



Charter Renewal Application
October, 2022

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Executive Summary

Freedom Classical Academy (FCA) is a K-8 charter school serving the North Las Vegas Community. We currently educate approximately 1060 students and are in the sixth year of operation.

Mission Statement

Freedom Classical Academy (FCA) will maintain its current mission statement for the coming charter term.

“To bring forth future leaders through a fusion of classical education and STEM instruction in an environment that promotes liberty and virtue”

Vision

“Knowledge. Freedom. Leadership”

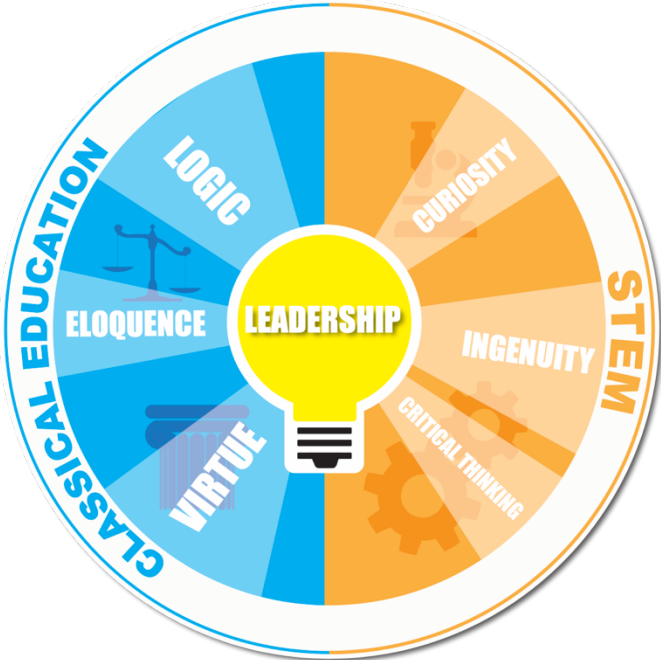
FCA’s vision is inspired by the life of Frederick Douglass.

Douglass was born into slavery and spent his early years on a plantation. Douglass’ journey toward freedom began when the wife of his owner, someone who was unfamiliar with slavery, began teaching him how to read. The wife, however, was corrected by her husband and discontinued the “dangerous” practice of providing an education to their slave. Douglass’ thirst for learning had already been wetted, however, and Douglass continued his learning by tricking other boys his age to teach him letters and sounds and by reading on his own. Through concerted effort, Douglass was able to learn how to read which led to him gaining important information, perspective, and contacts that other slaves did not have. In time, Douglass was able to engineer his own escape with the help of friends – resulting in his individual liberty.

Following his escape from slavery, Douglass went on to obtain a formal education in the North and become a prominent voice in the emancipation movement. Thus, through knowledge and learning he was able to obtain freedom. Once his freedom was obtained, Douglass was able to inspire others and become a leader. While few today have experienced the same degree of hardship as Douglass, it is FCA’s vision to help each of our scholars obtain knowledge and freedom and become leaders in their own lives.

Key Design Elements

As stated in the mission statement, FCA seeks to provide both a classical education and STEM instruction. Classical education provides our students with the wisdom of the ages while STEM instruction provides them with the skills for tomorrow. Within those two pedagogies, FCA also seeks to help students develop leadership skills to prepare them for college and career.



Proposed Changes

FCA does not seek to make significant changes for the coming charter term. While FCA always seeks to improve, we are confident in the course we have set and believe that minor tweaks will yield greater results than sweeping changes.

In time, FCA seeks to open a high school campus that would enable our students to continue the education they receive at our existing campus. FCA is working to improve our elementary school rating prior to submitting an application for that expansion.

Renewal Application

2022 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

School Name & Contact Info	Name: Freedom Classical Academy Address: 777 E Ann Rd, North Las Vegas NV 89081 Phone: (702) 533-1896 Website: www.FreedomClassical.org	
School Leader Name & Contact Info	Name: Jeremy Christensen Title: Executive Director Contact info: jchristensen@freedomclassical.org	
Governing Board Names & Contact Info <i>Add rows/names as may be necessary</i>	Chair/President	Name: Lance Bohne Email: Bohne@freedomclassical.org Phone: (702) 353-3766
	Vice Chair/Vice President	Name: Eric Scholer Email: Scholer@freedomclassical.org
	Treasurer	Name: Shannon Hiller Email: Hiller@freedomclassical.org
	Secretary	Name: Geana Romero Email: Romero@freedomclassical.org
	Member	Name: Julene Ballard Email: Ballard@freedomclassical.org
	Member	Name: Email:
	Member	Name: Email:
	Member	Name: Email:

ACADEMIC PERFORMANCE⁵

2019 NSPF Rating <i>Complete campus boxes as may be applicable</i>	FCA Elementary	FCA Middle School	Campus 3 (name)		
	2 Stars	4 Stars			
	Campus 4 (name)	Campus 5 (name)	Campus 6 (name)		
2018 NSPF Rating <i>Complete campus boxes as may be applicable</i>	FCA Elementary	FCA Middle School	Campus 3 (name)		
	2 Stars	2 Stars			
	Campus 4 (name)	Campus 5 (name)	Campus 6 (name)		
2017 NSPF Rating	Elementary School Rating	Middle School Rating	High School Rating		
	N/A	N/A			
CSI or TSI Identification	Please list any years in which your school was identified as a CSI (Comprehensive Support and Improvement) or TSI (Targeted Support and Improvement) school by NDE.				
	2022-23 TSI/ATSI for Elementary				
	2016-17	2017-18	2018-19	2019-20	2020-21
NDE-Validated Four-Year Graduation Rate	N/A	N/A	N/A	N/A	N/A

OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS							
Total Student Enrollment [as of first day of school 2022] =							
Gender		Ethnicity / Race					
Female	Male	White	Black	Hispanic/Latino	Asian	Mixed Race	Other
51 %	49 %	19 %	14.5%	49 %	7 %	8 %	2.5%
Special Populations				Students on Waitlist			
Students w/disabilities (number)	ELLs (number)	Homeless Students (number)	Free/Reduced Lunch Eligibility (number)	Number of Students on Waitlist		Percentage of Waitlist Students w/Preference Status	
111	116	0	423	561		2	
Staff Retention				Discipline Data (2021 - 22)			
Number of Instructional Staff	Total Number of Staff	Percentage returning staff 2021-22	Percentage returning staff 2022-23	Number of out of school suspensions		Number of expulsions	
50	75	49%	69%	16		0	
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct.1] ⁶							
2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021	
73.75%		82.02%		69.30%		65.84%	
2021 - 2022		72.04%					

ACADEMIC PERFORMANCE

SPCSA Authority Academic Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern	Notice of Breach
2018-19	No Notice	Notice of Concern	Notice of Breach
2017-18	No Notice	Notice of Concern	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach
2015-16	No Notice	Notice of Concern	Notice of Breach

FINANCIAL PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern	Notice of Breach
2018-19	No Notice	Notice of Concern	Notice of Breach
2017-18	No Notice	Notice of Concern	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach
2015-16	No Notice	Notice of Concern	Notice of Breach

ORGANIZATIONAL PERFORMANCE

SPCSA Authority Organizational Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern	Notice of Breach
2018-19	No Notice	Notice of Concern	Notice of Breach
2017-18	No Notice	Notice of Concern	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach
2015-16	No Notice	Notice of Concern	Notice of Breach

NEXT CHARTER TERM

Current Enrollment Cap & Grade Spans for next charter term						
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Planned Enrollment Caps	1100	1100	1100	1100	1100	1100
Planned Grade Spans	K-8	K-8	K-8	K-8	K-8	K-8

Note: the enrollment cap and grade span information provided above should match current levels approved by the Authority, including previously approved amendments (such as expansions/new campuses) that have yet to take effect. These totals were provided in the school in the Performance Summary report submitted to the school by SPCSA staff on or before June 30.

Should the school propose a change in the enrollment cap or grade configuration during the upcoming charter term, please outline this change and provide a short rationale and additional information for the proposed change. Note that a change to the enrollment cap or grade configuration requires separate Authority approval.

Written Narrative

Student Enrollment

FCA has enjoyed strong enrollment since our inception. Table 1, below, shows our historical enrollment¹ as well as our current enrollment for the 2022-23 school year. FCA engages in very few explicit advertisement activities as word-of-mouth continues to be our strongest form of recruitment. FCA seeks to provide a fantastic educational experience for both the students as well as the parent/guardian(s) of the students. As we succeed in doing so, our reputation continues to grow and improve in the community.

Table 1: Student Enrollment by School Year						
Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	0	0	0	0	0	0
KG	117	87	93	110	110	101
1	110	112	120	112	112	118
2	149	117	123	116	116	129
3	106	120	124	120	120	124
4	120	120	115	121	121	121
5	148	118	151	108	108	118
6	157	139	122	137	137	121
7	57	129	124	126	126	120
8	43	45	122	105	105	113
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	1007	987	1094	1055	1013	1065

¹ Historical enrollment as of October 1st count date each year. Current Enrollment as of September 8, 2022.

As part of the educational experience, FCA holds several events and activities throughout the school year. These activities are designed to enrich student learning as well as strengthen relationships with our stakeholders. Activities include carnivals, game nights, movie nights, dances, fun runs, field day, literacy night, STEM night, multi-cultural night, Night at the Museum, and much more. We recognize that every activity also serves as a recruitment and advertisement event and strive to provide engaging and enjoyable activities.

