**

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	98.4	99.5	100	97.5
American Indian/Alaska Native	-	100	-	98
Asian	100	99.7	100	98.4
Black/African American	96.2	99.2	100	96.3
Hispanic/Latino	98	99.5	100	97.5
Pacific Islander	-	99.5	-	95.9
Two or More Races	100	99.7	-	97.3
White/Caucasian	100	99.4	100	97.8
Special Education	95.4	99.4	100	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	93.5	98.5	-	98.2
Economically Disadvantaged	-	99.4	-	98.2

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	100	92.7	87	91.5
American Indian/Alaska Native	-	93.7	-	85
Asian	-	97.9	-	99.4
Black/African American	100	90.5	85.7	85.4
Hispanic/Latino	100	92.2	84.2	89.4
Pacific Islander	-	88.5	-	91
Two or More Races	-	93.7	-	91.7
White/Caucasian	-	93.2	93.7	93.4
Special Education	-	93.9	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	100	92.7	-	85.6
Economically Disadvantaged	-	89.7	-	85.6

% of Students Meeting 8th Grade Credit Requirements
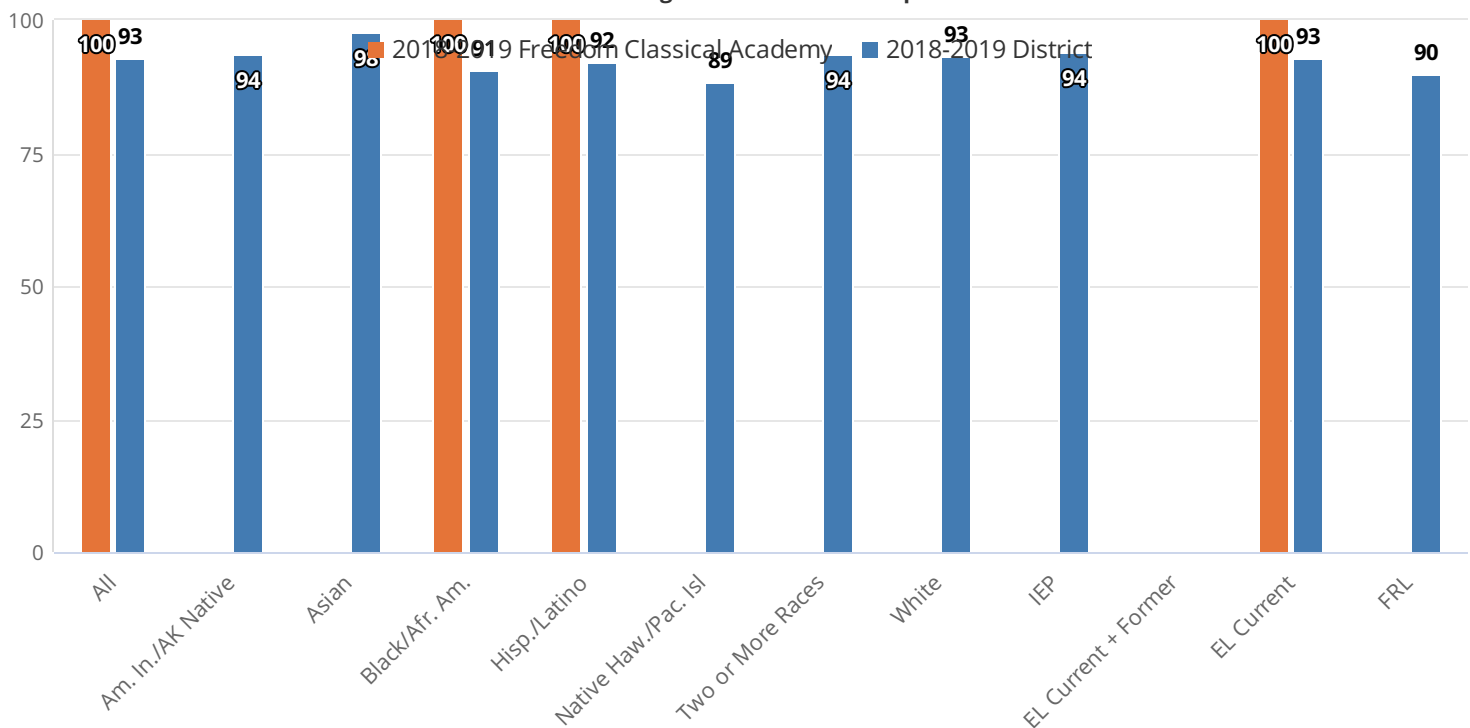
'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

Appendix B

Nevada State Public Charter School Authority

To:	Mike Montandon, Freedom Classical Academy Board Chair
	Jeremy Christensen, Freedom Classical Academy Principal
	Jason Guinasso, SPCSA Board Chair
From:	Sandra Kinne, Education Programs Professional
Date:	Monday, April 1, 2019
Re:	Site Evaluation Report for Freedom Classical Academy

SITE EVALUATION REPORT: FREEDOM CLASSICAL ACADEMY

Site Evaluations are a critical accountability component to the oversight of schools by the Nevada State Public Charter School Authority (SPCSA) and are fundamental to charter schools' autonomy. As approved by the Legislature [NRS-388A.150] the Authority is to *"provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community."*

Site Evaluations allow the SPCSA to assess schools' student achievement, progress to goals, and fulfillment of their mission, vision, and educational program outlined in their charter. Improving the learning of pupils, and, by extension, the public education system; increased opportunities for learning and access to quality education; and a more thorough and efficient system of accountability for student achievement in Nevada are all foundational elements of the SPCSA's mission, the legislative intent of charter schools and are central elements of the Authority's on-going evaluation of charter schools.

The SPCSA conducts multiple visits and evaluations throughout schools' charter terms. The cumulative evidence through multi-year oversight measures become part of the record that help inform recommendations put forth by SPCSA staff, specifically renewal recommendations.to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions. Site Evaluations are just one criteria considered for renewal; student achievement, financial prudence, and fulfilment of the program outlined in the approved charter are also evaluated by the Authority when making renewal decisions.

Attached is the Site Evaluation Report for FREEDOM CLASSICAL ACADEMY, which was conducted by SPCSA staff members, Sandra Kinne and Mike Dang, on Wednesday, Feb. 20, 2019 at Freedom Classical Academy, 777 E Ann Road. The school is current in its second year of operations and is in its first charter authorization term, which expires June 30, 2022. The school leader is Jeremy Christensen, and the board chair is Mike Montandon.

Please contact the Team Lead for this Site Evaluation, Sandra Kinne, with any questions.

SITE EVALUATION REPORT: FREEDOM CLASSICAL ACADEMY

Campus Name: Freedom Classical Academy
Grade Levels: K-8
School Leader: Jeremy Christensen
Purpose of Site Evaluation: 2nd year of operations; first Site Evaluation
Date of Authorization: July 1, 2016
Conducted Date: Wednesday, Feb. 20, 2019
Conducted By: Sandra Kinne and Mike Dang, SPCSA

SUMMARY OF SITE EVALUATION

The mission of Freedom Classical Academy is "to bring forth future leaders through a fusion of classical education and STEM instruction in an environment that promotes liberty and virtue."

