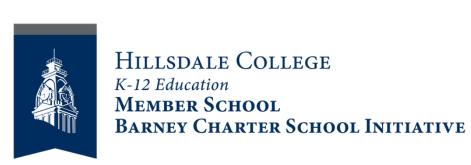


# SOUTHEAST OHIO CLASSICAL ACADEMY

Virtue. Wisdom. Truth.





Everyone thinks of changing the world, but no one thinks of changing himself.

Leo Tolstoy



#### Welcome to SOCA!

Thank you for expressing interest in virtuous and intellectual classical education here in Logan, Ohio! Whether you choose to enroll your child at SOCA or to continue with another educational option for your family, I am grateful to know that you find our educational program worthy of investigation.

We are concerned with providing an intellectual and virtuous education because education is the process of shaping and leading human beings into someone (or something) new. Our education is carefully designed with the end in mind. In order to flourish, we must be compelled to seek the truth, do the good, and love the beautiful in all that we do. No matter which college or which vocation we choose to live out, the guiding principles for living rightly and living well remain the same: We must live virtuously.



Our journey to this point has required, and still requires our team to exercise the same Core Virtues we want to instill in our students. To open the very first public charter school in our region required an incredible amount of courage and prudence from our Founding Board. This effort originally came from a place of compassion, seeking for the children of Southeast Ohio to have access to high quality educational options. Wisdom, moderation, and responsibility guided the purchase of our facility, the management of renovations, and the fulfillment of legal requirements to open our doors within a matter of months for our inaugural school year. Our team continues to govern and operate the school with justice and friendship at the forefront of the decision-making process.

We are committed to developing a culture and following a curriculum that fulfills our mission to train the minds and cultivate the hearts of young men and women in moral character and civic virtue from a classical curriculum in the liberal arts and sciences. Our American Classical curriculum is designed to instill thoughtful patriotism through an education for both the mind and the heart. This tried and true approach to education will lead to positive change in our communities.

I hope you find the information in this welcome packet to be helpful in your search for the right educational option for your child.

Sincerely,

Mr. Tim Allen
Principal of SOCA



## **Mission Statement**

The mission of Southeast Ohio Classical Academy is to train the minds and cultivate the hearts of young men and women in moral character and civic virtue from a classical curriculum in the liberal arts and sciences.

## **SOCA Honor Code**

I will be honest in word and deed, dutiful in study and service, and respectful and kind to others.

I will aspire to seek the truth, do the good, and love the beautiful.

## **Core Virtues**

## **Moderation**

Temper the desires for pleasure and delight.

## **Justice**

Give what is due to each person and the community.

## Responsibility

Uphold your duties and your obligations.

## Wisdom

Humbly pursue knowledge of the highest things.

## Courage

Remain steadfast when you are afraid.

### **Prudence**

Know how to act in pursuit of the good.

## **Kindness**

Care for others and seek to fulfill their genuine needs.

## **Friendship**

Love others for their own sake.



# SOCA's Key Characteristics

What makes our American classical education exceptional?

# #1 Traditional

What we teach and the way we teach is tried and true. Teachers lead the classroom. Teachers do not group students to do their own learning, or direct students to learn new topics and skills outside of the classroom. Technology usage is very limited and is used with careful intentionality.

# #2 Virtuous

The education is for both the mind and the heart. Students read classic literature that includes clear heroes and villains and discuss living in a way that is true, good, and beautiful. Discipline is done from a place of love for cultivating growth from students towards an ideal.

# #3 Content-Rich

The school day is filled with joyful instruction, not with empty activities and idle time. Students receive a complete education that includes great literature, systematic and explicit phonics instruction, handwriting, the study of foreign languages, Singapore mathematics, science, the arts, and physical education.



# PONEER PRIDE

100%

The percentage of SOCA parents that believe their child is learning more than they ever have before.

100% Agree

SOCA is bringing positive change to Southeast Ohio.

On a scale of 1-10 how likely are our parents to recommend SOCA for the child of a friend?