FCA does post large vinyl banners in front of the school property during the open enrollment period to ensure that everyone in the community knows when to apply. We have also run Facebook ads targeted to our community to expand awareness of the school.

Non-Discrimination

FCA enrolls students using a lottery system. Only the student’s name, grade level, date of birth, priority, and contact information are collected prior to the lottery to avoid any opportunity for discrimination. FCA feels that every student, regardless of race, ethnicity, gender, sexual orientation, socio-economic status, or academic performance, deserves an equal chance to be accepted into the school.

FCA has been a majority-minority school since our inception and is proud to be so. Compared to the majority of the Nevada charter school portfolio, our school is very diverse with over 80% of the students being non-white. Our largest demographic is Hispanic/Latino, at nearly 50% of the student population.

FCA conducted a ring study to determine where our students are coming from and was pleased to find that over 90% of our students reside within a 2-mile radius of the school. That number increased to over 95% if you extend another mile. This analysis confirmed that we are a community school and that our population is representative of the local community as our students come from the local community. Table 2, below, compares our school demographics to our nearest CCSD elementary school, Jesse D. Scott Elementary. Table 3, Student Group Enrollment Rates, shows the increase in minority populations as well as FRL and IEP students year over year.

Table 2: Student Demographics Comparison²			
Race/Ethnicity	Jesse Scott ES	Freedom Classical Academy	State
Hispanic	46.05%	50%	43.6%
Black	30.41%	14%	12.15%
White	9.45%	19%	29.27%
Two or More	9.11%	7%	7.29%
Asian or Pacific Islander	2.58%	7%	5.44%
Native Hawaiian or Other Pacific Islander	1.72%	2%	1.47%

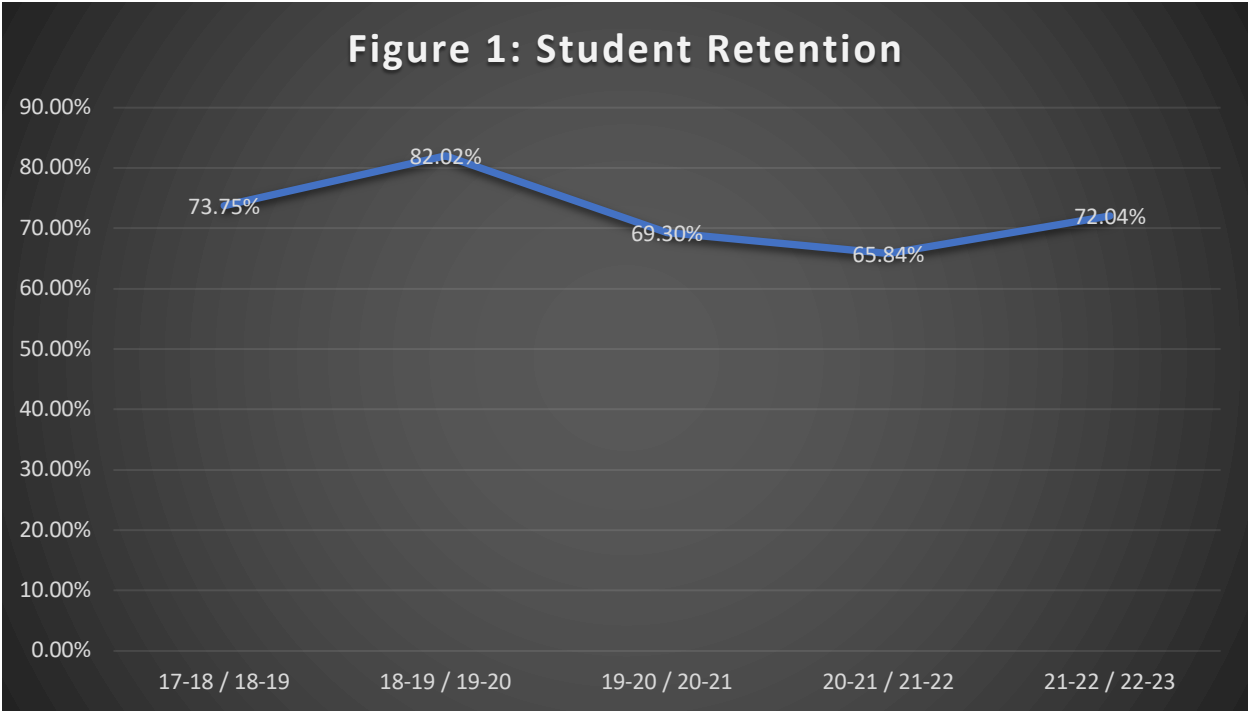
² Demographic data obtained from Nevadareportcard.nv.gov on September 21, 2022.

Native American	0.69%	<1%	0.8%
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Table 3: 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
2022-23	1056	6.9	14.3	19.4	49.5	0.5	7.4	2.0	51.0	9.8	11.3

Student Retention

North Las Vegas is a comparatively transient population. As indicated in Figure 1: Student Retention, below, approximately 18-35% of the students attending FCA are new to the school each year. Part of this is attributable to the matriculation of students from eighth grade to high school and the influx of new kindergarten students. Another portion of the transiency is due to military families moving in and out of the area as their orders change.



Of those students that are able to remain at FCA, we have high retention. While this is difficult to measure, we know that many parents go out of their way to try and keep their students at the school. Approximately forty-two percent of students currently attending fifth grade with us this year started school here in kindergarten, the first year we opened.

A significant challenge to student retention is our lack of a FCA high school that students can matriculate into. It is not uncommon for us to lose students in middle school as they accept positions into another local charter school that operates a high school. Parents cite the need for priority enrollment into that high school as the primary reason for leaving FCA. The two local district high schools have poor reputations both academically and behaviorally. One former student currently attending one of those high schools reported that she observed six fights within her first two days at that school. Given the highly structured and conservative environment fostered at FCA, this change can be very alarming to students as well as parents. We hope to open a high school as soon as possible in order to provide a continued education for our students in the manner they have come to appreciate.

Attendance

FCA perennially remains under the state average for chronic absenteeism, though we would still like to improve significantly.

FCA has many households where parents/guardians work shifts that make it difficult to either drop off or pick up their children on time, which significantly contributes to our chronic absenteeism statistics. FCA worked hard to obtain a high attendance rate during online learning and had significant success. In-school attendance, however, has proven more difficult. In the past, FCA has participated in the Truancy Diversion Program in which a judge comes to the school and meets with families that are chronically absent. Additionally, FCA calls the parents/guardians of students that are absent on a daily basis and we also send written absence notifications at certain intervals. Unfortunately, these efforts have failed to provide the attendance rates that FCA seeks.

In the 2021-22 school year, caution for health prevailed over absenteeism rates as students that were feeling ill were encouraged to stay home per CDC guidelines.

Despite our challenges, our chronic absenteeism rate remains significantly below the nearest District elementary school, Jesse D. Scott Elementary, which is located with a block of FCA’s facility. Table 4, below, compares FCA’s chronic absenteeism rates to the state average as well as Jesse D. Scott’s chronic absenteeism.

	2018-19	2020-21	2021-22
Freedom Classical Academy	18.3%	<5%	33%
State	18.8%	31.2%	36%
Jesse Scott Elementary	30%	42.6%	57.4%
Data obtained from Nevadareportcard.nv.gov			

For the 2022-23 school year, FCA seeks to improve absenteeism rates by modifying the letters that are sent and how we speak about absences. FCA has partnered with MyEducationData to track student data and create valuable reports. As a function of this partnership, they are able

to help us track absenteeism and generate attendance letters. Their template for attendance letters is based on research that has found more effective ways of communicating absenteeism. Specifically, the research found that comparing a student's attendance rate to their aggregate peers has more impact on mitigating additional absences than quotation of laws, threats, and other methodologies. For example, within the attendance letter it will state "(Student Name) has missed x number of days, three times as many as their peers at Freedom Classical Academy."

FCA is also working on positive reinforcement for good attendance including rewards for students with positive attendance as well as recognition via attendance awards for each semester. FCA administration has found several resources related to attendance incentives and is evaluating options for implementation.

Faculty/Staff Retention

FCA's staff retention varies year to year. FCA has high standards for our teachers and not all are able to keep up with those standards. FCA provides coaching and support to teachers throughout the year to help them succeed. Those that accept feedback and act in good faith to improve usually stay on staff.

In the 2021-22 school year, FCA experienced above-average staff turnover as several teachers moved, left the profession, or accepted jobs at other schools. The trend at FCA mirrors that of other schools nationally that experienced large amounts of fluctuation following online instruction.

As can be seen in the Operational Overview section of the application, our retention increased from 49% in 2021-22 to 69% in 2022-23. FCA has dedicated a lot of effort and expense into retaining our quality teachers and ensuring that they are having a more enjoyable workspace. Efforts include re-sign bonuses, raises, staff appreciation activities, and more. For the current school year, FCA has created a staff relaxation space with a massage chair and water fountain. The hope is that staff will use this space to self-care during difficult days. Additionally, we are trying to find more ways to be supportive to our staff from the administrative perspective. Recently we adopted a procedure requiring parents that wish to change classrooms to meet with their child's current teacher and a member of administration prior to approval. This procedure has yielded good results as teachers feel more empowered to resolve concerns and avoid unnecessary fluctuations in students.