The work evident toward fulfilling this mission was noted in STEM and math classes throughout the day.

The team conducted 12 observations across K-8 grade levels while at Freedom Classical Academy. Team members observed in grades K-4, 6th, 7th, and 8th, as well as a Specials class and a heterogeneously-group Special Education Inclusion class. On average, the observation time in classroom was 15.8 minutes. Observations ranged through the full cycle of observations, which some conducted in each the beginning, middle, and end of a lesson.

Observers noted common operational practices throughout the school, uneven levels of engagement throughout grade levels and throughout the day, and, as has been the trend within our portfolio of schools, a low level of rigor in instruction.

Additionally, while the school's stated focus and mission emphasize its STEM instruction, aside from STEM classes in middle school, there was a noted lack of emphasis throughout the school on this component, while the 'classical education' part of their vision was more dominant. It would not be evident that this school focuses on STEM if not for its mission statement.

Common trends from stakeholders were the family-feel of the school; support of teachers and staff; positives in shifts from the EMO transition; and strong, friendly leadership from the school's principal.

In all, while there are no glaring, urgent matters to address, there is an unevenness to student engagement, instructional rigor, and concerns raised by parents regarding Special Education support that warrant attention and resolution. We encourage the school's leadership to review this report carefully and craft a plan to address areas of opportunity to ensure a strong continuation through its current charter terms.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	While there were examples students engaging in off-task behaviors in a few classrooms, particularly in middle school classes, there were far more classes where the climate was characterized by respectful conversations and tone, learning time was maximized, and classroom interactions were warm, friendly, and respectful.	Distinguished **Proficient** Basic Unsatisfactory Not Observed
Establishing a Culture for Learning	In general, there was a proficient culture established throughout the school to ensure learning occurs. In two classes, both in middle school grades, there was evidences of disrespect and teachers and students performing at a level that indicates they were "getting by" or simply unsatisfactory due to a classroom's culture as unrepresentative for learning to occur. However, the majority of classrooms observed operated as expected. A particular bright spot was a lower elementary classroom where the teacher's and students' actions and conversations demonstrated a distinguished culture for learning.	Distinguished **Proficient** Basic Unsatisfactory Not Observed
Managing Classroom Procedures	Teachers had clear operation procedures and practices and demonstrated proficiency with both class and school wide procedures, including with transitions and instruction.	Distinguished **Proficient** Basic Unsatisfactory Not Observed
Managing Student Behavior	With one exception, where there were notable class-wide behaviors that the teacher had difficulty managing, teachers demonstrated proficiency with managing student behavior. Students, in general, were respectful toward their teachers and peers, with one exception in a middle school observation.	Distinguished **Proficient** Basic Unsatisfactory Not Observed

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	While there were several examples of active discussion and collaboration during lessons and a range of instructional practices, there were more instances of basic and unsatisfactory practices in observations. Particularly, purposes of lessons or expected mastery was unclear and/or did not align with posted objectives/provided lesson plans and/or instruction was confusing and resulted in lack of clarity for students. Teachers comments such as "Will you just listen to me and write this down?",	Distinguished Proficient **Basic** Unsatisfactory Not Observed

Observations	Evidence Observed	School-wide Rating
Using Questioning and Discussion Techniques	Similar to the above category, while there were examples of all students participating and active discussion in the classroom, there was not sufficient evidence to identify the school collective as proficient. There were examples of teachers providing incorrect information to students and having to correct themselves, creating obvious further confusion to students, as well as sufficient evidence of low-rigor questions that attempted to engage students. In the 12 observations by the team throughout they day and at different points within a lesson, the majority of questions asked of students to demonstrate mastery or understanding were all DOK 1, focused on recall questions. Examples in upper elementary and middle school included "How many pounds in a ton?", "What is another word for an earthquake?", and "What is his name? Does he have a name?" Reframing the questions to be more analytical and applicable, and/or scaffolding the questions to increase to higher DOK levels would be appropriate and encouraged.	Distinguished Proficient **Basic** Unsatisfactory Not Observed
Engaging Students in Learning	In multiple classrooms, students were notably and visibly disengaged from instruction and learning. In other classrooms, there was uneven engagement demonstrated, with students being given too much to complete a task, leading to off-task behaviors and disengagement to the point of choral responses being dominated by select voices as others simply did not participate.	Distinguished Proficient **Basic** Unsatisfactory Not Observed
Using Assessment in Instruction	During the observation, Site Evaluators did not observe this criterion significantly enough to rate it.	Distinguished Proficient Basic Unsatisfactory **Not Observed**

III.   OPERATIONS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	There is evidence of connection to the classical model of instruction, through the schoolwide practices and evident philosophies of staff in classrooms. The focus on STEM could be more present, but the inclusion of STEM classes is apparent. Operations observed during lunch, morning arrival, and throughout the day demonstrated a commitment to the mission's efforts to promote liberty and virtue, in that students were self-sufficient and managed their behavior well.	Distinguished **Proficient** Basic Unsatisfactory Not Observed

Managing Schoolwide Procedures	There were clear schoolwide procedures, including transitions and common instructional practices.	Distinguished **Proficient** Basic Unsatisfactory Not Observed
Maintaining a Safe Environment	Students and staff demonstrated safety, and, at least in the team's observations, there was an absence of any security or procedural concerns. Students in the focus group collectively identified as feeling safe at their campus.	Distinguished **Proficient** Basic Unsatisfactory Not Observed

IV.   FOCUS GROUP SUMMARY

Group	No. of Participants	Duration
Governing Board	1	45 minutes
Parents/Families	3 (6 were originally slated to participate)	Scheduled for 60 minutes but ended up being 45 minutes due to delayed start time
Students	10	45 minutes
Staff	11	60 minutes

Site Evaluation team members conducted a roundtable with the Leadership Team and four Focus Groups with the following groups: Governing Board[1], Parents/Families, Students, and Teachers/Staff. Participants were asked a series of question, including common questions across all Focus Groups. There was a wide range of representation in the teacher/staff, parents/families, and student groups.

In general, the common theme threaded throughout Focus Groups was the strong culture and the strong leadership by the school's principal. Stakeholders, particularly teachers/staff and parents, commented on the leadership creating a strong culture for all stakeholders. Additionally, the following themes emerged from each of the following Focus Groups:

Governing Board
Only one board member, the board president, participated in the focus group. This provides a limited context from the governance perspective. Nonetheless, the following themes were culled from the conversation and questions posed.
- The Board is pleased with the transition from its previous EMO, American Leadership Academy, and the shift in focus since the EMO change. The board president cited the stronger alignment to the mission under its current operating structure, as well as the "putting together the pieces" (i.e., back office provider) to ensure they have the supports in place to operate successfully. He also said school leadership could focus more on increasing teacher quality and capacity and "not solely the bottom line" of teachers' salaries.