9.8

SOCA is fulfilling its mission

100% Agree



SOCA has an active and engaged community of parents, led by our Parent Service Organization (PSO).

Several of our major school events and volunteer projects on campus are led by the PSO.



## What Will SOCA Grads Do?

By Mr. Benjamin Phillips, Dean of Academics Published June 22nd, 2024

SOCA's launch is looming, and the leadership team is working hard to get everything ready for August. But while we navigate dozens of urgent tasks, documents, and legal codes, I've been thinking about the long game that SOCA is playing.

In all likelihood, neither I nor you nor the rest of the leadership team will live to see the next century. But our sixth graders have a very good chance of it. The kindergartners, an even better chance. What stands between their graduation and 2100? What sort of lives will SOCA help them to lead through the remaining



years of this century?

I have a master's degree in history, a bachelor's in humanities, and a taste for Latin literature. Over the years, many people have asked me what I "plan to do with that." It's an annoying question, though often understandable. As an undergrad, my cadre of friends and I would occasionally boast about being "useless," a term we took with glee from Zena Hitz's excellent book, *Lost in Thought*. We knew that the disciplines we studied would only apply directly to a handful of occupations, but we were glad to be studying them. We had high hopes for our lives and no serious fears for our careers. After all, the vast majority of college grads have jobs unrelated to their majors.

Will SOCA kids also be useless? By the time they graduate, they'll have gone far in math and science and obtained a thorough grounding in history, literature, moral philosophy, and even Latin. As the people responsible for the vision of this education, what do we hope that they "can do with that?"

I hope that some of our graduates go big. I hope that they make a serious difference on a grand scale in industries and organizations yet unknown. In a few decades, I aspire to read a book written by a SOCA grad and to see some of them become professors. One day, perhaps, majestic buildings will be built by architects who caught a love of beauty in our classrooms and have made us proud. There's a good chance that we could graduate a future Senator or Ohio Governor. Perhaps even a President! There's a reason they call this the "land of opportunity."

But, to use a very American expression, I hope that most of our graduates don't even try to "make it." Lest anyone misunderstand, I hope that all of our students do very well. But I hope that most of them do very well in Southeast Ohio. We want to raise mayors for Logan and cops for Athens. If our plans succeed, SOCA kids will one day start non-profits, run parks, and build businesses in the surrounding counties. Ideally, some of them will come back to SOCA and teach. And not all of our graduates have to "make a difference!" Excellence and flourishing are not the preserve of the wealthy or influential. I hope that I teach a future plumber and that one day he listens to good audiobooks in the truck. I hope that many of the farmers, food-service workers, and middle managers who come through our halls will someday distinguish themselves at their "normal" jobs by their diligence and virtue. And I hope that they then go home from a "normal" workday to contemplate noble things, serve their friends and community, and write poetry for their spouses. The calendar week has 168 hours, and the work week only 40. We do want our graduates to spend those 40 well, but we also want to prepare them for the other 128.

I also hope that quite a few of our students don't have a 40-hour work week. I hope, instead, that they would rather stay home. My deep desire is for our graduates to recognize that pursuing the Good Life doesn't have to mean that you sell a quarter of your time on the market, that moral character is best spent on those you live with, and that civic virtue begins in that smallest and most primordial society: the family. Dear parents, we at SOCA are investing in your grandkids. This year our kindergartners will read Winnie-the-Pooh, and I hope they remember it so fondly that one day they will sit down and read it to their own five-year-olds. And I hope that you get to read it with them.

When I consider the statistics which our sister schools have shared, I have no fears for the job prospects of SOCA graduates. But at a more fundamental level, I think that "what do you hope to do with that?" is usually the wrong question to ask about education, certainly so at this age. A much better question would be, "what kind of person do you hope to be?" That is the question we will ask our students at SOCA, and that I hope you are asking as well. As Zena Hitz reminds us, "To exercise the love of learning in all of its splendor, we must allow it to discipline and put in order our other motivations" (Lost in Thought, 113).