Staff Training

FCA conducts 2-3 weeks of summer training and five days of professional development during each school year. Staff receives training on a number of subjects and topics including curriculum implementation, communication, classroom management, standards alignment and curriculum mapping, school culture, restorative practices, inclusion, and much more. Trainings

are based on what teachers need to succeed in their classrooms as well as all state-mandated trainings. Team leads provide feedback on what supports are needed throughout the year and professional development is catered to meet those needs as well as needs identified by Administration.

Where possible, staff are sent to third-party trainings or conferences in order to gain additional proficiency and insight from other professionals. During the summer of 2022, eight instructional staff were sent to Texas for training on CHAMPS. These individuals then developed a training course for the remainder of FCA staff upon their return. Other individuals attended training or conferences in California, Washington, and Washington DC.

Family Engagement

FCA recognizes the importance of family involvement in the school setting. FCA views education as a partnership with parents for the benefit of the children. To help facilitate parent involvement, FCA has a Parent Advisory Council (PAC) which meets quarterly. The purpose of the PAC is to provide stakeholders the opportunity to provide feedback, develop fundraising activities, and organize volunteer efforts for the benefit of the students. While the PAC was less-active over the last few years due to COVID-19, it has been restored for the 2022-23 school year.

All parents are invited to participate in the PAC. Parents representing minority populations have been specifically asked to attend to ensure all groups are represented and voices heard. For the September, 2022 PAC meeting there will be an additional follow-up meeting targeted at the Black/African-American population at the school. The purpose of this unprecedented follow-up meeting will be to discuss performance gaps and how the school can better serve the needs of the Black/African-American community.

As stated above, FCA hosts several community events designed to engage families in the life of the school. In September, 2022, FCA held a Literacy Game Night where families could come and play games related to reading. Students that finished all of the stations were given a free book as a reward. The event was a success with over 200 people attending. FCA will continue to host several events throughout the year to help create community and provide extended learning opportunities for students.

FCA also provides frequent communication to our families. FCA maintains a website with current events and parent resources. The website has been translated into Spanish and Tagalog to provide ELL families equal access. FCA also sends out a monthly school newsletter to parents using a mail server that can translate the text into several languages. The school maintains a Facebook page and parent group and utilizes the ClasTag communication app for teacher communication. Teachers are trained on communication standards prior to each school year and provide a minimum of one newsletter a week. Most teachers communicate with their families on a daily basis via the ClasTag App, which also has an auto-translate option. Finally, for the 2022-23 school year, FCA adopted MyEducationData which provides academic

dashboards for students. This platform also translates into other languages based on user preference.

Academic Plan

As our name denotes, Freedom Classical Academy (FCA) follows a classical pedagogy. In addition to being a classical school, however, FCA also embraces STEM instruction. Both of these pedagogies as well as how they are embodied at FCA will be described below.

Classical Education

“True freedom is impossible without a mind made free by discipline.”

- Mortimer Adler

Classical Education harkens back to a model of education that was developed by the ancient Greeks and Romans (think Socrates, Aristotle, etc.) and continues to be used today. This model of education has produced some of the world’s greatest thinkers and continues to be considered one of the most rigorous models of education available. Due to the rigor that a classical education requires, the model fell out of favor with public schools during the 20th century. The classical model, however, continues to be used in many expensive private schools and a growing number of charter schools that seek to make this model available to more people.

The classical education model strives to help each individual become their best self. The central question of a classical education is: “What does it mean to be human?” As we all must pass through this human experience, is there something that we can learn from each other? Is there a way of acting or being that promotes happiness? Conversely, are there ways of acting or being that promote sorrow and pain? These questions are all part of an ongoing conversation known as the Great Conversation. As artists, philosophers, poets, writers, scientists, etc. study and portray the various facets of human behavior and motivation, we gain a better understanding of what it means to be human. This focus is where we derive the term “humanities.” The classical student learns and synthesizes these representations into a greater whole and defines what type of human he/she would like to be.

A classical education differs from other forms of education because it not only challenges its adherents to know something but to become something. Martin Luther King, Jr. once stated that “...intelligence is not enough. Intelligence plus character – that is the goal of true education.” Classical education fills this mandate. Once a classical student begins to define attributes that he/she wants, the student begins the journey to obtain those attributes. As one continues to learn and grow, their understanding of particular attributes may change or evolve. Often, this is a life-long pursuit as one seeks to improve and perfect oneself.

Most classical schools follow the trivium. The trivium consists of three stages or subjects: grammar, logic, & rhetoric. While there are many conceptions of these three subjects, Freedom Classical Academy interprets them as follows:

Grammar stage: This stage is marked by emphasis on the acquisition of basic knowledge and skills and is representative of kindergarten through fifth grade in particular. The philosophical root of this stage is that knowledge builds upon knowledge and that in order to obtain greater knowledge one must first master basic skills. Instructional practices emphasized in this stage include direct or explicit instruction, memorization, and repeated practice. Once students have mastered basic skills and have a store of facts at their disposal, they are ready to move to the Logic stage.

Logic stage: In this stage students are asked to use their knowledge and skills to evaluate the work of others. This is not to say that students do not continue to obtain knowledge, but that the emphasis changes from accumulation of knowledge to application of knowledge. Through Socratic seminar, essay and application of logic, students analyze and evaluate texts and information. Instructional methodologies emphasized in this stage include Socratic seminar/shared inquiry and student research projects in addition to the continuation of methods utilized in the grammar stage. This stage is particularly representative of grades 6-8.

Rhetoric Stage: Once students have learned how to properly apply the tools of reason and logic from the work of others, they are ready to begin the rhetoric stage. In this stage, students are required to create their own original works and defend them against critique. This stage is more representative of grades 9-12 and will therefore not be discussed in greater detail as these grade levels are not currently served by Freedom Classical Academy.

In a classical education, students are required to take accountability for and actively pursue their own education. One of the goals of FCA is to facilitate this paradigm in our students. As Mortimer Adler once stated, "True freedom is impossible without a mind made free by discipline."

STEM Instruction

STEM refers to science, technology, engineering, and math. STEM instruction emphasizes constructivist forms of instruction, particularly project-based learning. In this instructional model, students are given challenging problems for which they must find solutions. In doing so, students learn how to problem solve and think critically. This methodology is widely known so an extended treatise on what is it is not required.

Combining Models

While Classical Education and STEM instruction are often perceived as opposing or incompatible pedagogies, at FCA we disagree with this assessment. Both methodologies, when

used correctly, obtain the same goal which is to teach students how to learn and think critically. A classical education obtains this through training in logical fallacies, deep reading of literature, creation of a large knowledge base, and Socratic discussion. STEM instruction, in comparison, does it by presenting challenging problems and allowing students to learn as they devise solutions. Classical education provides form while STEM provides function. As such, students obtain the wisdom of the ages while also gaining the skills of tomorrow.

Core Knowledge Sequence

FCA follows the Core Knowledge Sequence. The Core Knowledge Sequence was developed by Dr. E.D. Hirsch and the Core Knowledge Foundation. The idea for the sequence stemmed from research in reading comprehension. It was found that comprehension of any particular passage depends greatly on pre-existing background knowledge. Once this conclusion was established the next question, which led to the development of the Core Knowledge Sequence, was “What knowledge is most important for students to obtain?” The answer to this question has been researched for over thirty years as the Core Knowledge Foundation has published and revised the sequence. Based on this ongoing research, the Core Knowledge Sequence establishes which facts, concepts, and skills should be learned in each grade level, K-8. The sequence is not a curriculum, though it does have corresponding curriculum. By following this sequence, FCA has a clear, coherent, and cumulative curriculum that is both horizontally and vertically aligned. Furthermore, the sequence provides for a culturally diverse curriculum by specifying texts, poems, history concepts, etc. from various cultures and viewpoints.

Language Arts

Freedom Classical Academy currently utilizes Literacy Essentials in grades KG – 2 and Hake Grammar in grades 3-8. For writing, we utilize the Writing by Design curriculum in grades 3-8. The remainder of our language arts curriculum is based on the Core Knowledge Sequence, Socratic Discussion, and classic literature.

Our language arts programs are aligned with NVACS by our grade-level teams that complete curriculum maps before each school year.

Literacy Essentials is an Orton-based literacy program for grades K-3. In K-2, the curriculum integrates all the literacy components: phonemic awareness, orthography/spelling, reading with fluency and comprehension, and writing and grammar. In third grade, the curriculum continues teaching orthography with the other components of literacy chosen by the school (literature, formal grammar, and writing). The program aligns with our Classical pedagogy and provides a strong literacy foundation for students.

Hake Grammar is a comprehensive English language arts curriculum that emphasizes writing, vocabulary development, spelling, and grammar. The rigorous content in *Grammar and Writing* meets and exceeds State Standards for English Language Arts in the areas of Language

and Writing. Grade-appropriate *Core Knowledge*[®] content is embedded in examples and exercises to reinforce learning of other subject areas³.

Mathematics

Our math curriculum, Saxon Math, has remained static since our inception. We feel that this curriculum, when implemented correctly, does a better job of teaching Math than any other curriculum we have found. We anticipate the continued use of this program for the foreseeable future.