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[1] Of the full Governing Board of 4 members, only 1 board member – the chair, participated, so quorum was not met; Open Meeting Law was not violated.

- The board president acknowledged the two-star status of the school and said, "I know we're better than that." He said they are working on improving the school in multiple areas to ensure growth and an increased star status. He said parents are asking for a high school, so the focus is on increasing student achievement and shifting to being able to grow their own high school, as a result.
- The board president repeatedly cited the board's collective confidence in the current school leader, and his ability to assemble and develop a strong team of teachers and ensure the right people are in the right positions. Said the board president, *"Principals make the school. It's not the students, not the parents, not the funding – it's the school leadership."*

Parents/Families
- Parents talked about the "family vibe" of the school and said the school's staff makes everyone feel welcome. There's a strong effort by staff to get to know students and their families, parents said. *"You can tell they care for the kids. When you see someone taking care of your kids, and you see the way staff treats your kids, ...it makes you feel like you're a family. There's a bond,"* said one parent participant.
- Parents also said teachers really know their students and provided examples of individualized support teachers have given to ensure students get what they need to achieve. Students don't want to miss school because of their connection with teachers, said one parent.
- During the open-ended discussion at the end of the focus groups, all participants brought up the need to increase support in the Special Education department. One parent said there appears to be some dropped support in Special Education, while another parent said other families they know had decided to not enroll in the school, once they were pulled off the waitlist, because of a lack of support related to students' IEPs. Said one parent participant, *"I think this school strongly focuses on high-performing students, but there needs to be support and a focus on supporting students who struggle and are low-performing."*

Teachers/Staff
- Staff talked extensively about the school's classical education and how it is implemented, citing Socratic discussions, giving students a voice in their own learning, and the application of the work they do. One teacher cited the way teachers help kids learn how to think and analyze, while others talked about the hands-on approach and STEM focus. Said one teacher, *"(We) are not just scratching the surface; (we) want to discuss things at a deeper level."*
- Teachers and staff identified the leadership as having an open-door policy and being very receptive to teacher input. Said one teacher, *"(Admin) is about great listening more than talking; they're all ears."* Teachers and staff cited the cohesiveness of this year's leadership team, and that the turnaround time from admin to address any concerns is generally quick.
- This group also specifically cited the school's leader, Jeremy Christensen, for creating and maintaining the school's culture. Participants cited his tendency to avoid micromanaging, being a good listener, and starting meetings with celebrations – positive incidents that give the staff things about which to cheer. Multiple teachers said they were at schools for multiple years and not allowed to call their principals by their first

names or even, in one teacher's case, not said hello to each morning by their principal. Staff and teachers consistently cited the school leader's friendly and welcoming approach for their culture.

Students
- Students spoke positively of the structure and organization of the school and the school day. One student spoke positively of the school's discipline, saying it was lacking at her/his previous school. Students also appreciated that they were on schedule (with their program) and that there are supports in place to help students succeed.
- Students generally said they felt safe on campus and named the school's security cameras as a way that helps them feel safe.
- Students collectively identified seeing their friends and learning "new stuff" as their motivation for attending school every day and named homework as their least favorite thing about their school, citing an excess of homework in some classes.

V.   OVERALL STRENGTHS OF PROGRAM

1. School Culture
As with many schools our team has observed, Freedom Classical's culture was identified as a strength. Families, staff, and students spoke highly of the "family feel" and strong relationships created, especially by teachers with families and students. Across all focus groups, including the Governance conversation with the Board Chair, the stakeholders identified the school leader and his approach to making connections with families, staff, and students, as a positive contributor to the overall culture of the school. All stakeholders reported feeling welcomed and valued on the campus. Additionally, while there were a few classrooms that struggled to proficiently establish a culture for learning, the majority of classrooms the team observed demonstrated positive classroom interactions between students and teacher and among student peers, well-managed classrooms, and an expectation that learning was to happen in the space.

2. Stakeholders understand and value the model
From the Board Chair to students, from families to staff, stakeholders collectively understand and value the classical model that is the foundation for Freedom Classical. The emphasis on Socratic method, whole group instruction, and STEM courses were identified as strengths of the school and of interest to several of the stakeholders in the school.

VI.   RECOMMENDATIONS/ACTION ITEMS

1.   Differentiated support, particularly for students in Special Education and lower-performing students
While the model and philosophical approach toward instruction is understood and valued across all stakeholder groups, there were concerns collectively expressed by parents that Students' identified special needs – or students who are considered low-performing – are not being adequately supported

Given the low-level rigor of instruction and questioning that was observed (and that has become a common observation across the Authority's portfolio) during instruction, the

concern of a lack of differentiated instruction is a valid suggestion and concern raised by parents and one to consider examining internally.

ACTION ITEM
Recognizing that the whole group instruction approach is 'classical' and aligns with the school's mission, vision, and philosophy, as named by stakeholders in multiple groups, the instructional team could better serve *all* students by providing some differentiation to ensure all students are being supported and developed to achieve their goals. Small group instruction, pull-out tutoring for under-performing students, and/or increased afterschool tutoring options are just some ideas noted at other schools. The comments by parents in the focus group, as well as instructional trends observed (i.e., less than rigorous instruction, low-level questioning) indicate a need for more differentiation to ensure mastery of content for all students. Additionally, the noted concerns related to Special Education that were raised by parents in an open-ended discussion during their focus group demonstrate need for internal re-evaluation of Special Education supports and instructional strategies (that also stay true to the school's "classic" education philosophy).

2. Governance team development
Given the limited participation of Board members – due to the lack of board members and a need to ensure Open Meeting Law was not compromised -, as well as state statute that mandates public charter school board compilation, it is imperative that the governing team recruit, identify, and onboard at least one more board member immediately. At minimum, boards must have at least five board members, per NRS 388A.

ACTION ITEM
Within one week of this report's final submission to the SPCSA Board Chair and the school's Board Chair, the Chair needs to identify and share a plan of action for identifying, recruiting, and onboarding at least one additional board member with the Director of Authorizing. Ideally, the Board will also add additional board members to prevent a similar situation of being out of compliance from reoccurring, but as the law states five, that is the current goal for the Board.

Note
SPCSA School Support Team members will follow up on each of these recommendations during their next site visit, unless otherwise noted.
###

Appendix C

Site Evaluation Report:
Freedom Classical Academy
Evaluation Date: 10/7/2021
Report Date: 11/12/2021

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

Contents

Appendices

A: Nevada State Performance Framework

http://www.doe.nv.gov/Accountability/NSPF/

B: SPCSA Academic Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on October 7, 2021 at Freedom Classical Academy. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational framework.