At the end of the day, when your kids come home and you ask them what they learned, what do you hope they say? At the dinner-table, what conversations do you, as their parent, hope to spark? As you tuck your children into bed, what do they confide in you? As their lives unfold, what do you want them to think is valuable, honorable, and worth their time? If you send your kids to our school, we will help them to become citizens and family members, not just employees. They will be resourceful, not just hirable; attentive, not just aware; and responsible, not just free. We want them to do well for themselves, but we especially want them to do good for the people and places around them. What's a career worth if it's divorced from that?

These days, I often think of a snippet from a poem of Wendell Berry's, one seared in my mind by a former professor. It undergirds much of what I do here, and I hope that our students share its vision:

Invest in the millennium. Plant sequoias. Say that your main crop is the forest that you did not plant, that you will not live to harvest. Say that the leaves are harvested when they have rotted into the mold. Call that profit. Prophesy such returns.



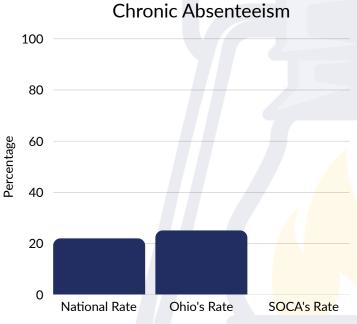
# Attendance Matters!

There is substantial evidence demonstrating that consistent attendance is closely linked to both academic achievement and positive student behavior.

Our instructional model relies on teachers' knowledge and subject-matter expertise, making consistent student attendance in the classroom essential.



SOCA's K-6 Average Student Attendance Rate



\*Chronic Absenteeism: A student who misses 10% or more of the school year.

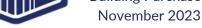
# From Vision...

Announced to the Public June 2022

## An Idea Was Born August 2021

A group of friends, neighbors, and invested locals came together to share a vision and form the Founding Board Building Search Begins August 2022











First Renderings for Renovations

Doors Opened August 2024

Founding staff and faculty were hired, opening assurances completed, and the first families enrolled their students

# Renovations & Preparations

August 2023 - July 2024

Funds were raised, a facility was located and purchased, and renovations took place in the months leading up to the first school year.

# to Reality!

Ribbon Cutting Ceremony August 2024





# Meet the Board of Directors



Kim Vandlen

Board President



Rich Schmaltz

Vice President



Claire Green

Treasurer



Linda Rice

Secretary



Jon Eckles

Member



Courtney Kuhnert

Member













# Student Life

A Glimpse at SOCA Extracurriculars and Community Events

## **Sports**

Girls Volleyball Cross Country Boys Basketball Track & Field

## Clubs

Chess Club Crochet Club Cubing (Rubik's Cube) Club

## The Gala

An exquisite evening of celebration in support of SOCA — featuring fine dining, captivating entertainment, and the opportunity to make a meaningful difference in our community.

## The Gathering

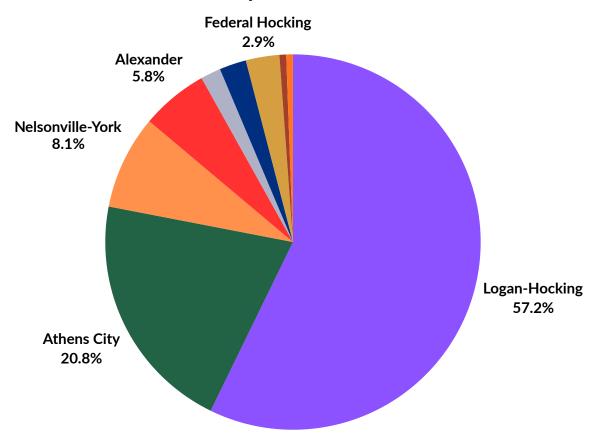
A PSO-sponsored community social event featuring a cookout, a cozy fire gathering, a bake sale, and opportunities for students and families to enjoy fellowship with one another.