A challenge associated with being located in North Las Vegas is the transiency of our student population. In any given year, twenty-five percent or more of our student body is new to the school. Many newer math programs are based on the Singapore model of mathematics which includes heavy emphasis on base ten, mental math, and concept mastery. In order to obtain concept mastery, Singapore-style mathematics practice a concept to perfection before moving on to the next concept. Singapore-style mathematics curricula does not provide for review of previous concepts. This style of mathematics is not appropriate for our demographic that are very transient and therefore have many gaps in their learning that require review.

Saxon math, in comparison, has a heavy emphasis on spiraling concepts and providing continual review. In this way, students continue to learn new concepts but also review previous concepts on a continual basis. Functionally, the program is designed so that only five out of thirty problems each day are on a new concept while the remaining twenty-five are review. This helps us address learning gaps while also moving forward with new concepts.

A deficit of Saxon Math, however, is that the language of the program differs from that which is used on Common Core assessments, which are based on the Singapore style of mathematics. To address this deficit, FCA has adopted a supplemental standards-based resource entitled Coach Digital. Teachers have received training on how to utilize this resource throughout the school year to address learning gaps, teach new mathematic vocabulary, and prepare students for state assessments.

Science

FCA utilizes a variety of resources to teach science. For grades K-5, FCA utilizes Core Knowledge Science (CKSci) and Generation Genius. CKSci provides a text as well as alignment with NGSS Standards. Generation Genius provides experiments and high-interest videos that engage students in scientific discovery.

³ Hake, S. (2021) Welcome to Hake Publishing. Retrieved online from <http://www.hakepublishing.com> on August 30, 2022.

For grades 6-8, FCA utilizes Science Fusion in connection with Generation Genius. Science Fusion provides content-specific texts aligned with NVACS and NGSS while Generations Genius provides high-interest videos to engage students in scientific discovery.

FCA also provides a unique course structure for our 6-8 students. In contrast to other middle schools that shuffle students between 6 or more classes throughout the day, our students only have two core teachers, one for humanities and one for STEM. The STEM teacher is responsible for instructing both math and science while the Humanities teacher covers language arts and history. This format allows for teacher to provide cross-curricular connection as well as provide additional time for challenging concepts.

All students at FCA also participate in a weekly STEAM special outside the classroom. This course was designed to provide more hands-on, project-based lessons based on STEAM concepts. FCA has invested heavily to supply this classroom with an abundance of learning materials including robotics, 3d printers, electrical circuits, a laser cutter, and much more. This class was added when we discovered that general education teachers were struggling to cover all of the content in science and were skipping over experiments. As a STEM school, we want to engage students in project-based learning and experiments. This special provides a specific opportunity for student to learn using these methodologies while alleviating some pressure on classroom teachers to prepare and conduct regular experiments.

History

FCA has adopted Core Knowledge History and Geography (CKHG) for history instruction in grades K-6. CKHG is aligned to NVACS and Common Core standards. CKGH is a comprehensive program in world and American history and geography, integrating topics in civics and the arts. Core Knowledge History and Geography helps students build knowledge of the diverse civilizations, cultures, and concepts specified in the Core Knowledge Sequence. Another advantage of the program is that it is available for free online, permitting parents/guardians to follow along with their students and provide support at home.

School Performance

FCA witnessed academic growth each year preceding COVID-19. Our internal data during our third year of operation indicated that we would likely obtain the coveted three-star rating for our elementary school as well as maintain a four-star rating or higher in our middle school. Unfortunately, we did not have the opportunity to prove our growth. Like many schools across the nation, we observed a decline in performance during online learning and have had to work hard to remediate those deficiencies. Despite our challenges, a comparison to our neighboring schools on the 2021-22 school ratings proves that in terms of actual performance, FCA remains one of the best school options in North Las Vegas. Table 5, below, compares our most recent assessment data to that of other schools in North Las Vegas.

TABLE 5: Academic Achievement Comparison SY22 State Assessments															
2021-22 Academic Achievement Elementary								2021-22 Academic Achievement MS							
	Freedom Classical Academy	Somerset North Las Vegas	Somerset Losee	Legacy Traditional North Valley	Jesse D. Scott Elementary	Lee Antonello	John D. Hayden	Fredric Watson		Freedom Classical Academy	Somerset North Las Vegas	Somerset Losee	Legacy Traditional North Valley	Clifford Findlay	Carroll Johnston
Pooled Proficiency	35.7	32.8	29.7	32.6	13.0	24.7	20.5	26.9	Pooled Proficiency	38.4	31.6	30.8	33.1	14.3	20.1
Math Proficiency	38.8	31.5	26.1	29.0	10.8	27.1	16.7	27.2	Math Proficiency	30.4	21.0	21.9	21.9	7.5	10.5
ELA Proficiency	39.0	39.7	39.5	40.4	18.4	28.4	26.4	34.4	ELA Proficiency	49.3	42.2	43.5	44.7	21.4	31.0
Science Proficiency	16.6	15.3	11.4	19.4	<5	6.3	15.0	<5	Science Proficiency	29.1	34.0	18.6	32.0	13.3	16.4
Ready-by-Grade 3	39.4	30.9	28.5	35.5	16.2	24.6	32.5	27.7	TOTAL INDEX SCORE	70.0	48.5	52.0	51.5	9.0	32.0

Data retrieved from nevadareportcard.nv.gov on September 20, 2022

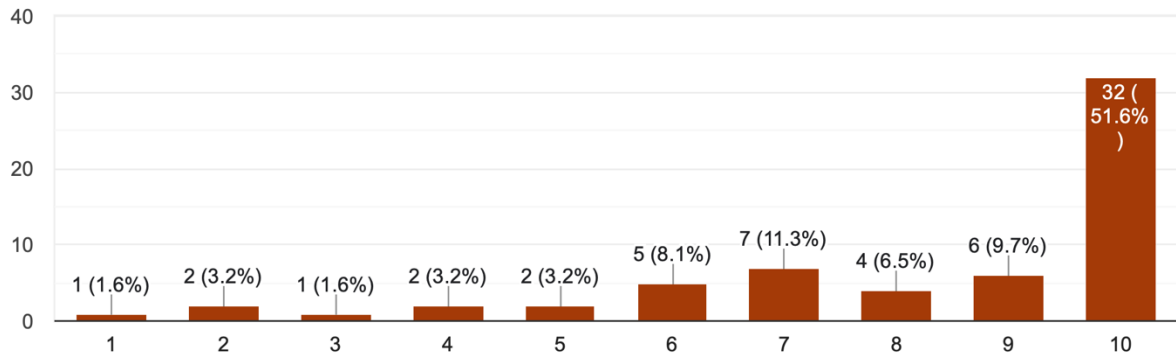
All comparisons aside, FCA still has a tremendous desire to continue to improve and provide a five-star education to our community. FCA staff continues to work hard to advance each year, remediate learning deficits, and ensure our students are prepared for high school.

To determine how well FCA is preparing students for high school, FCA sent a survey to all of our students that graduated from FCA in the last four years and are now in high school. We have included some of their responses, below.

“They academically prepared her very well. We feel Freedom is very rigorous in their studies, they had homework every night & they taught at higher levels. Abbi already took Algebra at Freedom, which counted as one of her High School math credits. Because of the rigorous studies, she was able to take all honors and AP classes with ease! She hardly ever has any homework because of the discipline she learned at Freedom and is able to finish her work in class most of the time. The core values at Freedom helped her develop leadership skills that helped her easily make good new friends in High school. Every parent worries for their child going into a new school and if they will make the right friends and I believe that the values that Freedom teach helped with that. Abbi is a Junior this year and is going to be graduating a YEAR early with honors. Freedom definitely prepared her for high school, honestly, I think in every way possible!”

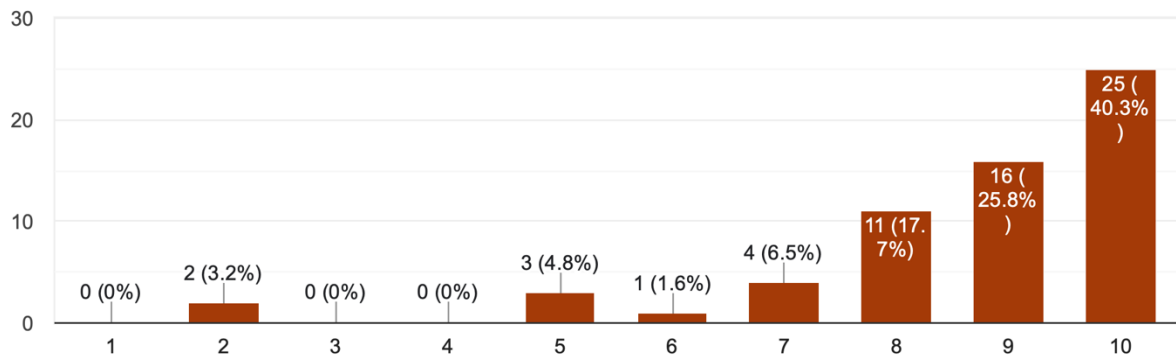
How well do you feel Freedom Classical Academy prepared you for High School?

62 responses



Compared to your grade-level peers, how do you feel you perform academically in High School?

62 responses



“Freedom Classical provided Mackenzie with an excellent foothold in high school. She has been taking honors classes and is the captain of the robotics team that made it to state finals last year.”

“I would say I'm thankful for Freedom getting me ahead of my peers.”