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

Freedom Classical Academy is in North Las Vegas, Nevada in a facility at 777 E. Ann Rd. The school serves 1,055 (as of the most recent Validation Day) in Kindergarten through 8th grade. The mission of name of school is: "Freedom Classical Academy's mission is to bring forth future leaders through a fusion of classical education and STEM instruction in an environment that promotes liberty and virtue."
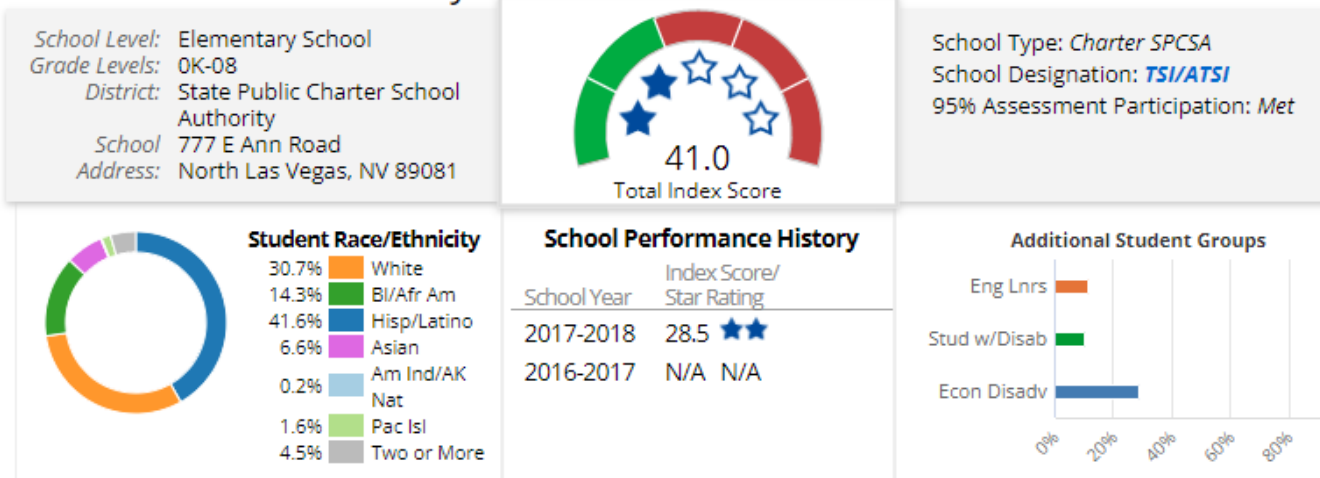
ACADEMIC PERFORMANCE

Nevada School Performance Framework
2019

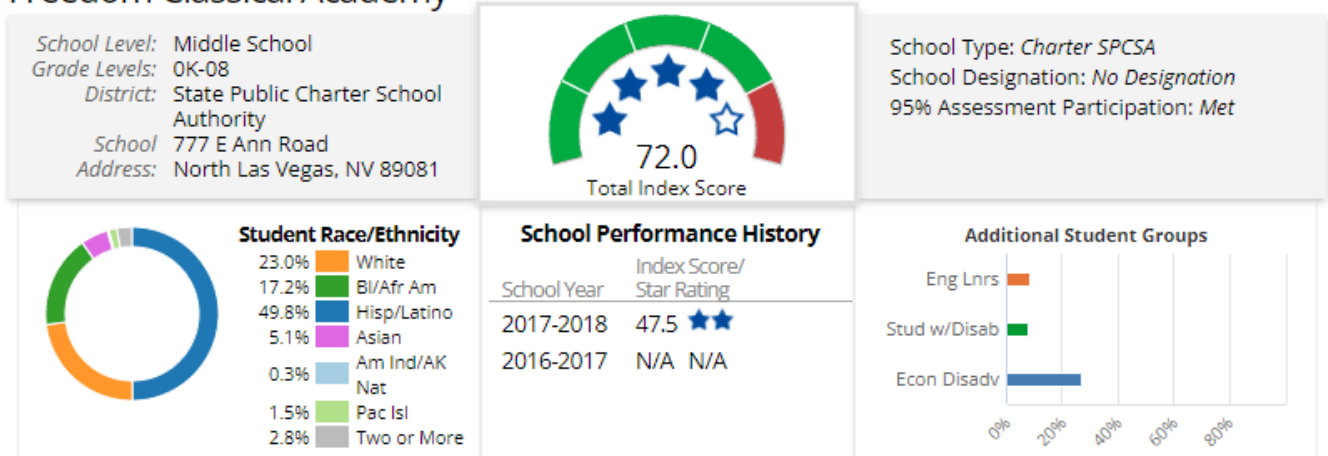Freedom Classical Academy serves 1,055 students in grades Kindergarten through 8th grade.

Elementary School

Freedom Classical Academy

School Year 2018-2019 Nevada School R

School Level:	Elementary School
Grade Levels:	0K-08
District:	State Public Charter School Authority
School Address:	777 E Ann Road North Las Vegas, NV 89081

41.0
Total Index Score

School Type: *Charter SPCSA*
School Designation: ***TSI/ATSI***
95% Assessment Participation: *Met*

Student Race/Ethnicity

30.7%	White
14.3%	Bl/Afr Am
41.6%	Hisp/Latino
6.6%	Asian
0.2%	Am Ind/AK Nat
1.6%	Pac Isl
4.5%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	28.5 ★★
2016-2017	N/A N/A

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

Middle School

Freedom Classical Academy

School Year 2018-2019 Nevada School Rating

School Level:	Middle School
Grade Levels:	0K-08
District:	State Public Charter School Authority
School Address:	777 E Ann Road North Las Vegas, NV 89081

72.0
Total Index Score

School Type: *Charter SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*

Student Race/Ethnicity

23.0%	White
17.2%	Bl/Afr Am
49.8%	Hisp/Latino
5.1%	Asian
0.3%	Am Ind/AK Nat
1.5%	Pac Isl
2.8%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	47.5 ★★
2016-2017	N/A N/A

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

Freedom Classical Academy
Math and ELA Results
Nevada School Performance Framework
2019

Proficiency Rates

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.9	54.5	48.5	37.0	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	54.1	75.6	68.8	60.0	75.2	67.2
Black/African American	23.2	31.3	32.3	14.5	30.6	28.8
Hispanic/Latino	34.2	44.6	39.6	30.6	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	41.6	58.2	55.3	-	59.0	52.9
White/Caucasian	56.7	62.3	59.3	47.3	61.1	57.2
Special Education	6.5	27.4	28.6	9.0	29.2	24.8
English Learners Current + Former	32.0	42.3	35.8	23.3	37.4	32.4
English Learners Current	19.1	32.4		23.7	25.5	
Economically Disadvantaged	36.8	39.8	39	-	33.1	35.7

Middle School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	31.2	42.6	36.5	26.3	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	68.7	66.2	58.6	71.4	64.1	56.4
Black/African American	22.9	24.2	23.5	17.3	17.7	19.5
Hispanic/Latino	27.3	31.9	29.3	20.6	26.1	25.5
Pacific Islander	-	44.9	36.9	-	34.9	33.6
Two or More Races	-	47.3	40.6	-	41.5	37.5
White/Caucasian	36.3	51.3	47.1	32.8	44.4	44.4
Special Education	0.0	12.1	18.6	0.0	11.5	14.3
English Learners Current + Former	26.3	26.9	20.2	8.3	22.2	16
English Learners Current	8.0	12.6		8.3	8.5	
Economically Disadvantaged	17.9	29.0	29.2	-	21.7	25.5