## **Fine Arts Night**

An evening dedicated to celebrating our students, highlighting their creativity, and providing parents the opportunity to witness the remarkable talents they have cultivated throughout the school year.

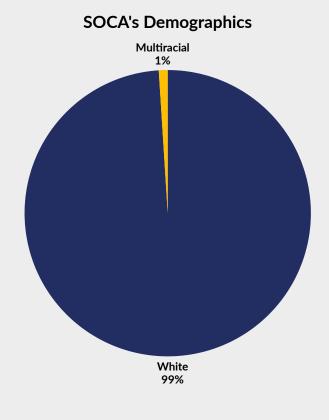
# Who Attends SOCA?

## **Enrollment by Local School District**



# **Special Education**

Over 20% of SOCA's students receive specialized instruction and/ or services (IEPs) or accommodations for a disability (504)





One of the greatest honors I had as an educator was coaching a team of dedicated and talented speech and debate students. Every week, I had the pleasure of working with a wide range of performances from nearly twenty different students. For example, there was a student who brought Martin Luther King, Jr. to life with a rendition of "I've Been to the Mountaintop," followed by a student who wrote a public address to call audiences towards qualitative efforts to end racial discrimination. In that same week, I witnessed a student informing their audience on the history and treatment options for individuals with scoliosis, right after a student single-handedly acted out a multi-character Monty Python script. No two speeches were alike. It was beautiful.

I admired each of the performances by the speech and debate students. I knew that each of them were acting with a mind and a heart towards the true, the good, and the beautiful. They were presenting without ulterior motives, without intentional misrepresentations, and without malice towards their audience. Regardless of whether or not I always agreed with their ideas, I certainly always respected who they were and what they had to say.

I can't help but think back on a particular speech delivered by one of our competitors who performed at both the state finals and the national level of competition. His original address dealt with the rapid advancement of "echo chambers" in American democracy and the ever increasing political polarization that is crushing a liberty that is the fiber of our republic: The freedom of speech.

With the rise of 'echo chambers,' it appears that many of us have chosen that it is better to not engage in free dialogue with others. Rather, we shy away from opportunities for conversation and stay with only those individuals that will tell us exactly what we want to hear.

However, who will tell us what we need to hear?

It appears to be increasingly true that the citizens of our nation would rather stay safe by staying away from speaking openly and freely with people who may not agree with what we have to say. Even though we have been granted this incredible liberty, a liberty necessary for living in a free civilization, we apparently no longer feel free to use it.

Now, there are certainly risks to exercising our freedom of speech. Just because the freedom of speech is a liberty in our country does not mean it is always safe to practice. We can easily harm others through our own episodes of emotionally-blinded weakness. In a misguided moment, we can share falsehoods that lead to chaos and confusion in the lives of other people. This distress could last for a few hours or it could last many years, if not rectified. Even worse, we could choose to act with malicious intent. We could approach an issue with our own personal agenda and speak with blatant disregard for the truth.

Can we tolerate the dangers of living in society where we can all take the risk to freely speak? Are we better off not facing the risks, choosing to live within the resonations of our own echoes?

I'm not ready to entertain the question of whether or not we should have the freedom of speech. I do believe that we are at a crossroad today with this liberty: If we are unwilling to prepare our citizens to properly engage in civil discourse, then we should be prepared to inevitably lose the liberty to speak. Today, we must educate ourselves and our future generations how to speak courageously and effectively.

When it comes to delivering a message that needs to be heard, we can choose to wield our speech as a weapon of war or an instrument of peace. Neither option is inherently wrong: Prudence, wisdom, and justice would say there is a time and a place for both uses of free speech. But in both cases, it is the duty of a responsible, moral citizenry to use the freedom of speech for the edification of their community and their nation.

The key word is "moral."

If the freedom of speech is the fiber of our republic, then morality is the act of sewing. I'm not an expert on knitting, but if the principles of interacting with the yarn are not followed, there is very little possibility of making a scarf worth having. If our citizenry does not live by principles of virtue, then we should not be as surprised when the tapestry of our country is disheveled, downtrodden, or destroyed. To finish the analogy: If we do not live by virtue as we exercise our freedom of speech today, we may leave behind a country for our posterity that is not worth having.