“We had an amazing experience at Freedom. My son attended public schools previous to being accepted at Freedom, and we always struggled with bullying problems. At Freedom we had an incident with couple students telling my son he was useless during the group project, and the issue was addressed immediately. I believe thanks to Freedom my son was able to overcome a lot of struggles he was dealing with at other schools which prepared him for high school. He got into a Biomed program at NWCTA and so far is getting A's. We can't thank you enough for all that you do at Freedom.”

FCA is proud of the work we are doing to prepare our students for high school. While our elementary school is currently rated two-star, we know that longitudinally, we are providing a fantastic education for our students.

Curricular Adjustments

FCA has made several curricular adjustments over our first five years. These adjustments have been in response to data obtained from both internal and external assessments as well and stakeholder feedback.

One such adjustment to our curriculum has occurred in our language arts curriculum. Initially, FCA began with the CKLA program in grades K-5. Early on, we recognized that additional practice would be required in phonograms in the early grades so we added Literacy Essentials phonograms to CKLA. With time, we were still not obtaining the performance we wanted from the two curricula. Furthermore, our teachers informed us that there wasn't enough time to teach both curricula with fidelity. During the same time, Literacy Essentials expanded their curricular options to provide a complete language arts solution. Based on the ongoing assessment data and teacher feedback, we decided for the 2022-23 school year we would switch K-2 to use Literacy Essentials instead of CKLA. We provided four full days of training to our teachers on the Literacy Essentials program and the feedback so far has been positive. We will continue to monitor assessment data to determine if the necessary gains are being made.

An additional change that we made to address language arts is to provide more time in the schedule for independent reading time. We utilized grant funding to purchase over \$50,000 in classroom libraries and distributed the texts throughout the building. We incentivized student reading by holding a school-wide reading challenge that resulted in the reading of thousands of texts by our students. It is our hope that these efforts will foster a love of reading in our students that will last a lifetime.

Another curricular adjustment that we have made is the extended use of Coach Digital, an online standards-based supplemental program. This program is used in addition to our core curriculum in order to target specific standards and skills that are identified during formal and informal assessment. The program includes its own assessment that identifies student learning deficits and creates a customized learning plan for each student. While we have had this program since our inception in some form or other, we dramatically expanded its use during the 2021-22 school year and will continue to emphasize its use moving forward in order to ensure student success on state assessments. Coach Digital provides content for English Language Arts, Mathematics, and Science.

FCA does not plan any immediate changes to our curriculum moving forward. We will continue to monitor data and adjust as necessary to ensure the success of our students.

Student Success

The available data from our years of operation indicate that longitudinally, our program of instruction is very effective. While the elementary portion of our school has underperformed on state assessments, our middle school continues to perform very well. We recently sent a survey to the last three classes of eight-graders to graduate from Freedom Classical Academy to determine our effectiveness in preparing students for high school. When asked how well FCA academically prepared them for high school, ninety-percent of respondents rated their academic preparation as “Well” or “Very Well” with over fifty percent giving us the highest rating possible (see pg. 19). When taken longitudinally, our performance speaks for itself. We are grateful to also have the support of our alumni to support this statement.

Despite our challenges in the elementary grades, FCA has made tremendous progress there as well. Prior to COVID-19, we were confident that we were going to obtain the three-star rating for our elementary. Unfortunately, we were not given the opportunity to prove that as testing was cancelled. Even though our students suffered significant learning loss during the online instruction period, we were still very close to obtaining a three-star rating in the elementary school on the unofficial school ratings. We continue to work hard and despite ongoing challenges, we have absolute confidence that we will obtain a three-star or better rating for our elementary school in the near future.

Bridging Learning Gaps

Freedom Classical Academy was founded with the goal to reduce and eliminate learning gaps between sub-populations at the school. In practice, this goal has been difficult to achieve. To date, we find large performance gaps between demographics. We find this data unacceptable.

To address this problem, FCA has taken several steps. First, we tracked the data. We cannot address a problem that we are not aware of so we were intentional in looking at performance gaps and identifying discrepancies.

Secondarily, we engaged our staff. We spoke to several Black/African American teachers on-site and solicited their feedback on how we might address the problem. Following that, we raised the concern with our lead teachers to solicit their support and feedback. By calling attention to the problem, we hope to encourage instructional staff to be intentional in providing additional supports to underperforming demographics.

Third, we have discussed the problem with our students. We have emphasized goal-setting from one test to another to help students take accountability for their own performance. Additionally, we have been focusing on helping our students obtain growth mindsets through ongoing lessons on the topic and visuals placed throughout the school. By engaging students in the data and helping them feel like they are capable of success, we hope to reduce or eliminate learning gaps over time.

Fourth, we seek to increase representation amongst our staff of these populations. We are proud to have a diverse population of teachers that can relate to and inspire the next generation.

Finally, we added a full-time ELL Coordinator for the first time last year and have continued that position for the 2022-23 school year. This has allowed us to tutor small groups of ELL students on an ongoing basis and better engage our ELL community.

While we have more work to do, we are working hard to bridge learning gaps amongst all of our sub-groups.

Restorative Practices

Freedom Classical Academy has adopted a Restorative Discipline Plan that we follow. This plan seeks to provide students with additional skills that help them avoid problematic behaviors rather than punish them. Staff are trained on restorative practices each year to ensure that our plan is being followed and that all students are treated with dignity.

Looking Forward

As we evaluate the needs of our community, FCA seeks to expand and add a high school. We have received extensive feedback from parents and former students that an additional charter high school is desperately needed in this community. Given our current elementary rating, we have been prohibited from applying for an additional campus at this time. We are confident that our elementary rating will soon change and plan to apply as soon as possible.

To meet community needs, FCA desires to build an applied sciences high school adjacent to our current K-8 facility. Such a program would ensure that students are both college and career ready by providing a rigorous classical core education that would prepare students for college paired with training in applied sciences that would enable students to enter the job market immediately following high school, should they so desire. FCA would seek to partner with local businesses to provide apprenticeship opportunities to students during their senior year to help successfully transition students to the workforce, should they so desire. We believe that these two goals are not mutually exclusive and that by increasing income potential, some students may be empowered to pursue further education without incurring crippling debt.

Organizational Viability and plans for the Proposed Charter Term

Freedom Classical Academy's Board is comprised of five members, each possessing skills, experience, or attributes that qualify them for the position. As outlined in our original charter,

the board is comprised of business professionals, current/former educators, and parents of students attending the school.

Current Members

Lance Bohne - Board President

Lance Bohne has served as the President of the Board for Freedom Classical Academy since October, 2021. Mr. Bohne joined the Board in 2020 as both a parent of students attending the school at the time and as a business professional. Professionally, Mr. Bohne has degrees in Business and Economics and works as a financial advisor. Mr. Bohne is active in the community and has served in leadership positions in both his church as well the Boy Scouts of America.

Eric Makeli Scholer – Vice President

Mr. Scholer is a founding board member for Freedom Classical Academy and has served since 2016. Mr. Scholer joined the board as a business professional. Mr. Scholer is an athlete, father, and business owner. Mr. Scholer co-owns and operates AMS Insurance, located in Las Vegas, Nevada. AMS Insurance is a Dave Ramsey endorsed local provider that provides auto, home, commercial, life, and health insurance services. AMS Insurance is invested in its community and has volunteered through community organizations such as Calvary Downtown Outreach.

Mr. Scholer enjoys athletics and has helped start four different lacrosse programs at both the high school and college level.

Mr. Scholer is involved in the community and fused his passion for fitness and community service by founding the Las Vegas Aloha Run, an annual 5K race supporting Three Square Food Bank. Mr. Scholer is married with four children.

Julene Ballard – Member

Julene Ballard joined the Freedom Classical Academy Board in 2018 as an educator. Mrs. Ballard is a veteran educator that has served in both classroom and leadership positions. During her tenure as a board member at FCA, Mrs. Ballard has served as an ELL Coordinator, Literacy Specialist, Instructional Coach and is currently an Assistant Principal for Legacy Traditional School North Valley. She has her master's degree in Education Administration and is the mother of five children.

Shannon Hiller – Treasurer

Mrs. Hiller joined the FCA Board in 2019 as both a business professional and a parent of students at the school. Mrs. Hiller brings to the school an expansive background in marketing, public relations and advertising and has worked in the local community for more than 22 years. She currently serves as the Chief Marketing Officer for Clark County Credit Union. She obtained

her degree in communications from Brigham Young University and is active in her community, serving on the North Las Vegas Parks and Recreation Arts Board as well.

Geana Romero – Secretary

Geana Romero is the most recent addition to the Freedom Classical Academy board of directors. Mrs. Romero joined the board in 2021 as the parent of a student at the school. Mrs. Romero works as a Business Operations Administrator and has previous experience in customer service and support.

Recruitment

Positions on the board of directors are of an indefinite duration. As members become unable to serve, a replacement is sought. FCA maintains an online application for potential board members to complete. As new members are required, these applications are reviewed and qualified applicants contacted.

While the online form is helpful, the majority of board members are individually recruited to the position. Potential candidates are identified from the community based on experience, qualifications, and alignment with school values. These candidates are then asked to complete an application. All applicants must undergo an interview from the existing board members prior to being voted into a position. Pursuant to Nevada Law, all candidates must also pass a background check prior to being formally assigned to a board position.