Freedom Classical Academy
Math and ELA Results
Nevada School Performance Framework
2019

Elementary School

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	41.1	60.1	57	38.9	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	50.0	78.5	75.4	64.0	76.3	74.1
Black/African American	23.2	40.9	42.6	20.0	40.5	39.6
Hispanic/Latino	38.8	51.1	48.2	31.2	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	46.1	63.8	64.4	-	67.1	62.6
White/Caucasian	50.5	66.8	67.4	51.1	65.0	65.7
Special Education	3.2	26.7	30	4.5	29.3	26.3
English Learners Current + Former	27.4	42.2	41.4	16.6	38.9	38.4
English Learners Current	19.1	29.4		16.9	22.8	
Economically Disadvantaged	37.8	45.4	46.8	-	40.4	44

Middle School

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	41.1	60.1	57	38.9	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	50.0	78.5	75.4	64.0	76.3	74.1
Black/African American	23.2	40.9	42.6	20.0	40.5	39.6
Hispanic/Latino	38.8	51.1	48.2	31.2	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	46.1	63.8	64.4	-	67.1	62.6
White/Caucasian	50.5	66.8	67.4	51.1	65.0	65.7
Special Education	3.2	26.7	30	4.5	29.3	26.3
English Learners Current + Former	27.4	42.2	41.4	16.6	38.9	38.4
English Learners Current	19.1	29.4		16.9	22.8	
Economically Disadvantaged	37.8	45.4	46.8	-	40.4	44

SPCSA Academic Performance Framework
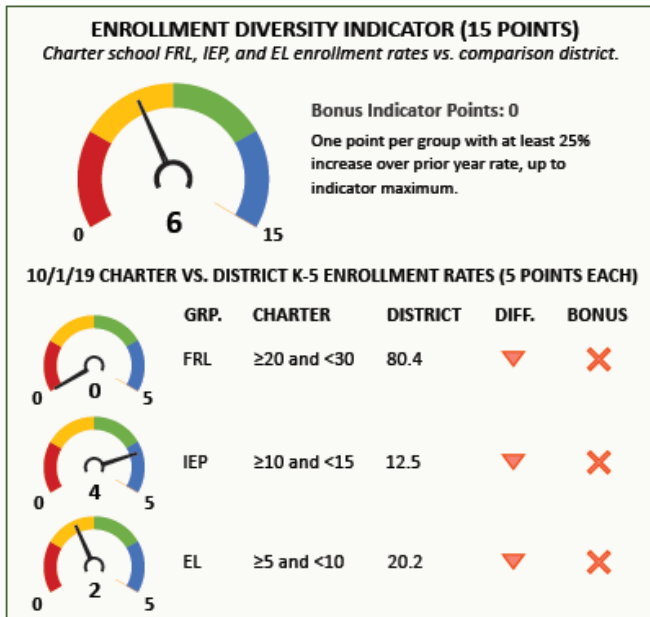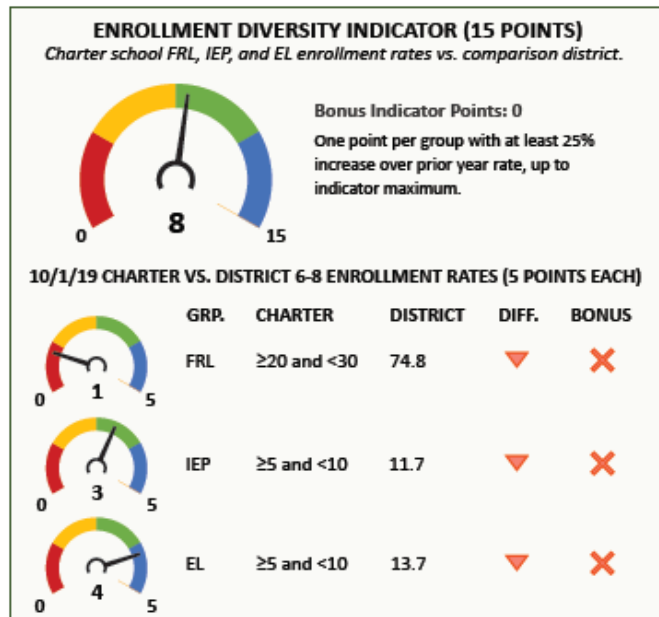## Geographic Comparison Report

Elementary School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
Charter school NSPF performance vs. comparison district/school(s).

N/A
0 — 25

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)
N/A
0 — 10

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
N/A
0 — 15

> This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

Middle School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
Charter school NSPF performance vs. comparison district/school(s).

N/A
0 — 25

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)
N/A
0 — 10

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
N/A
0 — 15

> This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
Charter school FRL, IEP, and EL enrollment rates vs. comparison district.

6
0 — 15

Bonus Indicator Points: 0
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
0	FRL	≥20 and <30	80.4	▼	✖
4	IEP	≥10 and <15	12.5	▼	✖
2	EL	≥5 and <10	20.2	▼	✖

Middle School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
Charter school FRL, IEP, and EL enrollment rates vs. comparison district.

8
0 — 15

Bonus Indicator Points: 0
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
1	FRL	≥20 and <30	74.8	▼	✖
3	IEP	≥5 and <10	11.7	▼	✖
4	EL	≥5 and <10	13.7	▼	✖

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board[1]	2	30 minutes
Parents/Families	6	30 minutes
Students	7	30 minutes
School Leadership	4	30 minutes
Staff	8	30 minutes

Governing Board[1]:

1. The board members in attendance shared that they meet as a board on a regular basis. They are kept up to date with the academics at the school by the school's principal. The board shared that they believe academics at the school are improving and went on to say that the school has had several challenges with distance and hybrid instruction as well as teacher turnover.

2. It was shared that the leader of the school is evaluated by the board each year. The members in attendance have faith in the school leader and appreciate all of his hard work and perseverance. The members of the board said they are fully committed to the success of the school and want to see the school continue to improve.

3. The board is aware of the need for academic improvement at the Elementary school and shared a belief that some of the teacher turn over this year has been unavoidable. The board stated that they believe the school has a plan to help lessen the academic gaps that exist for students and are willing to help in any way possible.

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[1] 2 members of the 7-member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

1. Family members said that their children enjoy attending Freedom Classical and look forward to coming to school each day. They said that the previous school year was challenging, especially for those with several children at home. One parent said that his child is so happy to be back in school that he can see a difference in the levels of daily satisfaction with life.

2. Parents explained that they feel welcome at the school. Two of the members of the focus group are classroom volunteers. One of them said that she sees a great need for other parents to volunteer as well. She said that, at this time, teachers have so many responsibilities that an extra set of hands is needed. This parent went on to say that she wants to volunteer each day but admitted that she is unable to do so and feels guilty when she is not there to help.