To fulfill the two provided requisites, our education must prepare our citizens to be able and willing to speak. Additionally, education must help raise students to be individuals of virtue so they will use their ability for the good of their community and their country.

Please carefully consider today: Is the education of your child preparing them to be the courageous, articulate individuals of virtue we need?



# Academic Performance

A brief overview of academic achievement for our first year of instruction and goals for our second school year.



**Goal One** 

By the end of the 2025-26 school year, 80% of returning students will demonstrate at least one year's growth, or learning gain, as measured by the Spring Assessments from the 2024-2025 school year.

**Goal Two** 

The average student daily attendance for the 2025-2026 school year will be greater than or equal to 94%.

**Goal Three** 

By the end of the 2025-26 school year, 80% of students in third grade will demonstrate at least one year's growth, or learning gain, as measured by the 3rd Grade ELA Fall and Spring Assessments.

# **Ohio State Report Card**

2024-2025



Gap Closing

Reduction in educational gaps for students



## **Progress**

Measure of student growth based on past testing performance.



## **Achievement**

Measure of how well student performed on state tests.

# **SOCA's Assessments**

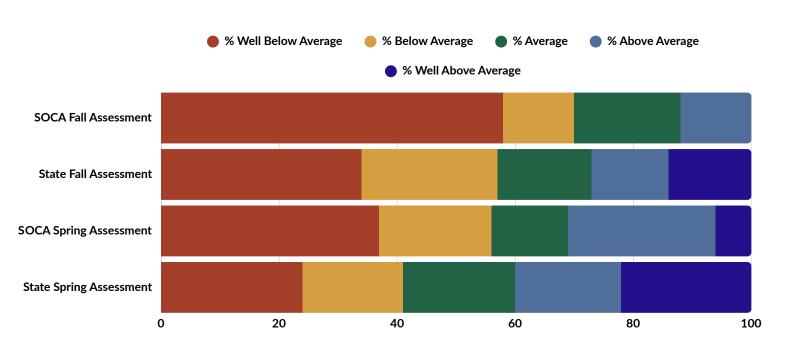
## **Classic Learning Test**

Nationally-normed growth measure that assesses student

## **Acadience Reading and Math (K-6)**

Diagnostic testing measure that assesses student

2024-2025 3rd Grade Fall and Spring ELA Assessment Data



# The Enrollment Process

# Step 1

Apply during the posted enrollment period.

# Step 2

Receive and accept an offer for a seat at the end of the enrollment period. If a seat is not available, prospective students will be placed on a waiting list and contacted if a seat is available.

# Step 3

Complete registration to enroll your student! Purchase uniforms and school supplies for the school year!



# FINANCIAL REPORT

## 2024-2025 ACTUALS

**Beginning Cash Balance: \$204,862** 

**Total Operating Revenue: \$1,268,157** 

State Foundation: \$1,025,645

Other: \$242,512

**Total Non-Operating Revenue: \$368,114** 

Federal Grants: \$123, 859

Donations: \$38,900

**Operating Expenditures: \$1,682,947** 

Salaries and Benefits: \$1,162,656

Contracted Student Services: \$434,304

Supplies and Materials: \$76,655

**Ending Cash Balance: \$158,485** 

## **2025-2026 PROJECTIONS**

**Beginning Cash Balance: \$158,485** 

**Total Operating Revenue: \$2,397,660** 

State Foundation: \$1,970,950

Other: \$426,709

**Total Non-Operating Revenue: \$833,505** 

Federal Grants: \$647,644

Donations: \$38,475

**Operating Expenditures: \$2,987,673** 

Salaries and Benefits: \$1,672,537

Contracted Student Services: \$879,884

Supplies and Materials: \$366,499

**Ending Cash Balance: \$401,977** 