While qualifications and alignment with school mission and values are the primary attributes we look for in board candidates, FCA understands the need to diversify our Board of Directors and seeks to recruit additional members that better represent our community. We remain vigilant to identify potential applicants that would add to the diversity of the board.

Training and Development

Upon being elected to a board position, all board members are given a copy of *Charter School Board University* published by the National Charter Schools Institute. Members meet with the Executive Director of FCA, who provides an initial training on duties and responsibilities. Additionally, FCA holds a board retreat annually to provide training and ensure all are in alignment with the mission and vision of the school.

Periodically, third-party experts are invited to board meetings to provide additional training to board members. To date, this has included trainings on Nevada Open Meeting Law as well as school finance.

Finally, board members are required to participate in SPCSA-sponsored board member training.

FCA continues to explore ways to help our board members understand and adequately fulfil their roles. For the 2022-23 school year, we are also contemplating sending board members to conferences that would apply to their roles and responsibilities.

Response to Performance

Board members are apprised of the most recent academic data during board meetings. Board members, particularly Mrs. Ballard, have asked several probing questions to understand the school's improvement attempts and have provided follow up suggestions and supports.

In response to previous performance, board members joined committees to help improve the school, including our school improvement team. This gives members more explicit insight into the data and allows them to participate in the school improvement process.

To help incentivize both teachers and students, the FCA board approved performance incentive programs for the 2021-22 school year. Under these programs, teachers had the opportunity to earn up to \$10,000 in performance bonuses each while students earned the right to attend a school party where over \$20,000 in prizes were raffled off. These programs provided significant incentives to both teachers and students to try their best and strive for excellence.

CMO/EMO

Freedom Classical Academy does not employ a traditional EMO/CMO organization. FCA does employ a third-party accounting provider which reports to the board on a frequent basis.

Fiscal Soundness and Plans for the Proposed Charter Term

Freedom Classical Academy (FCA) has demonstrated beyond a doubt that it is fiscally viable as well as responsible. FCA has obtained a rating of "meets standard" on the SPCSA's financial performance framework for the most recent years it has been rated.

FCA did obtain a "Does Not Meet" rating early on as we struggled with opening expenditures. Since then, FCA has worked to ensure the fiscal viability of our organization. FCA currently exceeds the SPCSA's fiscal requirements in all categories. At time of publication, FCA has over 242 days cash on hand and a liquidity ratio of nearly 1,100%. Additionally, our current ratio is 11.58. These data points provide irrefutable proof that FCA is on-track financially.

As further evidence of our fiscal soundness, FCA was able to obtain bond financing in the amount of \$22,845,000 in 2020. In order to qualify for bond finance, organizations must demonstrate fiscal and organizational competence. FCA was able to secure investors for the bond within hours of the issuance. This indicates that third-party accountants and investors

reviewed our finances and deemed us fiscally sound enough to invest in us. Since that time, we have increased our cash reserves significantly, confirming their trust in our organization.

FCA maintains strict financial controls to ensure that public funds are safeguarded and spent in accordance with established procedure/law. These controls are reviewed by an independent audit each year, which to date has failed to have any significant findings.

For the coming charter term, FCA plans on investing its significant cash reserves in order to obtain some measure of return from those funds. School leadership has reached out to Mike Dang at the SPCSA to determine best practices and requirements for investments and is working to establish policies related to any investment taking place.

Given FCA's current fiscal soundness, we do not anticipate making any significant changes for the proposed charter term. As outlined previously, FCA has maintained strong enrollment for each year of operation and continues to have high demand for admittance. Given strong enrollment and fiscally sound practices, our financial future continues to look bright.

Appendix

Proposed Calendar

Master Schedule

Board Member Resumés

Board Chair/Member Assurance Statement

2022-23 FY Budget

2023-24 F Y Proposed Budget

FREEDOM CLASSICAL ACADEMY | 2023-2024 CALENDAR

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

8/7 – Classes Begin

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

14-15 PTC – Half Days
16 Staff PD – No School
19 Presidents' Day – No School

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

4 Labor Day – No School
21-22 PTC – Half Days
25 Staff PD – No School

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

8 End of Q3 – (46 Days)
11-15 Spring Break – No School
29 Staff PD – No School
31 Easter Sunday

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

6 End of Q1 – (44 Days)
26 Staff PD – No School
27 NV Day Observed – No School
31 Halloween

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

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

10 Veteran's Day Observed – No School
11 Veterans Day
20-24 Fall Break
23 Thanksgiving Day

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

12 Mother's Day
21 End of Q4 – (47 Days)
22-23 Contingency Days
27 Memorial's Day

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

15 End of Q3 – (43 Days)
15 Staff PD – No School
18-29 Winter Break – No School
25 Christmas Day

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

16 Father's Day

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

01 New Year's Day – No School
15 M.L. King Day – No School

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

4 Independence Day

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade STEM	6th Grade Humanities	7th Grade STEM	7th Grade Humanities	8th Grade STEM	8th Grade Humanities				
8:00	Math Calendar	Math Calendar	Math Calendar	Intervention/Enrichment	Math	Math	Specials	Specials	Math	Intervention/Enrichment	Intervention/Enrichment	History				
8:15	Phonograms	Spelling	Spelling	Reading		Specials	Math	Intervention/Enrichment		History	Math	Grammar/Writing	Math	Grammar/Writing		
8:30	Recess		Grammar	Writing											Specials	Math
8:45	Math - Lesson	Math - Lesson	Math Lesson (9:00-9:30)		Phonograms	Practice Reading			Partner Practice							
9:00	Phonograms	Practice Reading	Partner Practice	Writing			Specials	Math		Math	History	Science	Grammar/Writing	Math	Literature	
9:15	Math - Facts, Practice	Recess/Snack	Assessments	Recess/Snack	Specials	Intervention/Enrichment	Recess/Snack	Science	Grammar/Writing	Intervention/Enrichment	Literature	Science	Intervention/Enrichment			
9:30	Partner Practice	Assessments	Intervention/Enrichment	Specials										Intervention/Enrichment	Recess/Snack	Science
9:45	Lunch	Assessments	Spelling Practice	Writing	Math	Grammar	Intervention/Enrichment	Literature	Lunch	Lunch	Lunch	Lunch				
10:00	Intervention/Enrichment	Writing	Spelling	Math									History	Grammar	Intervention/Enrichment	Literature
10:15	Literature	Math - Facts, Practice	Math Facts, Practice	Math	Grammar	Writing	Lunch	Lunch	Specials	Specials	Intervention/Enrichment	History				
10:30	Specials	Lunch	Grammar/Writing										Grammar	Writing	Intervention/Enrichment	History
10:45	Specials	Literature	Lunch	Lunch	Writing	History	Intervention/Enrichment	History	Intervention/Enrichment	History	Math	Grammar/Writing				
11:00	Intervention/Enrichment	Intervention/Enrichment	Specials	Literature	Lunch	Lunch	Math	Grammar/Writing	Math	Grammar/Writing	Math	Literature				
11:15	Literature	Recess	Specials	Literature	Lunch	Lunch							Math	Grammar/Writing	Math	Grammar/Writing
11:30	Literature	Specials	Recess	History	Literature	Literature	Math	Literature	Math	Literature	Science	Intervention/Enrichment				
11:45	Specials	Specials	Reading Practice	History	Recess	Recess							Math	Literature	Math	Literature
12:00	Recess/Snack	Specials	Reading Practice	History	Recess	Recess	Math	Literature	Math	Literature	Science	Intervention/Enrichment				
12:15	History/Science	History/Science	History/Science	Science	Science	Science							Math	Literature	Math	Literature
12:30	History/Science	History/Science	History/Science	Science	Science	Science	Science	Intervention/Enrichment	Science	Intervention/Enrichment	Specials	Specials				
12:45	History/Science	History/Science	History/Science	Science	Science	Science	Science	Intervention/Enrichment	Science	Intervention/Enrichment	Specials	Specials				
1:00	History/Science	History/Science	History/Science	Science	Science	Science	Science	Intervention/Enrichment	Science	Intervention/Enrichment	Specials	Specials				
1:15	History/Science	History/Science	History/Science	Science	Science	Science	Science	Intervention/Enrichment	Science	Intervention/Enrichment	Specials	Specials				
1:30	History/Science	History/Science	History/Science	Science	Science	Science	Science	Intervention/Enrichment	Science	Intervention/Enrichment	Specials	Specials				
1:45	History/Science	History/Science	History/Science	Science	Science	Science	Science	Intervention/Enrichment	Science	Intervention/Enrichment	Specials	Specials				
2:00	History/Science	History/Science	History/Science	Science	Science	Science	Science	Intervention/Enrichment	Science	Intervention/Enrichment	Specials	Specials				
2:15	History/Science	History/Science	History/Science	Science	Science	Science	Science	Intervention/Enrichment	Science	Intervention/Enrichment	Specials	Specials				
2:30	History/Science	History/Science	History/Science	Science	Science	Science	Science	Intervention/Enrichment	Science	Intervention/Enrichment	Specials	Specials				
2:45	History/Science	History/Science	History/Science	Science	Science	Science	Science	Intervention/Enrichment	Science	Intervention/Enrichment	Specials	Specials				
3:00	History/Science	History/Science	History/Science	Science	Science	Science	Science	Intervention/Enrichment	Science	Intervention/Enrichment	Specials	Specials				



LANCE BOHNE

lance@fsiplanners.com | C: 702-353-3766 | North Las Vegas, NV 89086

Summary

Focused Financial Advisor able to handle a wide range of financial needs, from retirement planning to insurance decisions. Decisive planner with understanding of marketing and sales strategies driving business growth.