3. Parents were asked if they believe their children are sufficiently challenged at school. One parent said that her children are given high expectations at the school and the homework she sees is both challenging and consistently a large quantity.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students said they are excited to be back at school full time, that they generally like their teachers and classmates and want to learn as much as possible. Students emphasized that they believe that the learning conditions at the school are far better than at other schools.

2. When asked to describe the classrooms in which they learn, students had a variety of responses. One young lady said her classroom is interesting and her teacher and the students have unexpected outbursts at times. She said this is not a negative, but rather keeps her interested in what is happening within the classroom. She feels her teacher is very good at helping all students learn. Another younger child said that his classroom is perfect, and that the teacher is a little bit strict, but he knows she will help him understand the content if he needs it.

3. Students mentioned that they love the big gym at the school and enjoy taking part in movement activities whenever possible. Students track their learning and progress in several ways including graded papers returned with comments, conversations with their teacher, and some of the students use Infinite Campus to determine their current grade status.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. The school leader shared that there are many strengths at the school including a strong school culture. The school has changed the Special Education program to include both push-in and pull-out services based on the needs of the student. The school leader said that they have also increased staffing in this area.

2. One of the changes the school has implemented is incorporating new ways to support students according to school leadership, who added that staff can support struggling learners by offering differentiated support. Freedom Classical has also increased the after-school tutoring program. The program now provides more opportunities for students to receive individualized support from teachers as well as online programs such as Khan Academy and Fast for Word to provide more specific support.

3. The school leader shared that the Board has added another member. The high levels of teacher turnover have caused a great deal of concern for the entire school community. This makes it difficult for the leadership staff to observe teachers routinely and to offer ideas to improve instruction. The leader said that another challenge at the school is engaging students in learning.

Staff:

1. The staff at Freedom Classical said they are challenged with the return to school this year. Some of the challenges include behavior management, learning gaps, and class sizes. Teachers said they wished the school would stop enrolling new students because the teacher class ratio is so high. With so many students, and one teacher, the expectations to teach have become more difficult.

2. When asked what they like about the school, teachers said they like the students and families. They went on to explain that they have known some of the families for a long time and really enjoy having a relationship with students and to be a part of the student's success.

3. One teacher explained that they are committed to students, saying, "Working together to help students is just a part of what we do." Another person said that without the other teachers she would be completely lost. Teachers help each other by sharing ideas for learning, engagement, and ways to navigate the Freedom Classical concepts.

CLASSROOM OBSERVATION TOTALS

A total of 22 were observed for approximately 15 minutes on the day of the evaluation.

I. Classroom Environment

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 2	Total: 17	Total: 3	Total: 0	Total: 0
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 2	Total: 17	Total: 3	Total: 0	Total: 0

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 0	Total: 20	Total: 2	Total: 0	Total: 0
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated. 1111
	Total: 1	Total: 20	Total: 1	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 5 **Purpose and Explanation of Content, Lesson, Unit or Classroom Activity**	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 1	Total: 21	Total: 0	Total: 0	Total: 0
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 6 **A** **Using Questioning and Discussion Techniques**	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total: 0	Total: 11	Total: 5	Total: 5	Total: 1
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 0	Total: 2	Total: 10	Total: 2	Total: 8

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 **A** Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 1	Total: 5	Total: 8	Total: 8	Total: 0
B	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 1	Total: 7	Total: 7	Total: 5	Total: 2

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 **A**	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 1	Total: 9	Total: 5	Total: 6	Total: 1
Using Formative Assessment in Instruction **B**	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 2	Total: 7	Total: 2	Total: 6	Total: 5

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected
1a	The school implements material terms of the education program. Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area. The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.	The school leader reports that teachers have worked to vet the school's curricular materials to the NVACS. A copy of the scope and sequence was provided. MATERIAL TERMS: Socratic Seminar, Classroom instruction, MS Humanities, Jr. Great books, Steam Special, Technology, MS STEM Curriculum.
1b	The school complies with applicable education requirements. Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements	The school recruits using Indeed and Frontline Education. Assessments include MAP, formative, curriculum, Dibbles, Khan Academy, Brigance, WIDA screener SBAC, NAA and NAEP.
1c	The school protects the rights of students with disabilities. Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student. A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.	IEP Documents are available in Infinite Campus, and applicable teachers included in IEP mtg IEP at-a-glance Case Manager Visit, Service Logs, Progress Reports.
1d	The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologie3s to provide EL students with meaningful access to content. A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing) A description of how EL student progress within the four domains is monitored.	Structured English Immersion Methodology Explicit Instruction: Elements of Effective Lessons Explicit & Contextual Vocabulary Instruction Activate Prior Knowledge and Draw from Cultural Background Scaffold Learning, Explicit Phonics Instruction Explicit Grammar Instruction

ORGANIZATIONAL PERFORMANCE

Measure	Description	Evidence Collected
3a	The school complies with governance requirements. Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.	Freedom Classical has 5 members while recruiting additional members. School has Conflict of Interest Policy / Code of Ethics Follows OML / Obtained training in 2020. The school does not have an EMO.
4a	The school protects the rights of all students. Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.	Open Enrollment from 1st Mon in Nov till Last Fri in Jan. No expulsions • Significantly reduced suspensions • Training provided in restorative practices • Board policy on hearings pending
5b	The school complies with health and safety requirements. Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.	The school has their own custodial crew that perform sanitation services from 6am till 8pm each day. Drills are performed monthly; training is provided annually to staff on emergency response. Safe Voice information was included on the back of student IDs. Students have access to on-site Social Worker.

Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation

School staff ability to address previous recommendations	1. Differentiated Support 2. After-school tutoring program 3. Board of Directors changes
Evidence the school can provide to support the implementation of previous recommendations.	PREVIOUS RECOMMENDATIONS AND ACTIONS: 1. The school changed Special Education program to include both push-in and pull-out services based on student needs; increased staffing. 2. The school increased after-school tutoring program to provide more opportunities for students to receive individualized support. Additionally, leveraged online programs such as Khan Academy and Fast Forward to provide individualized instruction that is adapted to the needs of the student. 3. Board of Directors: The school found additional Board Member to increase number of members to five.
Reasons school will require additional time to fully address the recommended items.	Yes, unexpected staff turnover has left us with many novice teachers that require coaching.

SITE EVALUATION FINDINGS

STRENGTHS

Summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

1. Students and staff at the school are widely diversified and about 90% attend school and live within three miles of the school in the North Las Vegas community. Special populations at the school are represented including English Language Learners, Students with Special Needs and students qualifying for Title I services.

2. Beginning this school year, Freedom Classical offers free lunch to all students and has high hopes of qualifying as a Title I school during the upcoming school year. This was a definite challenge to achieve, and the leadership team is pleased with the outcomes.

3. The Middle School has strong academic ratings. SPCSA staff observed levels of solid instruction. A unique model includes middle school students taught by two teachers each day and eliminates the need for students to pass from middle school class to class as other middle school students usually do. This setup not only saves instructional time but helps foster relationships between teachers and students. Subjects at the middle school are taught in a cross-curricular manner by combining some subjects such as History and Literature.

4. The Freedom Classical team has implemented several positive changes at the school. Recent changes include a flexible push-in and pull-out model for students with special needs, an increase in after school tutoring, the addition of Jr. Great Books and a full library in each classroom. The team believes this will emphasize reading to learn. Other positive changes include STEM/STEAM training and implementation, and a new writing curriculum called *Writing by Design*.

5. During the last school year, when in-person learning had to be limited due to the COVID-19 pandemic, the staff at the school created an extra three hours per day for all ELL students. They offered this extra time and practice with the curriculum to make a point of supporting each learner during the pandemic. This was not a simple undertaking and required staff to find extra space and instructional support so that this group of students would be able to receive this important extra support.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

1. The elementary school is currently under a Notice of Breach per their charter contract. This is particularly difficult considering that the previous school year, 2020-21, was the year the school had hoped to bring the star rating to at least a 3-star status. With COVID, and the many unforeseen mitigation measures, the school experienced several challenges. Many of these included, poor pupil attendance, loss of learning time, students and staff becoming sick on and off throughout the year, and low levels of social emotional mental health, in general, as the social aspect of school was not possible in several circumstances.

2. The return to school and in-person instruction this year has been challenging. The availability of quality teachers at this time of teacher shortage remains difficult. In addition, many students returning to the classroom are behind academically and teachers feel a great deal of pressure to address the learning loss. Many students have not experienced a normal school day in 18 months and for the kindergarten and first grade students, the school experience is brand new. This has resulted in a longer than normal time to normalize school for some students in terms of classroom rules and school-wide procedures. This, in turn, leads to a slower than normal start to in-depth learning.

3. The levels of teacher turnover have been a large challenge at the school. This turnover occurred both at the end of the previous school year and has continued since this academic year began, which has resulted in difficult situations for students starting with one teacher and then another during the first few months of the school year. Parents expressed their concerns over this but made it clear that they understand the school leaders are not responsible for changes that happen such as a family move or a family circumstance which changes a teacher's ability to remain at the school. For longer term teachers, this is very difficult because they feel the pressure of their grade level to work and plan together and to bring others up to date on how things are done at this campus. This is on top of managing student behavior, as students get used to being in the classroom all day, and pressure to diminish learning gaps from the previous year.

4. A very real challenge at the Elementary level is a combination of student engagement and student learning. During this time of transition back to the classroom, the levels of evidence of student learning in grades K-5 were extremely limited. Along those lines, students were observed to be unengaged and there were several instances of teachers were working on student behavior rather than helping students to learn academically.

STRONG RECOMMENDATIONS

Strongly recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation. Each of these recommendations are both crucial and intended to improve the effectiveness of the school quality and consistency of teaching. The recommendations are to be followed up with a complete plan to address each recommendation including timeframes and steps toward completion.

A **Site Evaluation Response plan template** will be provided. This plan, as developed by Freedom Classical School Leader(s) and approved by the SPCSA, will ensure that each recommended item has been addressed in a timely manner.

1. Develop a plan to improve current levels of student engagement, relevancy, and student voices in instructional settings. Assist educators to create more interesting, relevant, and diverse learning activities that link to students' interests. It is important that students contribute to the lessons by explaining concepts to their peers as opposed to teachers doing the majority of the talking in the classrooms. Possibilities include using group projects, individual projects, additional Socratic Seminar, and student reflection learning logs.

2. Because the teaching staff is currently saddled with increasingly complex and overwhelming responsibilities, including challenging students, and addressing learning gaps, many are exhausted and have high levels of stress as shared during focus groups. It is recommended that the leadership team, board members, and families support the staff to be healthier and have more well-balanced positive energy. Support can come in many forms and may include eating heathy foods, opportunities to get some light exercise, and the use of mindfulness and or calming techniques. A positive sense of belonging is fundamental for teachers, and it is important that staff have conversations to build positive connections. Leadership should prioritize inspiring teachers by highlighting some of the best practices that have been tried and have been found to work with student engagement and boosting learning levels. The school leader may consider removing less important things from the duties of a teacher. In addition, consider operational ways to support the large class sizes at the school by seeking out parent volunteers, hiring additional teachers or teacher assistants and by having members of the leadership team be willing to provide time out breaks for teachers when they become overwhelmed.

3. Develop a plan to continue the shift from teaching according to a scripted teacher publisher curriculum manual to a more standards-based instructional program. Include the following in your plan. How will teachers at Freedom Classical:
   A. Access student learning with accuracy including knowing where the students are currently learning.
   B. Identify appropriate learning targets?
   C. Link standards to the current curriculum and lesson plans?
   D. Sequence learning standards across grades and in alignment with academic progress?
   E. Eliminate any curriculum that is not based on the NVACS?

4. Create solid core instruction which include the following elements:
   A. Shared Learning Targets
   B. Feedback to students
   C. Student goal setting for learning
   D. Strategic teacher questioning
   E. Increased numbers of students having self-efficacy

DEFICIENCIES

There were no deficiencies identified for Freedom Classical Academy during this evaluation.

Appendix D

BRIAN SANDOVAL
Governor

PATRICK GAVIN
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 · Fax: (775) 687 – 9113

VIA UNITED STATES POSTAL SERVICE
AND ELECTRONIC MAIL

October 19, 2018

Mike Montanden, Board President
Freedom Classical Academy
777 East Ann Road
Las Vegas, Nevada 89081
montandon@cox.net

Re: Notice of Concern Due to Academic Underperformance

Dear Mr. Montanden:

As you are aware, Freedom Classical Academy of Nevada's elementary and middle school programs received two-star ratings under the Nevada Department of Education's Nevada School Performance Framework for the 2017-2018 school year. As you are also aware, the State Public Charter School Authority voted at its September 28, 2018 Board meeting to issue a Notice of Concern based on the foregoing academic underperformance.

This Notice of Concern serves as a reminder that the Charter School Performance Framework, which is incorporated into Freedom Classical Academy's Charter School Contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time ensuring charter school autonomy. Under the Charter School Performance Framework, a Notice of Concern represents Level 1 in the Authority's Intervention Ladder. Please note that Level 2 in the Intervention Ladder is a Notice of Breach, and that a State Public Charter School Authority-sponsored public charter school entering Level 3 of the Authority's Intervention Ladder may result in charter school contract termination proceedings being initiated under NRS 388A.330.

Please note that at this time, no specific actions, including the submission of an academic improvement plan, on the part of Freedom Classical Academy are being requested by the Authority. However, we note here that both the SPCSA and the Department will closely

scrutinize the annual School Performance Plan that Freedom Classical Academy is required to submit.