Skills

- Managing wealth
- Developing financial plans
- Stock market expertise
- Funding education
- Making insurance decisions
- Advising on investments
- Mutual funds understanding

Experience

Financial Strategies Institute | Las Vegas, NV

Private Wealth Advisor
02/2020 - Current

- Worked with people in USA/World -Advisor for nearly 20yrs.
- Provide asset management for clients in 15 states and 6 countries
- Analyzed investment materials to develop financial techniques to fulfill customer needs and predict favorable investments.
- Profiled and analyzed investment products to devise financial strategies meeting client financial needs and to forecast opportunities with highest return on investments.
- Interviewed clients to assess income, expenses, insurance coverage, tax status, financial and investment goals, and risk tolerance to formulate and actualize strategic financial plans; currently administer \$50M client investment portfolio.
- Business-Personal-Estate Planning

Nationwide Financial Services | Las Vegas, NV

Financial Advisor
05/2009 - 01/2020

Northwestern Mutual Wealth Management Company | Albany, NY

Financial Advisor
02/2002 - 05/2009

Education and Training

Brigham Young University | Provo, UT
Bachelor of Science in Finance/Economics

Rensselaer Polytechnic Institute | Troy, NY
Bachelor of Arts in Finance/Economics



E. Makeli Scholer

702-217-2252 makelischoler@gmail.com 9120 Grizzly Street Las Vegas, NV 89131

Profile

Happily married with 4 children is my greatest accomplishment. Co-Owner of AMS Insurance agency located in Northwest Las Vegas.

Experience

AGENCY PRINCIPAL, AMS INSURANCE; LAS VEGAS, NEVADA - 2005 - PRESENT

My business partner and I opened for business in September of 2005. We are an independent agency representing about 30 different insurance companies. A few of our areas of focus are personal auto and home, health, small business liability, and workers compensation.

FOUNDER/RACE DIRECTOR, LAS VEGAS ALOHA RUN; LAS VEGAS, NEVADA - 2012 - 2015

Started an annual 5K race supporting Three Square Food Bank. The race location is Floyd Lamb Park and is held each February.

SHIFT LEAD GONDOLIER, THE VENETIAN HOTEL AND CASINO; LAS VEGAS, NEVADA - 2001 - 2005

Probably the most fun I've had at a job. Duties entail rowing a Venetian-style gondola through the Grand Canal Shoppes speaking in an Italian accent and singing Italian songs.

MISSIONARY, LDS CHURCH; MEXICO CITY, MEXICO - 1998 - 2000

Spent two years in Mexico City as a proselyting missionary for The Church of Jesus Christ of Latter-Day Saints. Was able to learn to speak fluent Spanish as well as become closely acquainted with the Mexican culture.

Education

Medina High School, Medina, Ohio - HS Diploma, 1997

Catawba College, Salisbury, North Carolina - 1997 - 1998

Skills

Helped start 4 different lacrosse programs (Medina HS Men's lacrosse team 1995, Centennial HS Women's lacrosse team 2001, UNLV Men's lacrosse team 2004, Spring Valley HS Men's lacrosse team 2005).

References

Michael Gardner (Leaver and Gardner Orthodontics, LLC) - 702-234-5717

Andrew Kynaston (Kainen Law Group, PLLC) - 702-245-3137

Taylor Prince (Joe Taylor Group) - 702-328-7653

Shannon R. Hiller

North Las Vegas, Nevada • Phone: 702.217.0901 • hillershannon@yahoo.com • <https://www.linkedin.com/in/shannonhiller/>

Experience

Chief Marketing Officer: Clark County Credit Union

December 2018-Present

- Responsible for the strategic marketing and branding of the credit union
- Supervise business development, digital marketing, social media and community outreach staff
- Plan and execute a community involvement and cause marketing program called CCCU Cares
- Manage a \$1 million marketing budget including paid print, TV and radio advertisements, digital advertising and events

Director of Marketing & Administration: Piercy Bowler Taylor & Kern

Jan 2009-Nov 2018

- Manage the public relations, marketing communications, internal communications, advertising, and social media for the largest local accounting firm in Las Vegas
- Plan and create financial content for the firm website and four niche-specific blogs, tying content to target key words and search engine optimization goals
- Plan and execute comprehensive marketing plan to create consistent branding for three different geographic markets (Las Vegas, Reno and Salt Lake City)
- Strategically plan all aspects of on-campus recruiting in three regions
- Monitor new business opportunities, create proposal layouts and content, and help secure new clients
- Negotiate contracts and competitive pricing with marketing vendors

Owner: Hiller Public Relations

Dec 2015-Dec 2019

- Plan and execute public relations plan to reach potential members in the government and medical sectors and persuade them to join CCCU by demonstrating its unique benefits
- Efforts resulted in 25 pieces of media coverage in 2017
- Responsible for public relations, social media, community outreach to target member groups, event planning and content development for the credit union
- Create create monthly newsletter content, including interviewing CCCU members and leadership
- Coordinate efforts with other CCCU providers, including graphic designers, media buyers and SEO team

Volunteer: Assistant Public Affairs Director for the LDS Church (Southern Nevada)

Dec 2013-Present

- Direct media relations in Southern Nevada as a local media spokesperson for the LDS Church
- Coordinate church statements and comments from headquarters to Nevada media
- Train church leaders on media interview techniques and prepare talking points for interviews

Partner: Vanguard Media Group (PR/Advertising firm)

Sept 2004-Dec 2008

- Led team of 4-5 people working on public relations, community relations and advertising campaigns for variety of industries
- Responsible for hiring and employee retention in addition to new client acquisition
- Retained 100% of client base during an acquisition by another PR firm
- Coordinated media relations efforts for all clients, including acting as a company spokesperson, pitching news reporters and planning press events

Marketing Director: Piercy Bowler Taylor & Kern CPAs

May 2002-Aug 2004

- Coordinated community outreach efforts and firm events, including seminars and training courses
- Managed branding and messaging for the firm and its partners
- Created content for website, direct mail, advertising and public relations efforts

Shannon R. Hiller

North Las Vegas, Nevada • Phone: 702.217.0901 • hillershannon@yahoo.com • <https://www.linkedin.com/in/shannonhiller/>

PR Account Manager: Ballard Communications (PR firm)

Jan 2000-April 2002

- Managed public relations accounts for companies in the professional service, retail, non-profit, restaurant and fitness industries, including Clark County Credit Union
- Researched editorial calendars and current media events for opportunities to showcase our clients
- Trained clients on media interviewing techniques

Education

Brigham Young University: Bachelor's of Arts in Communications (emphasis in public relations)

- Worked 20 hours a week while going to school full-time; maintained a 3.90 GPA
- Academic scholarship for 3 years; graduated in 3.5 years
- Member of student-run public relations firm as part of PRSSA


Community Involvement/Awards & Recognitions

- Founder and Board Member of the Las Vegas Women's Network
- Member of the Boy Scouts of America Executive Council (Southern Nevada)
- Past President and Board Member of the BYU Management Society (BYUMS)
- Past President of The Technology Business Alliance of Nevada (TBAN)
- Past Board Member of the Las Vegas Public Relations Society of America (PRSA)
- Winner of the Best Legal PR Team (Legal Marketing Association)
- Pinnacle Award for Best Press Release (Public Relations Society of America)
- Bronze Quill Award for Best Press Release (International Association of Business Communicators)




Julene Ballard

CONTACT

 702-592-3499

 Julene.ballard@gmail.com

 8624 Yamamoto St.
Las Vegas, NV 89131

EDUCATION

ELEMENTARY EDUCATION

EARLY CHILDHOOD

BRIGHAM YOUNG UNIVERSITY
PROVO, UT | 1992

MASTER OF EDUCATION ADMINISTRATION

SIERRA NEVADA COLLEGE
INCLINE VILLAGE, CA | 2018

CERTIFICATIONS

ELEMENTARY TEACHER

1992

EARLY CHILDHOOD TEACHER

1992

SCHOOL ADMINISTRATION

2019

VOLUNTEER HISTORY

FREEDOM CLASSICAL ACADEMY

2018 – PRESENT

SCHOOL BOARD MEMBER

FUNDRAISER

JUVENILE DIABETES RESEARCH
FOUNDATION

LANGUAGES

English (Native)

Spanish (Conversant)

WORK HISTORY

ASSISTANT PRINCIPAL | 2022 – PRESENT

LEGACY TRADITIONAL SCHOOL NORTH VALLEY

- Build strong relationships with teachers, administrators, students, and families
- Observe teachers through regular classroom walk-throughs and provide feedback
- Organize and conduct professional development
- Ensure that school rules are observed, and that student discipline is appropriate and equitable
- Assist the principal in interviewing and evaluating instructional and non-instructional staff

INSTRUCTIONAL COACH | 2020 – 2022

SOMERSET ACADEMY NORTH LAS VEGAS

- Operate Nevada's Read by Grade 3 Program
- Participate in developing a districtwide literacy plan
- *Leader in Me* Adult Learning Coordinator
- Administer WIDA assessment to English Language Learners
- Completed LETRS Professional Learning
- Graduated from Doral Leadership Institute 2020