The SPCSA believes strongly in a quality public school of choice for every Nevada child. We hope that Freedom Classical Academy will join us by improving its academic performance, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Sincerely,

Ryan Herrick
General Counsel, State Public Charter School Authority

cc: Jeremy Christiansen, Executive Director, Freedom Classical Academy
Jason Guinasso, Chair, State Public Charter School Authority
Patrick Gavin, Executive Director, State Public Charter School Authority
Mark Modrcin, Director of Authorizing, State Public Charter School Authority
(*via electronic mail*)

Appendix E

BRIAN SANDOVAL
Governor

PATRICK GAVIN
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 · Fax: (775) 687 – 9113

VIA UNITED STATES POSTAL SERVICE
AND ELECTRONIC MAIL

October 19, 2018

Mike Montanden, Board President
Freedom Classical Academy
777 East Ann Road
Las Vegas, Nevada 89081
montandon@cox.net

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Ryan Herrick
General Counsel, State Public Charter School Authority

cc: Jeremy Christiansen, Executive Director, Freedom Classical Academy
       Jason Guinasso, Chair, State Public Charter School Authority
       Patrick Gavin, Executive Director, State Public Charter School Authority
       Mark Modrcin, Director of Authorizing, State Public Charter School Authority
       (*via electronic mail*)

Appendix F

STATE OF NEVADA

STEVE SISOLAK
Governor

REBECCA FEIDEN
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 · Fax: (775) 687 – 9113

VIA UNITED STATES POSTAL SERVICE
AND ELECTRONIC MAIL

November 4, 2019

Mike Montandon, Board President
Freedom Classical Academy
777 E Ann Road
North Las Vegas, NV 89081

Re: Academic Performance

Dear Mr. Montandon:

As you are aware, Freedom Classical Academy's elementary and middle school programs were issued Notices of Concern last year due to academic underperformance. Both the elementary and middle school programs received two-star ratings under the Nevada Department of Education's Nevada School Performance Framework for the 2017-2018 school year.

While the middle school program improved to a four-star rating in 2018-19, the elementary school program remained at two-stars. Given this performance, the State Public Charter School Authority voted at its October 4, 2019 Board to take the following actions:

- Return Freedom Classical Academy's middle school program to Good Standing
- Issue a Notice of Breach regarding Freedom Classical Academy's elementary school program

This letter also serves as a reminder that the Charter School Performance Framework, which is incorporated into Freedom Classical Academy's Charter School Contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time ensuring charter school autonomy. Under the Charter School Performance Framework, there are three levels of Notices: a Notice of Concern represents Level 1; a Notice of Breach represents Level 2; a Notice of Intent to Terminate represents Level 3.

Given the Notice of Breach for Freedom Classical Academy's elementary program, the Authority is requiring that Freedom Classical present to the Authority at a board meeting in early 2020. This presentation must include progress to date in implementing the elementary school performance plan and a summary of mid-year assessment results for the elementary school. SPCSA staff will also closely review the school's performance plan for the 2019 – 2020 school year. Finally, SPCSA staff will monitor the school's adherence to NRS 388A.367, which requires low performing schools to notify the parent or guardian of each pupil enrolled in the school and hold a public hearing to provide all stakeholders an opportunity to discuss actions and solicit feedback for continued growth and improvement based on the statewide accountability rating system.

The SPCSA believes strongly in a quality public school of choice for every Nevada child. We hope that Freedom Classical Academy will join us by improving its academic performance, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Sincerely,

Rebecca Feiden
Executive Director, State Public Charter School Authority

cc: Jeremy Christiansen, Executive Director, Freedom Classical Academy
        Melissa Mackedon, Chair, State Public Charter School Authority
        Mark Modrcin, Director of Authorizing, State Public Charter School Authority
        Ryan Herrick, General Counsel, State Public Charter School Authority
        Selcuk Ozdemir, Education Programs Supervisor, State Public Charter School Authority
        (*via electronic mail*)

Appendix G

2019-20 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Nevada State Public Charter School Authority

Freedom Classical Academy

Address: 777 E Ann Rd, North Las Vegas, NV 89081
Website: https://www.freedomclassical.org/
Enrollment: 1094
Grades Served: K-8

2019-20

In Good Standing

2018-19

N/A

1. CURRENT RATIO	2. UNRESTRICTED DAYS CASH ON HAND	3. ENROLLMENT FORECAST ACCURACY	4. DEBT DEFAULT
Meets Standard	**Meets Standard**	**-**	**Meets Standard**
Is the school's Current Ratio at least 1.1?	Is the school's UDCOH at least 60 days or 30 days with a positive trend?	Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?	Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN	6. DEBT TO ASSET RATIO	7. CASH FLOW	8. DEBT OR LEASE SERVICE COVERAGE RATIO
Meets Standard	**Does Not Meet Standard**	**Meets Standard**	**Meets Standard**
Is the school's current year and three year aggregate Total Margin positive?	Is the school's Debt to Asset Ratio less than 0.90?	Is the school's most recent year and three year aggregate cash flow positive?	Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.

Appendix H

Nevada State Public
Charter School
Authority

2020-21 Fiscal Year: Financial Performance Framework

The Financial Performance Framework provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for Details.

Freedom Classical Academy

Address: 777 E Ann Rd, North Las Vegas, NV 89081
Website: https://www.freedomclassical.org/
Enrollment: 1055
Grades Served: K-8

2020-21	2019-20
Meets the Standard	**Meets the Standard**

---

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Meets Standard

Is the school's UDCOH at least 60 days or 30 days with a positive

3. ENROLLMENT VARIANCE

-

Is the school's Enrollment Variance 95% or greater?

4. DEBT DEFAULT

Meets Standard

Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL

Meets Standard

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

Meets Standard

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

Meets Standard

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE RATIO

Meets Standard

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

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* Enrollment Variance ratings were not reported for the 2020-21 school year.

Appendix I

Nevada State Public Charter School Authority

2019-20 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Freedom Classical Academy

Address: 777 E Ann Rd, North Las Vegas, NV 89081

Website: https://www.freedomclassical.org/

Enrollment: 1094

Grades Served: k-8

2019-20

100.00
Meets Standard

2018-19

N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

---

1. EDUCATION PROGRAM

20 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizaitonal Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA mesaures charter school compliance with a variaty of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.
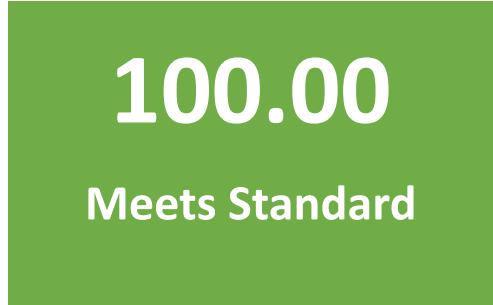
Appendix J

Nevada State Public Charter School Authority

2020-21 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Freedom Classical Academy

Address: 777 E Ann Rd, North Las Vegas, NV 89081

Website: https://www.freedomclassical.org/

Enrollment: 1055

Grades Served: K-8

2020-21

| 100.00 |
| Meets Standard |

2019-20

Meets Standard

SCORING TABLE

| ≥80 MEETS STANDARD | <80 BELOW STANDARD |

1. EDUCATION PROGRAM

20 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

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