SPANISH TEACHER | 2017 – 2019

SOMERSET ACADEMY SKY POINTE

- Develop students' skills that are relevant to Spanish language
- Ensure that students obtain an in-depth understanding of the language
- Assess and evaluate the progress of each student in the Spanish language related to reading, writing, and speaking

FIRST GRADE TEACHER | 2013-2017

SOMERSET ACADEMY SKY POINTE

- Taught reading, writing, math, science, social studies, and health to students in a classroom
- Designed age-appropriate lessons and activities based on Common Core State Standards
- Provided lesson plans for differentiated reading and math groups and adapt curriculum to the needs of each student

PRESCHOOL TEACHER | 2009-2013

SMART LITTLE YOU

ELEMENTARY TEACHER | 1992-1998

CLARK COUNTY SCHOOL DISTRICT

Geana L. Romero

Las Vegas, NV • Phone: (702) 201-2367 • E-mail: gearomero@gmail.com

SKILLS & PROFICIANTIES

Strong computer & online social media relations • Microsoft Office Suite 2019 • 30 WPM typing • QuickBooks Online 2021 • Windows 10 OS • Detail-oriented with strong analytical and problem-solving skills • Ability to multitask • Strong communication skills, including writing, public speaking and interpersonal communication

PROFESSIONAL EXPERIENCE

Elite Networks

Business Operations Administrator

Jan. 2018-Current

- IT Solutions Consultant
- Project Management & Coordination Facilitator
- Design and Implementation of Network Architectures
- Assembly and Configuration of workstations and servers
- Plan strategies for streamlining and improving business operations
- Research and implement new IT systems to streamline business operations.

Towbin Infiniti

Customer Relations Manager

Aug. 2010 – March 2011

- Worked to increase the company's online social presence by using multiple social sites and aiding in creating positive online reviews.
- Maintained relationships with entire staff to cultivate open communication between different areas of dealership to collaborate efforts to increase revenue and traffic into store.
- Updated website to be more functional, organized inventory, added/edited car listings, updated pictures, and aided in adding advertising companies to help attract more organic searches.
- Collaborated with website companies to help advertise and push out sales and services through the company App, and Email promotions.

- Responsible for customer service issues and maintain the relationship with client from beginning to end to ensure a positive experience and increase ratings and online reviews.
- Helped facilitate charities that the company could sponsor to become more engaged with the community and implemented a recycling center into the store to reduce waste.

Wells Fargo

Teller

April 2010-Aug. 2010

- Performed routine bank telling tasks, including making deposits, withdrawals, transfers, and cash advances, receiving loan payments, and cashing checks
- Opened and closed a variety of types of accounts, processed address changes, and collect security box rental fees.
- Maintained and balanced the cash drawer on a daily basis by accounting for cash assigned, received, and disbursed.
- Promoted strong customer and client interactions, built relationships, and participated in cross-selling, and offered new products and features.
- Demonstrated good risk management decisions, including displaying solid knowledge of guidelines for fraud prevention and robbery.
- Actively contributed to meet the branch business goals, as well as individual sales and customer service goals.
- Accurately closed out the teller terminal and remitted daily work to supervisor.

Gap Inc.

Sales Associate

May 04 - Dec 07

- Helped maintain and supervise visual presentations, floor sets, merchandise handling, and store maintenance.
- Encouraged and coached new store associates in developing their retail skills, and knowledge in store functions.
- Worked enthusiastically in providing excellent customer service in a fast-paced environment.

Mona Lisa

Assistant Manager

May 04 - Nov 05

- Assisted in managing and maintaining restaurant operations and wait staff.
- Responsible for taking reservations and scheduling of employees.
- Worked diligently in a fast-paced environment under challenging and demanding situations.

Current Technologies

Office Administrator

Jan 02 - May 04

- Facilitated and managed office operations unsupervised within an active business environment.
- Automated delivery procedures and streamlined the workload process to increase business efficiency.
- Worked daily in maintaining and improving vendor/contractor relations.
- Assisted management staff in developing and implementing new ideas and strategies to help improve the company.
- Trained new office personnel in the fundamentals of the business functions.

EDUCATION & ACCOMPLISHMENTS

1996 - 2000 Meridian High School, Meridian, ID

2005 - 2006 Boise State University, Boise, ID

2011-2012- College of Southern Nevada, Las Vegas, NV

2022 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

School Name & Contact Info	Name: Freedom Classical Academy Address: 777 E Ann Rd, North Las Vegas NV 89081 Phone: (702) 533-1896 Website: www.FreedomClassical.org	
School Leader Name & Contact Info	Name: Jeremy Christensen Title: Executive Director Contact info: jchristensen@freedomclassical.org	
Governing Board Names & Contact Info <i>Add rows/names as may be necessary</i>	Chair/President	Name: Lance Bohne Email: Bohne@freedomclassical.org Phone: (702) 353-3766
	Vice Chair/Vice President	Name: Eric Scholer Email: Scholer@freedomclassical.org
	Treasurer	Name: Shannon Hiller Email: Hiller@freedomclassical.org
	Secretary	Name: Geana Romero Email: Romero@freedomclassical.org
	Member	Name: Julene Ballard Email: Ballard@freedomclassical.org
	Member	Name: Email:
	Member	Name: Email:
	Member	Name: Email:

ACADEMIC PERFORMANCE⁵

	FCA Elementary	FCA Middle School	Campus 3 (name)		
	2019 NSPF Rating <i>Complete campus boxes as may be applicable</i>	2 Stars	4 Stars		
	Campus 4 (name)	Campus 5 (name)	Campus 6 (name)		
	FCA Elementary	FCA Middle School	Campus 3 (name)		
	2018 NSPF Rating <i>Complete campus boxes as may be applicable</i>	2 Stars	2 Stars		
	Campus 4 (name)	Campus 5 (name)	Campus 6 (name)		
	Elementary School Rating	Middle School Rating	High School Rating		
	N/A	N/A			
CSI or TSI Identification	Please list any years in which your school was identified as a CSI (Comprehensive Support and Improvement) or TSI (Targeted Support and Improvement) school by NDE.				
	2022-23 TSI/ATSI for Elementary				
	2016-17	2017-18	2018-19	2019-20	2020-21
NDE-Validated Four-Year Graduation Rate	N/A	N/A	N/A	N/A	N/A

⁵ For schools applying for a third charter term or 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.

OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS							
Total Student Enrollment [as of first day of school 2022] =							
Gender		Ethnicity / Race					
Female	Male	White	Black	Hispanic/Latino	Asian	Mixed Race	Other
51%	49%	19%	14.5%	49%	7%	8%	2.5%
Special Populations				Students on Waitlist			
Students w/disabilities (number)	ELLs (number)	Homeless Students (number)	Free/Reduced Lunch Eligibility (number)	Number of Students on Waitlist		Percentage of Waitlist Students w/Preference Status	
111	116	0	423	561		2	
Staff Retention				Discipline Data (2021 - 22)			
Number of Instructional Staff	Total Number of Staff	Percentage returning staff 2021-22	Percentage returning staff 2022-23	Number of out of school suspensions		Number of expulsions	
50	75	49%	69%	16		0	
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct.1] ⁶							
2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021	
73.75%		82.02%		69.30%		65.84%	
2021 - 2022		72.04%					

ACADEMIC PERFORMANCE

SPCSA Authority Academic Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern	Notice of Breach
2018-19	No Notice	Notice of Concern	Notice of Breach
2017-18	No Notice	Notice of Concern	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach
2015-16	No Notice	Notice of Concern	Notice of Breach

FINANCIAL PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern	Notice of Breach
2018-19	No Notice	Notice of Concern	Notice of Breach
2017-18	No Notice	Notice of Concern	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach
2015-16	No Notice	Notice of Concern	Notice of Breach

ORGANIZATIONAL PERFORMANCE

SPCSA Authority Organizational Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern	Notice of Breach
2018-19	No Notice	Notice of Concern	Notice of Breach
2017-18	No Notice	Notice of Concern	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach
2015-16	No Notice	Notice of Concern	Notice of Breach

⁶ To calculate student retention, subtract the number of students from year 2 not returning from year 1, and divide this result by the total number of students in year 1. For example, if there were 5 students in year 1, and 1 student did not return in year 2, the retention calculation would be: (5-1)/5, or 80%.

NEXT CHARTER TERM

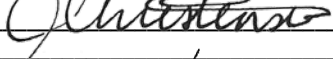
Current Enrollment Cap & Grade Spans for next charter term						
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Planned Enrollment Caps	1100	1100	1100	1100	1100	1100
Planned Grade Spans	K-8	K-8	K-8	K-8	K-8	K-8

Note: the enrollment cap and grade span information provided above should match current levels approved by the Authority, including previously approved amendments (such as expansions/new campuses) that have yet to take effect. These totals were provided in the school in the Performance Summary report submitted to the school by SPCSA staff on or before June 30.

Should the school propose a change in the enrollment cap or grade configuration during the upcoming charter term, please outline this change and provide a short rationale and additional information for the proposed change. Note that a change to the enrollment cap or grade configuration requires separate Authority approval.

BOARD MEMBER ASSURANCE STATEMENT

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

Signature of Head of School: 
 Date: 10/13/22

Signature of President/Chair of Governing Body: 
 Date Governing Body voted to approve application for renewal: 10/13/22